

Child Protection Policy #24

The *Child Protection Policy* was reviewed during the Summer Term 2020.

COVID-19: The school recognises that Keeping Children Safe in Education (KCSiE) remains in force throughout any national and local response to coronavirus (COVID-19). The governing body, senior leadership team and designated safeguarding lead continues to have appropriate regard to KCSiE and keeping our children safe.

DATE AGREED BY FULL GOVERNING BODY:	27/09/21
REVIEW DATE:	September 2022
AUTHOR:	Mrs Kay Bridson & Miss Angela Britten
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>Behaviour Policy for Staff and Volunteers</i> <i>Child Protection Volunteer Leaflet</i> <i>Code of Conduct for Governors</i> <i>Code of Conduct for teaching and support staff</i> <i>Code of Conduct for volunteers and visitors</i> <i>Critical Incident Policy and Management Plan</i> <i>Data Protection Policy</i> <i>Privacy Notice</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>Safeguarding Policy</i> <i>Safer Recruitment Policy</i> <i>Security Policy</i> <i>PSHE and Sex and Relationships Education Policy</i> <i>Single Equalities Policy</i> <i>Special Educational Needs Policy</i> <i>Use of Photography and Images Policy</i> <i>Visitors Policy</i> <i>Whistle Blowing Policy</i> </p> <p> <i>This policy should be read alongside the following local authority and national government policies, as amended from time to time:</i> <i>Working together to safeguard children 2018</i> <i>Keeping children safe in education 2021</i> <i>Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)</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> <i>The Procedures of Wiltshire Safeguarding Vulnerable People Partnership</i> </p>

Stratford-sub-Castle Church of England VC Primary School

'Life in all its fullness' John 10:10

Child Protection Policy #24

Stratford-sub-Castle Primary School fully recognises its responsibilities for child protection. The school is aware of the challenges resulting from the COVID 19 pandemic and the subsequent consequences for individuals, families and institutions.

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.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe (including on-line) that incorporates pupil health and safety; school behaviour management and preventing peer on peer abuse; supporting pupils with medical conditions; Relationships, Sex and health (RHSE) education and Personal, Social, Health, and Economic (PHSE) education; providing first aid and site security.

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.

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, September 2021 (KCSiE). All staff working directly with children will have also read Annex A of KCSiE 2021.

This policy should be read alongside all Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP) (formerly Wiltshire Safeguarding Children Board) policies.

This document specifically references a number of documents from the Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP).

A full list of Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP) policies, procedures and guidance can be accessed here: <http://www.wiltshirescb.org.uk/professionals/local-policies-and-guidance>

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 will always act in the interest of the child.

A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being.

The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

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

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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Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk
Deputy DSL(s) (DDSL)	Justine Watkins	01722 327227	jwatkins@stratford-sub-castle.wilts.sch.uk
Nominated Governor	Angela Britten (The role of the Nominated Governor is outlined in Appendix 1 of this policy.)	01722 327227	govabritten@stratford-sub-castle.wilts.sch.uk
Chair of Governors	Angela Britten	01722 327227	govabritten@stratford-sub-castle.wilts.sch.uk
Designated Teacher for Looked After Children	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk
Senior Mental Health Lead	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021) Part 2 and Annex B

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**

Out of hours: **0300 456 0100**

If you have concerns about a child please contact:

Wiltshire Multi-Agency Safeguarding Hub (MASH) **0300 456 0108** (08:45am-5pm Mon-Thurs) and (8:45am-4pm) Friday

Emergency Duty Service **0300 456 0100** (5pm - 8.45am)

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on **999**.

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

1. Purpose of the policy

This policy has been written to ensure:

- all our pupils are safe and protected from harm
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

This policy is also intended 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
- 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
- promote effective liaison with other agencies in order to work together for the protection of all pupils
- support pupils' development in ways which will foster security, confidence and independence
- integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- take account of and inform policy in related areas such as discipline, bullying and online safety

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

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).

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours and on-line are within the scope of this policy.

2. Child Protection procedures and guidelines

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity 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. If, at any point, there is a risk of immediate serious harm to a child a referral is made to children's social care immediately (and if appropriate police). Referrals follow the local referral process.

What are Extra-familial harms?

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and youth produced sexual imagery, put children in danger. Staff are alert to Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). These are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem staff understand they are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can affect their mental health, behaviour and education.

Should staff have a mental health concern about a child the school regards this as a safeguarding concern. Immediate action is taken. Procedures in the Child Protection Policy are followed and the designated safeguarding lead or a deputy is informed.

Domestic abuse

Staff understand that domestic 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; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing radicalisation

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

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

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

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 Vulnerable People Partnership (WSVPP) and have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2021 (KCSiE)*. The Governing Body, the senior leadership team and the DDL and DDSL are aware of and follow local arrangements. The school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children subject to child protection plans.

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

Training/Teaching	Policy/Procedures	Staffing
Whole school approach to broad and balanced curriculum embedding safeguarding teaching	Peer on Peer abuse	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team.
D/DSL training	Pupil voice	Deputy Designated Safeguarding Lead (DDSL)
Designated teacher training	Online safety	Designated teacher for children looked-after (even if there are no LAC on roll)
KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)	Whistleblowing	Senior mental health lead
Staff training, including regular safeguarding updates	Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct	Pastoral and well-being staff
Children taught about keeping safe online	Early help	
Online safety training for staff	Mental Health	
Preventing radicalisation	Multi-agency working	
Teaching staff confidence to deliver RSHE/PSHE to all pupils	Children missing out on education (CMOE) and Children Missing Education (CME)	
Annual review of online safety arrangements	Children with SEND and a physical health issue	
	Reporting abuse, incl. dealing with a child at immediate risk / SVPP procedures	
	Honour based abuse (HBA)	
	Female Genital Mutilation (FGM)	
	Behaviour for Life and Learning policy	
	PSHE and Relationships, Sex and Health Education (RSHE) policy	
	Staff contribution to policy - Safeguarding policy review	

Our Expectations:

All staff are:

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

In addition, all staff have read and understood Part 1 of the latest version of KCSiE. (KCSiE 2021). Staff members who work directly with children also read Annex A of KCSiE 2021. School leaders and staff who work directly with children have also read Annex B and Part 5.

3. Statutory Roles within the school

As well as a Safeguarding Nominated Governor, the Governing Body appoints a senior member of staff to the role of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding.

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 Wiltshire Safeguarding Vulnerable People Partnership (WSVPP).
- 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.

4. 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.
- All pupil are encouraged to make their wishes and wants known and the school values the child's voice.

5. Safer Recruitment

The school acts in accordance with its Safer Recruitment Policy. As such the Governing bodies ensures regulation 9 of the School Staffing (England) Regulations 2009 is complied with.

- The school follows the guidance provided in Part 3 of KCSiE and the guidance provided by the Wiltshire Safeguarding Vulnerable People Partnership (WSVPP).

- All applications for paid or voluntary posts are scrutinised. The measures include: face to face interviews; 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
- At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated **every five years as a minimum.**
- In line with KCSiE the governing Body of Stratford-sub-castle Primary School adheres to its statutory responsibilities to check staff members who work with children and to take proportionate decisions as to whether checks are required. Volunteers are appropriately supervised.
- We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained.

Governors monitor the school's safer recruitment practice, including the SCR.

The SCR applies to:

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

The record (SCR) indicates whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK (see paragraphs 136-137); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The Teacher Services system is used to verify qualified teacher status (QTS) and the completion of teacher induction and teacher probation periods.

6. Training and induction

Induction

The welfare of all our pupils is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

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

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

Advanced training

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

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated **every five years as a minimum**.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

As well as the school's safeguarding induction programme, governors are encouraged to complete face to whole school safeguarding and child protection training. In addition, governors may attend face training for governors provided by Wiltshire Council.

7. Safer working practice

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

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

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

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, Behaviour Policy for Staff and Volunteers, Code of Conduct, school policies and those on the SVPP 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). If in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff will consider speaking to another member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken must be shared with the DSL or DDSL as soon as is practically possible.

8. Staff behaviour

All staff members read, sign and adhere to the relevant 'Codes of Conduct' and agree to implement school policies. The following principles underpin the Codes of Conduct, Behaviour Policy for Staff and Volunteers policy, 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, online 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.

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child on child sexual violence and harassment, peer on peer abuse and exploitation. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2021) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2021).

9. Managing allegations and concerns against adults including 'Whistleblowing'

Managing allegations against adults (including supply teachers, volunteers and contractors)

Stratford-sub-castle Primary school follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour or an adult who works or volunteer at the school, including contractors, they must immediately consult the Headteacher who will refer to the local authority Designated Officer for Allegations (DOFA).

Report the allegation within one working day to the Designated Officer for Allegations (DOFA)

- Contact the Multi-Agency Safeguarding Hub (MASH): **0300 456 0108** and select Option 3 then Option 4
- Or email dofaservice@wiltshire.gov.uk
- Out of Hours Emergency Duty Service: **0300 456 0100**
(5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)

Wiltshire Designated Officer for Allegations: 0300 456 0108

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Stratford-sub-Castle Primary promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

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 addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Behaviour Policy (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

Stratford-sub-Castle Primary will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is usually the headteacher. When the headteacher is the subject of an allegation, the chair of governors.

Managing low-level concerns about adults

Stratford-sub-Castle Primary operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Behaviour Policy for Staff and Volunteers, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the headteacher; low-level concerns about the headteacher will be reported to the chair of governors.

Stratford-sub-Castle Primary will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Behaviour Policy for Staff and Volunteers), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;

- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

If staff members or pupils have concerns about a staff member or volunteer, this should be referred to the Headteacher: **Mrs Bridson**. Where there are concerns about the Headteacher this should be referred to the Chair of Governors: **Miss Angela Britten**. 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 whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

(See Whistleblowing Policy)

Mrs Penny Larcombe is the named Governor for 'Whistle blowing'

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

Worried about a child?

If you're worried about a child, even if you're unsure, contact our helpline to speak to one of our counsellors. Call us on [0808 800 5000](tel:08088005000), email help@nspcc.org.uk or fill in our [online form](#).

Staff can call: 0808 0800 5000 or e-mail help@nspcc.org.uk.

All members of staff and volunteers have read, signed to confirm they have understood the school's Behaviour Policy for Staff and Volunteers (Safe Working Practice).

10. What constitutes child abuse and neglect?

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and KCSiE along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy

of Part 1 of KCSiE, which they are required to read and includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children also read Annex A of KCSiE

The types of maltreatment/abuse, described in KCSiE are:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

At Stratford-sub-Castle Primary School, staff members maintain a professional attitude of 'it could happen here'. Staff recognise and report indicators of abuse and neglect. They are aware that 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.

Neglect is 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, because 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

Staff members are aware that abuse or neglect may result in a child experiencing poor physical and/or mental health and may manifest itself in inappropriate or challenging behaviour. It may also result in changes of behaviour.

Specific safeguarding issues:

Stratford-sub-Castle Primary School recognises other safeguarding issues: Child Criminal Exploitation (CCE) Children Missing in Education, Child Missing from Home or Care, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), bullying (including cyber-bullying, homophobic bullying, transphobic bullying and bi-phobic bullying), 'County Lines', domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, sexual assault, hate, mental health, missing children and adults, peer to peer abuse, private fostering, radicalisation, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, teenage relationship abuse, trafficking and 'so called' honour based abuse (HBA).

The school endeavours to identify and act upon any form of abuse according to the Child Protection procedures set out in this policy and on the Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP) website.

For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 2.

11. Early Help

At Stratford-sub-castle Primary School, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

12. Responding to concerns/disclosures of abuse: guidance for staff

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality eg say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

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

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

13. Record Keeping, Reporting and Information Sharing

Stratford-sub-castle Primary School liaises with partner organisations (Wiltshire Council, child care settings and receiving secondary schools and academies to ensure any safeguarding records for learners are shared on transition:

The DSL contacts any setting/school/organisation previously attended by a child and when a child leaves Stratford-sub-castle Primary School.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

The school:

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.

- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

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

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

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

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.

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.

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 DSL/DDSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The DSL/DDSL makes a judgement in each case.

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 school is required 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.

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

See “Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2018 (as amended from time to time).

See Information Sharing and Data Protection Policies

14. Referrals to MASH and the Escalation of Concerns**Referrals to MASH**

The school follows the local guidelines for making a referral to the MASH and also the follow up protocols as set out in **Keeping children safe in education 2021**.

The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- 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;
- any services required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The Designated Safeguarding lead and Deputy Safeguarding lead will follow up on a referral should this information not be forthcoming.

If social workers decide to carry out a statutory assessment, school staff will do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

Escalation of concerns

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

If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) will press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. In such cases, the SVPP Case Resolution Protocol is used.

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

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

15. 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.

16. Children with Special Educational Needs and Disabilities or physical health issues

The school acts in accordance with its Special Educational Needs Policy.

Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

17. 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.

18. Welcoming other professionals/ visitors

The school acts in accordance with its Visitors Policy.

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 form and wear a school I.D. badge.

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

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

19. Online Safety

The school has an Online Safety Policy however, 'Online safety' is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Stratford-sub-Castle Primary School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks.

Pupils are not allowed to use mobile and smart technology from home in school. When phones are brought into school (for safety walking home) they are locked away during the school day.

Stratford-sub-Castle Primary School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow peer on peer abuse procedures when mobile phones are used by a child whilst in school or out of school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

20. Peer on peer/ Child on Child Sexual Violence and Sexual Harassment

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and is taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. The different forms of peer on peer abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

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

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the school’s pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

We minimise the risk of peer on peer abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that peer on peer abuse can happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child’s life.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

21. Serious Violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that pupils may be at risk of getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

22. Off-site visits

Off-site visits will be conducted in accordance with the Behaviour Policy for Staff and Volunteers and the Educational Visits policy.

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 Wiltshire Safeguarding Vulnerable People Partnership (WSVPP) 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.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

23. 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.

24. Photography and images

The school expects staff, volunteers and visitors to adhere to its Use of Photography and Images Policy.

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.

25. Missing children and children missing education

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

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

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

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

26. Looked After Children / Children with a Social Worker

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 members 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' and 'Previously 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 **Angela Britten**.

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

The Designated Safeguarding Lead ensures that contact is made with the local authority **Personal Advisor** appointed to guide and support any care leaver. If a looked after child, a child subjected to a Child Protection plan or has an allocated social worker has an unauthorised or unexplained absence, the school refers them to the MASH within 24 hours.

The school recognises the particular vulnerability of children with a social worker. As relating to research on 'What Works in Education for Children who have social workers' (February 2020)

27. Reasonable Force / Positive Interventions

Staff and volunteers act in accordance with the Behaviour Policy for Staff and Volunteers and Positive Intervention Policy.

Staff at Stratford-sub-Castle school accept that physical intervention is only used as a **last resort** when the action is in self-defence; where there is a developing risk of injury; significant damage to property; or where a pupil is behaving in a way that is compromising good order and discipline. Other strategies and techniques will be used before the application of physical intervention. Please refer to our school's behaviour policy for further information on behaviour expectations and the means by which we seek to reduce the likelihood of situations occurring where the use of force may be necessary.

28. Working with alternative provision

Where the school places a pupil with an alternative provision provider, the school recognises that it continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Written confirmation is obtained from the alternative provider to ensure that the appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

29. Remote Learning

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown or self-isolation, staff members are aware of their responsibilities to remain alert to the signs and risks of abuse to children.

In such circumstances, the DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children eg online.
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

30. Monitoring and Review

The nominated governor (NG) for safeguarding collaborates with the Headteacher /DSL to complete an annual safeguarding audit return to the local authority.

The Governing Body 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 remedy any deficiencies and weakness found without delay.

Our governors monitor the school's safer recruitment practice, including the Single Central Record. Governors ensure that safeguarding is an agenda item for every full governing body meeting. The Headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

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: 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

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';

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/suspicious 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 because 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

Definition of Harm and Abuse. (KCSiE 2021)

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.

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 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.

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.

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.

Other specific safeguarding issues

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information regarding definitions and indicators are included in Annex A of KCSiE 2020.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

Operation Encompass (Wilshire is part of this)

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional 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.

Female genital mutilation (FGM) and Forced Marriage

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 on 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

KCSiE 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 different forms encompassing extreme religious and/or political views.

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.)

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

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 3

Related legislation and key documents

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

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

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

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

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

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in schools and colleges (2021) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour and Discipline in Schools (2016) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

