



The John Bentley School
An Outstanding Centre for Learning

Child Protection & Safeguarding Policy



The School Vision

An Outstanding Centre for Learning

This vision will be realised through ensuring that:

- Teaching will inspire, motivate and challenge students to learn.
- Every student will achieve more than they ever thought possible.
- The Calne area and community will be proud of JBS.
- We will fully support every individual in our school community.
- We will have an inspirational learning environment.



Version Control

Version	3.0
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Ratified on	26.05.17
Statutory Policy	Yes
Review Period	Annual
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Links to other documents:

This policy should be read in conjunction with:

- Staff Code of Conduct
- Whistle-blowing policy
- PSHEE and Citizenship Statement
- Health and Safety Policy
- Trips and Visits Statement
- Anti-bullying Statement
- CLA Statement
- Attendance Statement
- Behaviour for Learning Policy
- SEN Policy
- E-Safety Statement
- Guidance for separated parents

Designated safeguarding lead (DSL) 2016-17:	Mrs Lynsey Wall (Assistant headteacher)
Nominated Governor 2016-17:	Miss Carol Bell
Deputy designated safeguarding lead (DDSL):	Mr Adrian Roberts (Alternative & Flexible Curriculum Leader)
Deputy designated safeguarding lead (DDSL):	Ms Kate Rookes (Pastoral Manager)

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In addition all staff will have read Part 1 of *Keeping Children Safe in Education (KCSIE)*, DfE September 2016. This document also references the following documents from the Wiltshire Safeguarding Children Board:

- *Multi-Agency Thresholds for Safeguarding Children (December 2014)*
- *Escalation Policy for Dispute Resolution (October 2014)*
- Working together to safeguard children (DfE March 2016)

1. Purpose of the policy

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

The John Bentley School staff should maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests** of the child.

At The John Bentley School safeguarding is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding 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.

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

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

2. Safeguarding, Child protection and guidelines

Safeguarding is defined as: *protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (KCSIE 2016).*

What is Child Protection?

Child Protection is an important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, **significant harm**. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, peer on peer abuse (inc bullying/cyber-bullying), appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

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

Responsibilities

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

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2016*.

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

Governing bodies should appoint 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 broad areas of responsibility of the DSL & Nominated Governor are outlined in Appendix 1.

3. Safeguarding information for pupils.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and neglect and prevent concerns from escalating. The school will therefore:

- establish and maintain a safe environment where children feel secure, are actively encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried;
- include opportunities in the PSHEE, IT and Citizenship curriculum for children to develop the skills they need to recognise and stay safe from abuse.

4. When to be concerned/Early help

If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to inform the DSL or DDSL immediately. Where possible this should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. Any referral should be made in accordance with the WSCB referral threshold. For further details outlining what action to take see appendix 5.

If a teacher discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police. **This is a mandatory reporting duty.** (KCSIE DfE 2016). In these cases the teacher should also follow the schools safeguarding policy and inform the DSL.

Early help; All staff need to be aware of the early help process, and understand their role in identifying emerging problems (unmet needs or making inadequate progress) , sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

Therefore the school will consider the following:

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club

- Refer to appropriate services e.g. CAMHS etc.

Staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. Other specific safeguarding issues;

Child sexual exploitation (CSE), Female Genital Mutilation (FGM), peer on peer abuse (including bullying & cyber bullying), drug use/misuse, forced marriages, domestic violence, sexting, radicalisation, teenage abusive relationships, honour based violence, gangs and youth violence, children missing education, fabricated or induced illnesses.

See Appendix 2 for information on definitions and indicators of abuse.

5. Children with Special Educational Needs or Disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties;

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

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

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

The SEND service can be contacted on 01225 757 985.

Follow up support for 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 CAF and Team around the Child (TAC) meetings.

6. Peer on Peer abuse

Schools are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the school setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.
- Whether the perpetrator understands the effect their actions have on others/victims.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and this will not be tolerated or passed off as "banter" or "part of growing up" especially around homophobic, bi-phobic and trans-phobic abuse.

All incidents of peer on peer abuse must be treated seriously and reported to the DSL/DDSL's where they will be investigated.

In order to minimise the risk of peer on peer abuse we aim to:

- provide a developmentally appropriate curriculum (including PSHEE/tutor sessions) which develops students understanding of acceptable behaviour and keeping themselves safe;
- have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Instil the whole school approach of 'Respect 24/7' charter;
- develop robust risk assessments where appropriate

Sexting (youth produced sexual imagery):

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

If a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action **isn't** in the public interest.

Any concerns or disclosures regarding sexting must be reported to the DSL who will investigate further.

7. Dealing with a disclosure: guidance for staff

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

• **Create a safe environment**

- Take the child to a private and safe place if possible
- Stay calm, do not display shock or disbelief

- Reassure the child and stress that he/she is not at fault
 - Tell the child that you know how difficult it must have been to confide in you
 - Listen to the child and tell them that you believe them and are taking what is being said seriously. Allow them to talk freely
 - Tell the child what you are going to do next after the disclosure
- **Be honest**
 - Do not make promises that you cannot keep
 - explain what has to be done next and who has to be told in order to stop what is happening.
 - **Make a written report as soon as possible after the conversation, using the school child welfare form wherever possible (see appendix 4)**
 - **Be clear about the language the child uses.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers
 - **Maintain confidentiality**
 - Only tell those people that it is necessary to inform
 - **Do not take sole responsibility**
 - Immediately consult the Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
 - The Designated Safeguarding Lead will consider the information and decide on the next steps.

8. Record keeping

It is the school's expectation that all staff/volunteers inform the DSL/DDSL's immediately of any concern that they have regarding the welfare of a pupil. The child welfare form **must** be completed (see appendix 4).

The school will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely on the safeguarding computer system. All written records are kept securely in a secure location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

The John Bentley School will ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

Information sharing –internal process

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

9. Communication with parents/carers

The John Bentley School will ensure the Child Protection policy is available publicly either via the school website or by other means.

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them. However there will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- lead to an unreasonable delay; or
- prejudice the prevention, detection or prosecution of a serious crime.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children’s Social Care by ringing the MASH (Multi Agency Safeguarding Hub) to obtain advice about the recommended course of action.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

We encourage parents to disclose any concerns they may have with The John Bentley School. We make parents aware of our Child Protection Policy and parents are aware that these are on the school website.

* This section should be read in alongside *Information Sharing –Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

10. Monitoring of children subjected 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 Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will attend planning meetings and core group meetings 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 distress or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

11. Allegations involving staff/volunteers.

Please refer to: The Allegation Management WSCB flowchart has been included in Appendix 3.

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

Wiltshire Designated Officer: 01225 713945

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

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 provides a duty of care in the form of effective support to the person who is the subject of the allegation. This will be conducted by the Principal and, if appropriate, a committee of governors.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. A named contact will be provided.

The John Bentley School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

If you have concerns about a colleague

If staff members have concerns about another staff member or volunteer then this should be referred to the Principal.

Where there are concerns about the Principal this should be referred to the Chair of Governors.

Staff 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 the child is paramount. The school's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Initial concerns should be raised with a member of SLT. A meeting will be arranged to discuss the concern raised.

Further channels are available;

- raised with Nicky Brennan (Nominated Whistleblowing Governor)
- NSPCC Whistleblowing helpline: **0800 0280285** or email: help@nspcc.org.uk
- OFSTED

Whistleblowing: The NSPCC offers free advice and support to professionals with concerns about any wrongdoing or malpractice.

*please see Whistleblowing policy for further guidance.

12.Safer Recruitment.

When appointing staff at The John Bentley School we will always work within the statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2016 part 3*.

We recognise that it is vital that schools create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre- employment checks.

When appointing new staff, The John Bentley School will follow safer recruitment statutory requirements as set out in Part 3 of KCSIE 2016:

- Verify a candidate's identity.
- For most appointments, an enhanced DBS certificate which will include barred list information, for those who will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available, this individual will be appropriately supervised;
- Carry out a prohibition check (depending on role/duties);
- Request two references from previous employers and if appropriate (i.e. currently or previously employed by a school) their current or most recent headteacher/Principal
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- Verify the person's right to work in the UK.
- If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate ; and

The John Bentley School ensures that at least one person on every interview panel has attended and been accredited on the Safer recruitment training. All checks are accurately recorded on a single central record.

13. Staff training & induction

- The DSL will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors will receive safeguarding induction to ensure understanding of the safeguarding policy as well as their role to keep children safe.
- The CP policy and Code of Conduct will be provided to all staff –including temporary staff and volunteers- on induction.

14. Safer working practice

Safe working practice ensures that pupils are safe and that all staff, 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;
- Be 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.

E-Safety: John Bentley School recognises that the internet and other technologies provide a vast opportunity for children and young people to learn. The purpose of internet use in school is to raise educational standards, to promote pupil achievement and well-being, to support the professional work of staff and to enhance the school's management information and business administration systems.

As a school we will introduce the procedure to pupils on responsible internet use, how the internet can enhance learning, help pupils to evaluate internet content and ensure pupils agree to the 'acceptable use' policy. The school will manage filters and emails for staff and pupils. All staff have been made aware of their roles and responsibilities with regard to e-safety.

Please read in conjunction with the E-safety policy. It is an expectation that all staff and students follow this policy in accordance with the WSCB Social Networking policy 2015.

15. Staff behaviour

***This section should be read in conjuncture with The John Bentley School Code of Conduct for staff and volunteers.**

The John Bentley School expects the highest standard of behaviour from all of its staff. This includes (but is not a conclusive list) the following.

- 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

- 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.
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e- safety and information sharing.

16. Welcoming other visitors

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

Professionals will complete signing in/out forms and wear a school ID badge.

17. Offsite & exchange visits

Appropriate risk assessments must be in place prior to any off-site visit taking place. Any trip/visit must be authorised by SLT.

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 the expectations around smoking/drinking by the adult.

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

Exchange visits

As a school we will satisfy ourselves that parents/carer's who will act as host families for pupils for a short period of time, are suitable to host pupils. This arrangement could amount to 'private fostering' under the Children Act 1989 or the Safeguarding Vulnerable groups Act 2006. JBS will work with the partner school to ensure similar assurances to the DBS checking system are undertaken prior to the visit. (KCSIE 2016 p66 Annex E).

18. Missing Children & Missing from education.

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

If a looked-after child or a child subject to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

Missing from education

Children missing education procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

19. Use of Photography & images

At times throughout the year the school will take photographs to celebrate pupil achievements. In order to protect the individual pupil, parents have the opportunity to opt out of their child being photographed (by informing the school directly) and this image being published. Christian names of children will only be used.

Policy review

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Appendix 1: Role of the Designated Safeguarding Lead & nominated Governor.

The Governing body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at The John Bentley School is effective and complies with the law at all times.

Responsibilities of the Nominated Governor:

- prioritising the welfare of the pupils of John Bentley and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns;
- ensuring the Safeguarding/Child Protection policy is checked for impact and reviewed yearly accordingly;
- auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Principal using the Wiltshire Council annual School Safeguarding Audit return and reporting back to the Full Governing Body;
- ensuring that children are taught about safeguarding in an age appropriate way;
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- 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 all its pupils.

Designated Safeguarding lead:

The DSL has ultimate responsibility for safeguarding & child protection. This lead responsibility should not be delegated.

➤ **Managing referrals and cases**

- Refer cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaise with the Principal to inform them of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Support staff who make referrals.

➤ **Training**

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
4. Be alert to the specific needs of children in need, those with special educational needs and young carers;
5. Understand and support the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
6. Be able to keep detailed, accurate, secure written records of concerns and referrals;
7. Obtain access to resources and attend any relevant or refresher training courses;

8. Encourage a culture of listening to children and taking account of their wishes and feelings, in order to protect them from significant harm.

➤ **Raising Awareness**

- The DSL should ensure that policies are known, understood and used appropriately;
- ensure the Child Protection and Safeguarding policy is reviewed annually;
- ensure the Child Protection and Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this process; and
- link with the Wiltshire Safeguarding Children's Board (WSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

➤ **Child protection file**

When children leave The John Bentley School, the school will ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.

The school should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then keep securely the files until the 25th birthday. Records of less than a year will be archived in line with data protection guidelines.

APPENDIX 2: Definitions and indicators of abuse and neglect

Keeping Children Safe in Education 2016 outlines indicators of types of abuse & neglect.

Physical abuse

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

Child

Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect	
<i>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.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Other specific safeguarding issues

Honour based violence (HBV).

So called 'honour based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such. All agencies need to be alerted to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female genital mutilation (FGM) and Forced Marriage

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

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

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;

The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

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

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and looking 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.

Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Preventing radicalisation

Keeping Children Safe in Education 2015 placed a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act 2015 (section 26); and for schools to cooperate with local Channel panels and the police as appropriate.

As a result schools are expected to assess the risk of children being drawn into terrorism, understanding the risks affecting children and being able to identify individuals who may be at risk of radicalisation and what to do to support them.

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

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

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

Recognising Extremism - early indicators may include:

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

* additional guidance: Revised Prevent duty guidance: for England & Wales (paragraphs 57-76), Educate against HATE (a website designed to equip schools with information, tools and resources on radicalisation/extremism)

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.



ALLEGATIONS AGAINST ADULTS - Risk of harm to children
GUIDANCE FLOWCHART

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

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

Where a young person discloses abuse or neglect

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

Report immediately to your Headteacher / Principal
 Any concern or allegation against the Headteacher / Principal will be reported to the Chair of Governors
 Unless there is clear evidence to prove that the allegation is incorrect, the Headteacher / Principal **must**:

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

Designated Officer (direct line): **01225 713945**

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

Out of Hours Emergency Duty Service (5.30pm to 9.00am): **0845 6070 888**

The Designated Officer will:

- Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
- Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake and internal investigation)

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

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

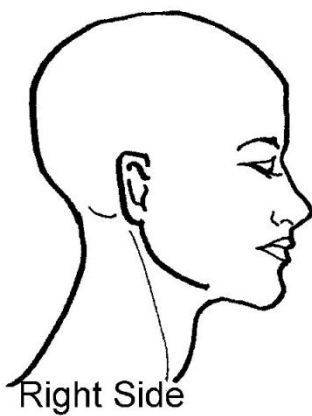
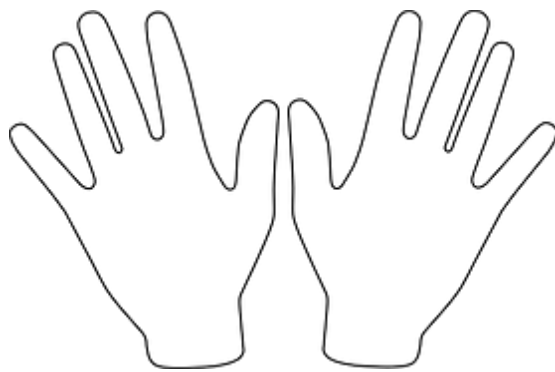
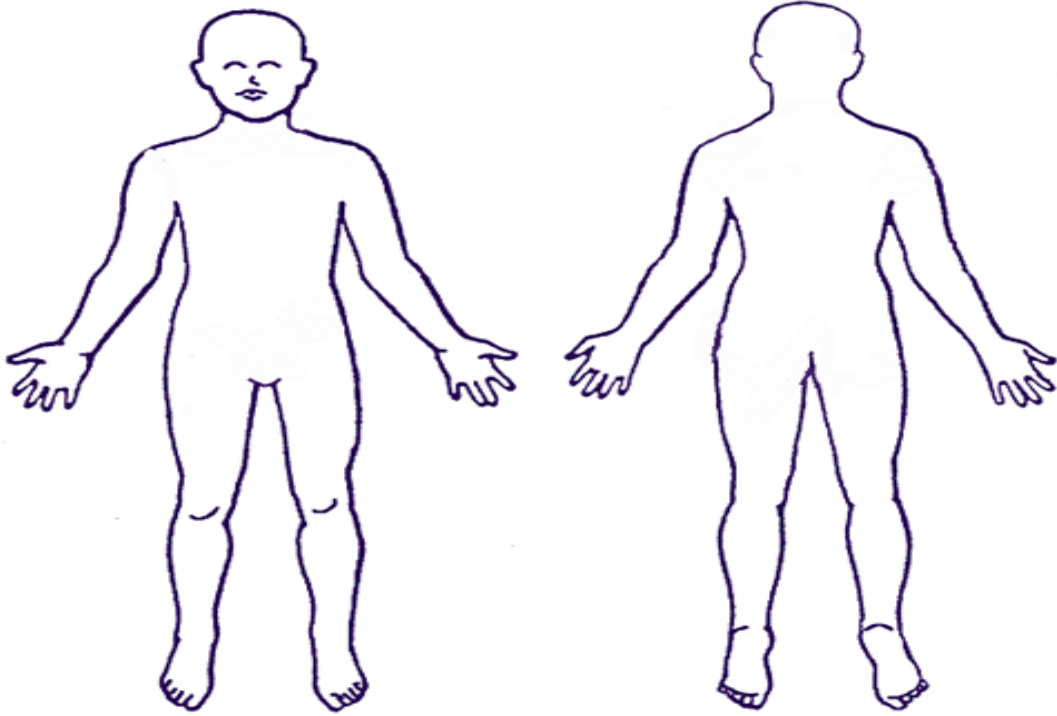
APPENDIX 4:

Child welfare & safeguarding concern

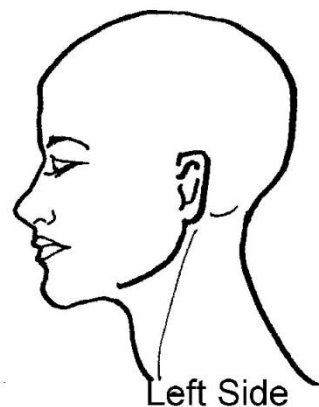
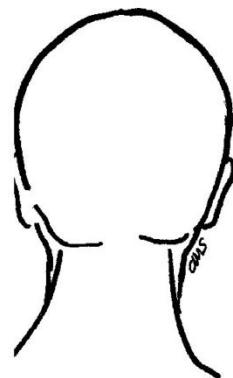
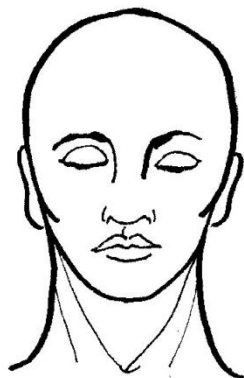
*For completion where child welfare or child protection concerns are identified in accordance with the child protection policy. This record should be completed by the adult who first observed the concern and reported to the safeguarding lead without delay. The Safeguarding lead will review and report concerns where appropriate to Children’s Social Care if a child is deemed to be in need or at risk of significant harm or in need. **This information will be disclosed only to those staff who need to know for the purposes of child protection.***

Date of alleged incident/disclosure/concern		Time:	
Name of person raising concern:		Role of referrer:	
Child Name: & tutor grp (if known)			
Details of concern: <i>(Use body map if appropriate) (include observations, child’s own words where possible; exact words must be used even if they offend)</i>			
Signed as a true account:		Date:	

This section is to be completed by the agency Safeguarding Lead		
Name of Safeguarding Lead/DDSLS reviewing the concern		Date:
Concerns should be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children’s social care).		
Further action taken Please also record whether concerns were shared with: <ul style="list-style-type: none"> • parents/carers • MASH and if not outline reason(s)		Date:
Final outcome		Date:



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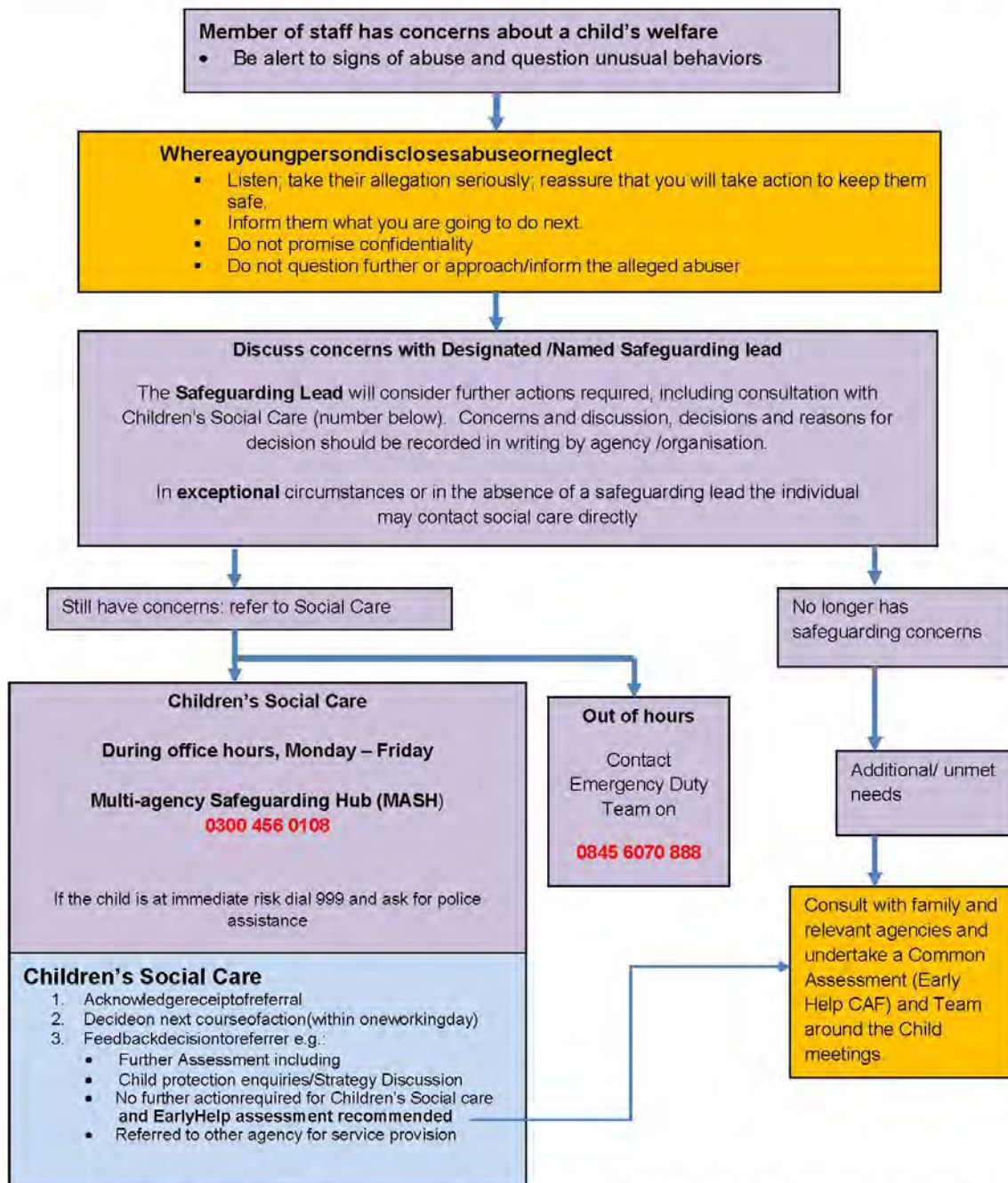


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WILTSHIRE SAFEGUARDING CHILDREN BOARD

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



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