



ST MARY'S CALNE

Child Protection Policy

St Mary's Calne fully recognises its responsibilities for child protection.

Key Safeguarding Personnel

Designated Safeguarding Lead (DSL) Wiltshire Level 3 trained:

Mrs Amelita Davies-Potter adavies-potter@stmaryscalne.org 01249 857305

Headmistress:

Dr Felicia Kirk headmistress@stmaryscalne.org 01249 857205

Deputy Designated Safeguarding Lead (DDSL) Wiltshire Level 3 trained:

Mrs Claire Bolton cbolton@stmaryscalne.org 01249 857316

Mrs Diana Harrison dharrison@stmaryscalne.org 01249 857377

Miss Lianne Aherne laherne@stmaryscalne.org 01249 857344

Nominated Governor for Safeguarding:

Mrs Tricia Pearce

Children's Social Care referrals:

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

Out of hours: 0300 456 0100

Wiltshire Designated Officer For Allegations (DOFA):

01225 713945 or ladowiltshire@wiltshire.gov.uk

Early Help Single Point of Entry:

01225 718230

Radicalisation and Extremism Contacts:

Local Police Force 101

DfE non-emergency advice for extremism: 0207 3407264

or counter-extremism@education.gov.uk

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

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

- *Behaviour Policy*
- *Pupil Code of Conduct*
- *Anti-bullying and anti-cyber bullying policy; transgender and homophobic bullying*
- *Emergency Plan*
- *Staff Code of Conduct*
- *Equal Opportunities*
- *Self-Harm*
- *Sex and Relationship Education*
- *Spiritual, Moral, Social and Cultural Education*
- *Recruitment Policy*
- *Whistleblowing Policy*
- *School IT Policies including the Online Safety Policy*
- *DfE The Prevent Duty (June 2015)*

In addition, all staff will have read and understood Part 1 and Annex A of the latest version of *Keeping Children Safe in Education*, (KCSiE).

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What is safeguarding?

Safeguarding can be defined as promoting the health, safety and welfare of all pupils.

Safeguarding is the responsibility of all adults, 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 relevant agencies to reduce risk and promote the welfare of children.

Staff:

- are advised to maintain an attitude of ‘it could happen here’ as far as safeguarding is concerned;
- should always act in the best interest of the child.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

1. INTRODUCTION

St Mary’s Calne fully recognises its responsibilities for child protection. We are dedicated to safeguarding and promoting the welfare of our boarders and day girls, regardless of age, ability, race, culture, religion, sexuality or background. We follow the child protection procedures set out by Wiltshire’s “Safeguarding Vulnerable People Partnership” (formally known as Wiltshire Safeguarding Children Board, WSCB). We understand the need to engage with the Safeguarding Vulnerable People Partnership and the statutory duty to cooperate if the school is named as a relevant agency. We have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2019*. Our policy takes full regard to *Working Together to Safeguard Children 2018 (WT)*, *What to do if you are Worried a Child is Being Abused (2015)* and the *National Minimum Boarding Standards (2015)*.

At St Mary’s we have a ‘Nominated Governor’ to take leadership responsibility for the school’s safeguarding arrangements.

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

The Governing body has appointed a senior member of staff from the school’s leadership team, to the role of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding. The D/DSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

During term time, the D/DSL are always available for staff in the school to discuss any safeguarding concerns.

The role of the DSL is outlined in Appendix 2.

2. SAFEGUARDING INFORMATION FOR PUPILS

- All pupils in the school are aware of staff who they can talk to, e.g their House Staff, Tutor, Deputy Head Pastoral, School Counsellor and Independent Listener and outside agencies (details on the ‘What to do’ poster displayed in Houses).
- Pupils are taught safeguarding (including Online Safety and how to build resilience to radicalisation) as a preventative measure during PD lessons.
- All staff and pupils sign the relevant IT Code of Conduct on entry to the school.

3. WHAT CONSTITUTES CHILD ABUSE AND NEGLECT?

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

The main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Specific Safeguarding issues are:

- Child Sexual Exploitation (CSE)
- So-called 'honour based' violence, including Female Genital Mutilation (FGM) and Forced Marriage
- Preventing Radicalisation
- Children Missing Education
- Peer on peer abuse, including peer sexual violence and sexual harassment
- Serious Violence

This list is not exhaustive and further specific safeguarding issues are identified in KCSiE September 2019.

For more information, including indicators, please refer to Appendix 3.

Child Sexual Exploitation (CSE)

- CSE 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 coerced, manipulated or deceived 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.
- CSE does not always involve physical contact and can happen through the use of technology.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Female Genital Mutilation (FGM)

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

Whilst staff should speak to the DSL with regard to any concerns about FGM there is a specific legal duty for teachers to inform the **police** if they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

Forced Marriage

- Forcing a person into marriage is a crime in England and Wales.

The Forced Marriage unit has published statutory guidance and Multi-agency guidelines (35-36 focus on Schools). School staff can contact the Unit for advice or information on 020 7008 0151 or email fmu@fco.gov.uk

Preventing Radicalisation

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

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may include making a referral to the Channel programme or the MASH.

Children Missing Education

A child going missing from education is a potential indicator of abuse and neglect. House staff and Tutors are responsible for following up any absences and flagging any concerns to the DSL. If a member of staff or volunteer becomes aware that a child is missing, or missing education, they need to report to the DSL immediately.

After reasonable attempts have been made to contact the family, we will follow the Safeguarding Vulnerable People Partnership (formally WSCB) procedure and refer to the MASH team.

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

Unauthorised absence 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: Lindsey Cox: 01225 757989 or lindsey.cox@wiltshire.gov.uk 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.

For leavers who are moving to another school or to be home schooled Admissions will input the leaving data into ISAMS and then once reports are finalised the database manager will convert the pupil to a “former pupil” on ISAMS. If appropriate, the safeguarding administrator then provides the local authority with the relevant form confirming the pupil has left.

Allegations Of Abuse Made Against Other Children: Peer On Peer Abuse

At St Mary’s Calne we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that children are capable of abusing their peers and girls are more likely to be victims and boys perpetrators, however girls can still be perpetrators. Abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”.

Occasionally, safeguarding allegations may be made against children by others in the school. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- gender based violence
- sexting (youth produced sexual imagery)
- Sexual violence and sexual harassment – (See KSCIE Part 5 for more information)
- Upskirting (A criminal offence - taking a picture under a person’s clothing without them knowing, for sexual gratification or to cause distress/humiliation to the victim)
- Initiation/hazing type violence and rituals

At St Mary’s Calne, girls follow a Pupil Code of Conduct. This policy is in place indicating a variety of ways in which positive behaviours are encouraged along with Sanctions for inappropriate behaviours. The Anti-Bullying Policy and IT Policy clearly set out expectations for pupils. The ‘What to do if you have a Problem’ poster is displayed in pupil areas and boarding houses.

Peer on peer abuse becomes a safeguarding concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

- Decisions on all peer on peer abuse will be made on a case by case basis and a risk assessment considered. (In cases of reports of sexual violence a risk and needs assessment will be made immediately).
- The options will usually be:
 - to manage internally through policies and providing pastoral support to the victim and perpetrator, for example through the House and Tutor system, Deputy Head Pastoral, School Counsellor, School Chaplain etc.
 - to offer early help to prevent escalation of harmful behaviours.
 - to refer to children's social care when a child has been harmed/is at risk of harm or in immediate danger. (If appropriate the school will make arrangements to protect a victim and other children in the school whilst an investigation occurs)
 - Report to the police (in parallel with reporting to social care). If a criminal offence has occurred (sexual assault etc.) the starting point is to pass to the police.
- A record will be made in line with advice from the record keeping section of this policy.

All staff, but especially the D/DSL should consider the context within which incidents/behaviours occur. Assessments of children should consider there are wider environmental factors that are a threat.

4. PROCEDURE FOR STAFF TO REPORT A CONCERN ABOUT A CHILD

St Mary's School follows the procedure set out by the Safeguarding Vulnerable People Partnership (formally WSCB) 'What to do' flowchart (Appendix 4).

Where any adult in the school has a concern about a child, they should:

- a) **Report the concern** to the D/DSL **immediately** (or a member of Senior Leadership Team in their absence). In their absence, staff members should speak directly to Children's Social Care (by contacting the MASH – see contact details at the beginning of this policy). In some circumstances, the DSL or member of staff will seek advice from Children's Social Care by ringing the MASH to obtain advice.

If you believe the child is at **immediate risk of significant harm or injury**, or that a crime has been committed, then you must **call the police on 999 immediately** and inform the DSL of your actions.

It is *not* the responsibility of school staff to investigate safeguarding concerns or determine the truth of any disclosure or allegation. All staff and volunteers, however, have a duty to recognise concerns and inform the DSL immediately.

- b) For serious safeguarding concerns e.g. self harm, abuse, eating disorder, suicidal thoughts staff must contact the D/DSL immediately who will advise whether a Wiltshire Concern form (see Appendix 6) or a RoC via ISAMS is more appropriate. The records must include full names if initials are then used, and if hard copy, must be signed and dated. The DSL ensures, where necessary, that the outcomes, agreed action to be taken and the reasons for those decisions are included in RoCs and Wiltshire Concern forms.

Support staff that do not have access to ISAMS must speak to the D/DSL immediately about any concerns for a pupil. The D/DSL will advise how the member of staff should record the concern (e.g Wiltshire concern form or a RoC via the D/DSL but written by the member of staff to ensure it is a first-hand account).

A member of the SLT/ DSL team will always be available during school holidays.

The D/DSL will then decide on the best course of action and consider a referral to the MASH or Early Help (see section 14 for more information for further information about Early Help).

Appendix 5 provides information about the actions taken by Children's Social Care when there are concerns about a child.

A "child in need" is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a "child is suffering, or is likely to suffer, significant harm" e.g. from abuse/neglect, FGM, CSE etc.

If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration by following local escalation procedures.

5. RECORD KEEPING OF CHILD PROTECTION CONCERNS

The school will:

- Keep clear written records of all child safeguarding and child protection concerns using the standard recording form, with a body map (see template in Appendix 6), including actions taken and outcomes as appropriate.
- Ensure all child safeguarding and child protection records are kept securely in a locked location. The record must be signed and dated and kept in a file under the child name (not family files), away from all the other records. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

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.

An overview sheet and a chronology forms are provided (see Appendix 6).

6. RESPONDING TO DISCLOSURES: GUIDANCE FOR STAFF

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

Create a safe environment

- Take the child to a private (but not isolated) safe place if possible
- Stay calm
- Reassure the child and stress that she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell her that you believe her and are taking what is being said seriously

- If the child would prefer to write down her disclosure, allow her to do this instead
- Tell the child what you are going to do next after the disclosure
- Make accurate notes as soon as possible

Be honest

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

Be clear about what the child says and what you say

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use her own words and do not try to lead her into giving particular answers
- Questioning should only include TED questions:
 - **T**ell me
 - **E**xplain
 - **D**escribe
 - Or use the mirroring technique:
i.e. “*My dad hit me last night*”; respond by “*Your dad hit you last night?*”

Do not take sole responsibility

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

Record on a Record of Concern on ISAMS (or a **Wiltshire Concern form** if advised to by the D/DSL) exactly what the child has said to you as soon as possible and include the following:

- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child’s behaviour and emotional state
- The Child’s name, address, date of birth are already on ISAMS so do not need recording in the RoC.

Maintain confidentiality

- Tell only the DSL (or DDSL in their absence).

Once a disclosure has been made

- The child will be offered a range of options according to the circumstances which may include, but not be restricted to: returning to class, taking time out in the Health Centre, speaking to a family member, etc.

DO NOT:

- Investigate the issue yourself or try to diagnose a condition.
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you.
- View or forward illegal images of a child (if the disclosure has an online element)

7. SHARING CONCERNS WITH PARENTS AND CARERS

St Mary’s Calne is committed to work in partnership with parents and carers and in most situations it may be appropriate to discuss initial concerns with them. For more information, please refer to *Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

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

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

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action, which could include access to pastoral support and early help centres.

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. The decision to share with parents would be recorded in writing.

St Mary's Calne will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. Members of staff should be alert for signs of children who may be at risk due to domestic abuse.

We encourage parents to disclose any concerns they may have with St Mary's Calne. We make parents aware of our Child Protection Policy and parents are aware that this is on the school website

8. MANAGING ALLEGATIONS AGAINST ADULTS

St Mary's Calne follows the procedure set out by the Safeguarding Vulnerable People Partnership (formally WSCB) 'Allegations against adults' flowchart (in Appendix 7). The flowchart is based on the SVPP's [*Allegations Management Policy*](#).

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, they must immediately consult the Headmistress who will refer to the Designated Officer for Allegations (DOA) – details at the front of this policy.

If the allegation involves a member of the SMC Tennis Academy staff (and therefore member of LTA), the Headmistress will inform the DOFA so DOFA can contact the LTA (Lawn Tennis Association) directly or advise if the Headmistress should complete a LTA digital concern form:

<https://safeguardingconcern.lta.org.uk>

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

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. If the member of staff lives in staff accommodation, alternative arrangements would be made for him or her away from children during the period of investigation.

St Mary's Calne will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the Headmistress and, if appropriate, a committee of governors.

If you have concerns about a colleague

Staff 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.

If staff members have concerns about another staff member or volunteer than this should be reported immediately using the procedure described above.

9. WHISTLEBLOWING

Whilst the 'allegation management' procedure described above must be used when the behaviour of an adult causes a concern, all staff and volunteers should also feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime (or whistleblowing). Please refer to the school's Whistleblowing Policy in Section 8 of the Staff Handbook. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the Headmistress or Senior Deputy Head of St Mary's, the Headmaster of St Margaret's or the Bursar.

Where a staff member feels unable to raise an issue with those identified above, or feels that their genuine concerns are not being addressed they have a right to raise it in confidence with the Governors.

In addition, the NSPCC's whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday, Email: help@nspcc.org.uk. Visit <https://www.nspcc.org.uk/what-you-can-do/report-abuse/> to report abuse using an online form.

10. STAFF SAFEGUARDING TRAINING

St Mary's Calne ensures that all staff members undergo safeguarding and child protection training at induction. The training should be updated every 3 years as a minimum.

In addition all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- All new staff (including temporary staff), volunteers and governors receive Safeguarding and Prevent training on induction by either the DSL or DDSL.
- All staff - including temporary staff and volunteers - are provided with the Child Protection Policy, Pupil Code of Conduct and Staff Code of Conduct.
- All staff – including temporary staff and volunteers – receive a copy of KCSIE (September 2019) Part 1 and Annex A to read and understand in the context of a school. In addition, all staff complete an on-line e-learning module to support this understanding as well as e-modules on safeguarding, e-safety and radicalisation.
- The whole school staff group receives safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required via staff meetings/e-mails/bulletins.
- The D/DSL attend safeguarding training at least once every two years, attends safeguarding forums and keeps up to date with recommendations from serious case reviews, changes to national and Safeguarding Vulnerable People Partnership (formally WSCB) policy and guidance.

- The D/DSL stays up to date with WRAP training having completed WRAP 3 in July 2015 and she, or her WRAP 3 trained deputy, inducts staff accordingly.
- The D/DSL also completes additional online safety training.

11. SAFER RECRUITMENT

- St Mary's Calne follows the guidance in KCSIE (September 2019) Part 3.
- The St Mary's Calne Recruitment Policy is based on safer recruitment practices which are always followed.
- The school carries out a number of pre-employment checks when recruiting new staff and selecting volunteers. These include Enhanced DBS check with barred list information, identity checks (which also confirm right to work in the U.K), verification of mental and physical fitness, their qualifications (cited on application forms) checked (against original certificates), a minimum of two employment references, gained before interview where possible (verified by telephone), overseas checks where relevant and teachers are checked for Prohibition Orders (issued by the National College for LSB Leadership) on all appointments made since 1st April 2012.
- At least one member of staff on an interview panel has safer recruitment training which is updated regularly (at least every five years).
- All checks are accurately recorded on a single central record.
- Volunteers (where relevant) will have DBS checks, references, an informal interview, discussion about safeguarding policy before appointment, induction and training.
- Governors will have Enhanced DBS checks, a discussion about safeguarding policy, induction and training, (as in KCSIE (September 2019) and Safeguarding Vulnerable People Partnership (formally WSCB) guidance). In addition, the revised standards require that checks be made for the existence of directions made by the Secretary of State under section 128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school.
- The scope of the barring direction includes members of the governing body and all staff positions as follows: headteacher, any teaching positions on the Senior Leadership Team and any teaching positions which carry a departmental headship (the Bursar will also be subject to these checks).
- The school commits to report promptly to the DBS any person (whether employed, contracted, student or a volunteer) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, he or she has caused harm or posed a risk of harm to the child. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The school will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate. Dismissal might be due to 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

12. SAFER WORKING PRACTICE

This policy should be read in conjunction with the Staff Code of Conduct, provided with the contract of employment, which must be read, signed and understood.

13. PHOTOGRAPHY AND IMAGES

Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

Staff and volunteers *should*:

- Seek parental consent for photographs to be taken or published for example, on our website or in newspapers or publications)
- Only use school equipment
- Only take photos or videos of pupils to celebrate achievement or aid learning
- Use only the pupil's first name with an image
- Ensure that pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them
- Only retain images when there is a clear and agreed purpose for doing so
- Store images in an appropriate secure place in the school

Staff and volunteers *should not*:

- Take images in one to one situations
- Take images of pupils for their personal use

In the Parent Handbook, Parents are asked to show consideration when taking photographs and to be considerate and appropriate in any sharing. For more information, please see the school's IT Use Policy and/or Code of Conduct in Section 6 of the Staff Handbook.

14. EARLY HELP

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

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

At St Mary's Calne, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations from escalating into larger problems.

Therefore the school will consider the following:

- Undertake an assessment of the need for early help;
- Provide early help services e.g. Deputy Head Pastoral, House and Tutor systems, School Nurse, SENCO;
- Refer to appropriate services e.g. CAMHS etc.

The DSL will generally lead on setting up an assessment, but staff may be required to act as the lead professional and support other agencies/professionals in an early help assessment. Cases should be kept under constant review and consideration given to referral for a social care assessment if the child's situation does not improve.

More information on early help is found in The [*Revised Multi-Agency Thresholds for Safeguarding Children*](#) (December 2014) document which supports schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) AND LOOKED AFTER CHILDREN

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

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Extra pastoral support will be considered for pupils with SEND and whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Head of Learning Support to identify pupils with particular communication needs.

Wiltshire Council provides targeted support services for children with SEND who need additional support:
SEND Service: 01225 757 985.

Should a Looked After Child be registered at St Mary's, we would contact the **Wiltshire Virtual School** based in Melksham on 01225 771679 or email at virtualschool@wiltshire.gov.uk and liaise with the Virtual School Head for advice. We recognise that a previously looked after child potentially remains vulnerable and may need extra support to keep them safe.

16. WELCOMING OTHER PROFESSIONALS

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity.

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

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

17. OFF-SITE VISITS

Appropriate risk assessments must be in place prior to any off-site visit taking place including staff/pupil ratios.

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;
- expectations that there will be no smoking/drinking by adults

Safeguarding concerns or allegations should follow the procedure described above. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headmistress, who will make a referral to the MASH or Designated Officer for Allegations (DOFA) if appropriate.

In an emergency the staff member in charge will contact the police and/or the MASH.

18. EXCHANGE VISITS

As a school we will satisfy ourselves that parents/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. All adults in the host family will be subject to DBS checks in line with KCSiE (September 2019) guidance. The school will carry out risk assessments for 16-17 year olds in the household to assess if a DBS check is required.

We will work with partner schools abroad to establish a shared understanding of, and agreement to the arrangements in place for the visit. We will use our professional judgement to ensure the arrangements are appropriate and sufficient to safeguard every child taking part in the exchange. (KCSiE September 2019, Annex E).

19. 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.

Reviewed by SLT:	ADP
Date of SLT Review:	October 2017, August 2018, April 2019, September 2019
Reviewed by Governors:	November 2017, August 2018, September 2018

Appendix 1:

The role of the Nominated Governor

Schools should appoint a Nominated Governor (NG) for safeguarding (or equivalent) to take leadership responsibility for the organisation's safeguarding arrangements.

This person's role is to ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the DSL and the Headmistress 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 Headmistress 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:

The role of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff, from the school leadership team, designated to take lead responsibility for:

- Managing all child protection issues (Headmistress leads on allegations against staff), including referring cases to the MASH, or to the Channel programme where there is a radicalisation concern
- Liaise with others within the school (Headmistress, Nominated Governor, staff and volunteers, parents)
- Support staff who make referrals to the MASH, or Channel programme
- Working in partnership with other agencies such as the local authority, MASH, police, Channel, Safeguarding Vulnerable People Partnership (formally WSCB) Undertake training – (including online safety and an understanding of SEND)
- Raise awareness of safeguarding, by regularly review the safeguarding policy and procedures, ensure availability to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Maintain and transfer safeguarding files.

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 DSL will make a judgement in each individual case about who needs and has a right to access particular information.

The DDSL supports the DSL on a day-to-day basis with safeguarding matters within the school. She will support/ deputise for the DSL on any of the above in her absence. Staff and girls may approach the DDSL should they have questions/concerns/queries and the DDSL will liaise with the DSL.

For more information about the role of the DSL (and DDSL), please refer to Annex B of KCSiE September 2019.

Appendix 3: Indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

Physical Abuse:

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

Emotional Abuse:

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

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

Sexual Abuse:

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

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.

Neglect:

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

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Specific safeguarding issues: *KCSiE (September 2019), Annex A* provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

Child Sexual Exploitation (CSE):

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

So-called "Honour-Based Violence"

Female Genital Mutilation (FGM):

Indicators that a child or young person may be at risk of FGM:

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

Forced Marriage

Common warning signs:

- The young person suddenly becomes more withdrawn, spends less time with friends than they used to and then doesn't answer calls or texts
- Often victims of forced marriage are subjected to violence to pressurise them into it, so you may notice bruising, possibly on their upper arms. But in most cases the pressure is emotional, so it is harder to detect
- If someone you think is at risk suddenly goes away on holiday without warning, especially in the summer, this could indicate they are in danger
- If someone has siblings who were forced to marry – or even just married young – this can be an indication they are at risk
- If an older child refuses to marry, this can increase the pressure on younger siblings (especially girls) in order to uphold the family honour

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Indicators may include:

- absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or significant change in well-being
- signs of assault or unexplained injuries
- unexplained gifts or new possessions can also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- More advice can be found at [advice to schools on gangs and youth violence](#) and [County Lines](#)

Specific safeguarding issues continued: KCSiE (September 2019), Annex A provides definitions and indicators of specific safeguarding issues. Some of the signs below may be indicative of abuse:

Preventing Radicalisation:

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

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Radicalisation of young people can be compared to grooming for sexual exploitation.

Early indicators may include:

- Vulnerability and social factors, such as:
 - family or local community tensions
 - low self-esteem
 - experience of poverty, disadvantage, discrimination, social exclusion / perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing / possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism
- Significant changes to appearance, behaviour and peer relationships.

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.

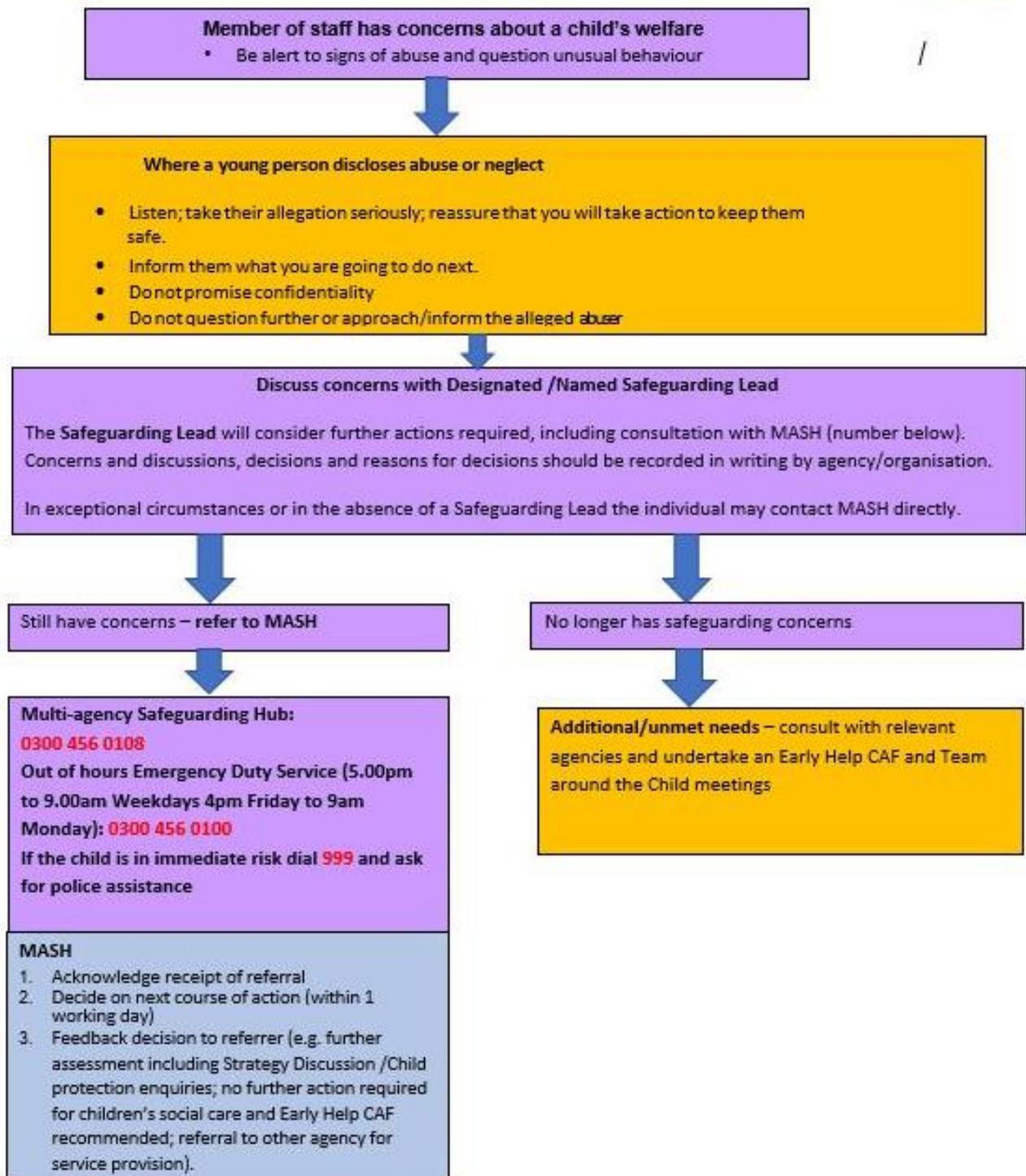
Mental health concerns can also be indicators that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Appendix 4:

Safeguarding Vulnerable People Partnership (formally WSCB) flowchart 'What to do if you're worried a child is being abused/neglected'



What to do if you are worried a child is being abused and 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), www.wiltshirescb.org.uk

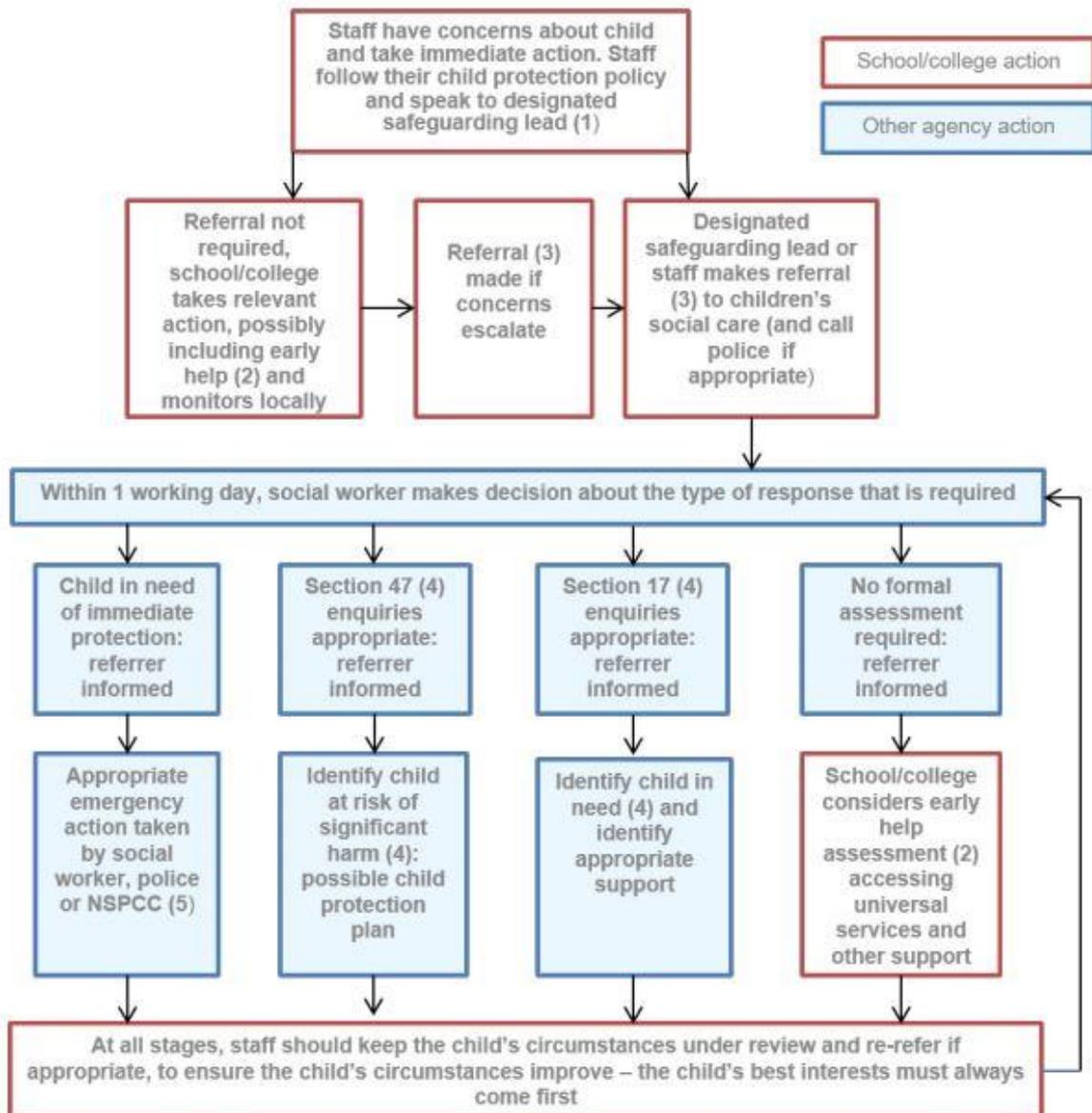
Review date October 2019

Appendix 5:

Actions where there are concerns about a child

Diagram below is an extract from KCSiE (September 2019), p.13:

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

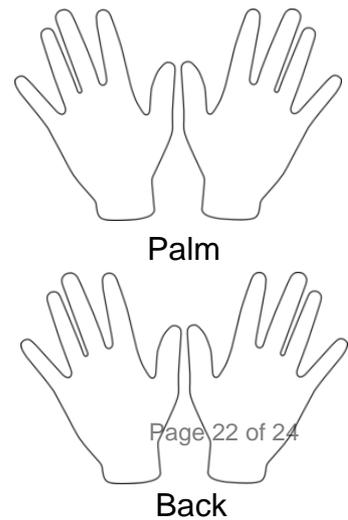
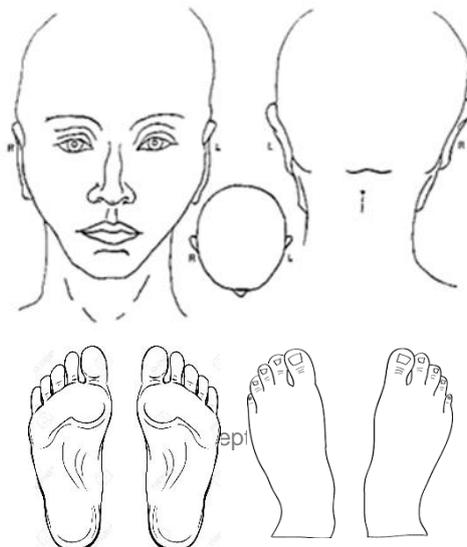
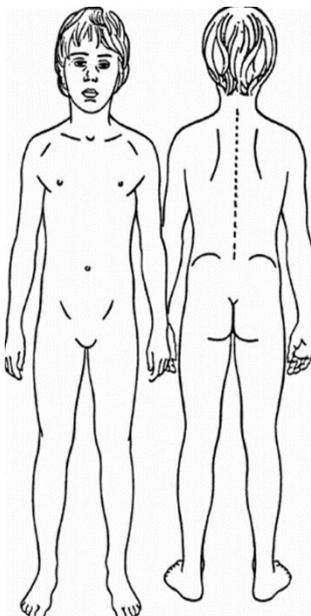
Concern Form Part A

Part A is to be completed by the adult who first has a concern
and reported to the Designated Safeguarding Lead (DSL) without delay
The DSL will complete **Part B**

Child's name			
Date of birth			
Address			
Name of member of staff reporting the concern	PLEASE PRINT		
	Signature		
Role			
Date DD/MM/YYYY		Time	

Concern- Use the body- map below to show any marks or injuries.		
Additional form used?	Yes / No	Page of

Children must not be undressed or photographs taken of any marks or injuries



Concern Form Part B

To be completed by the school's Designated Safeguarding Lead (D/DSL)

**Child's status with Early Help or Children's Social Care.
Tick and add name where known at time of initial report.**

None	CAF	Child in Need	Child Protection Plan	Previous social care involvement
Name of allocated worker				

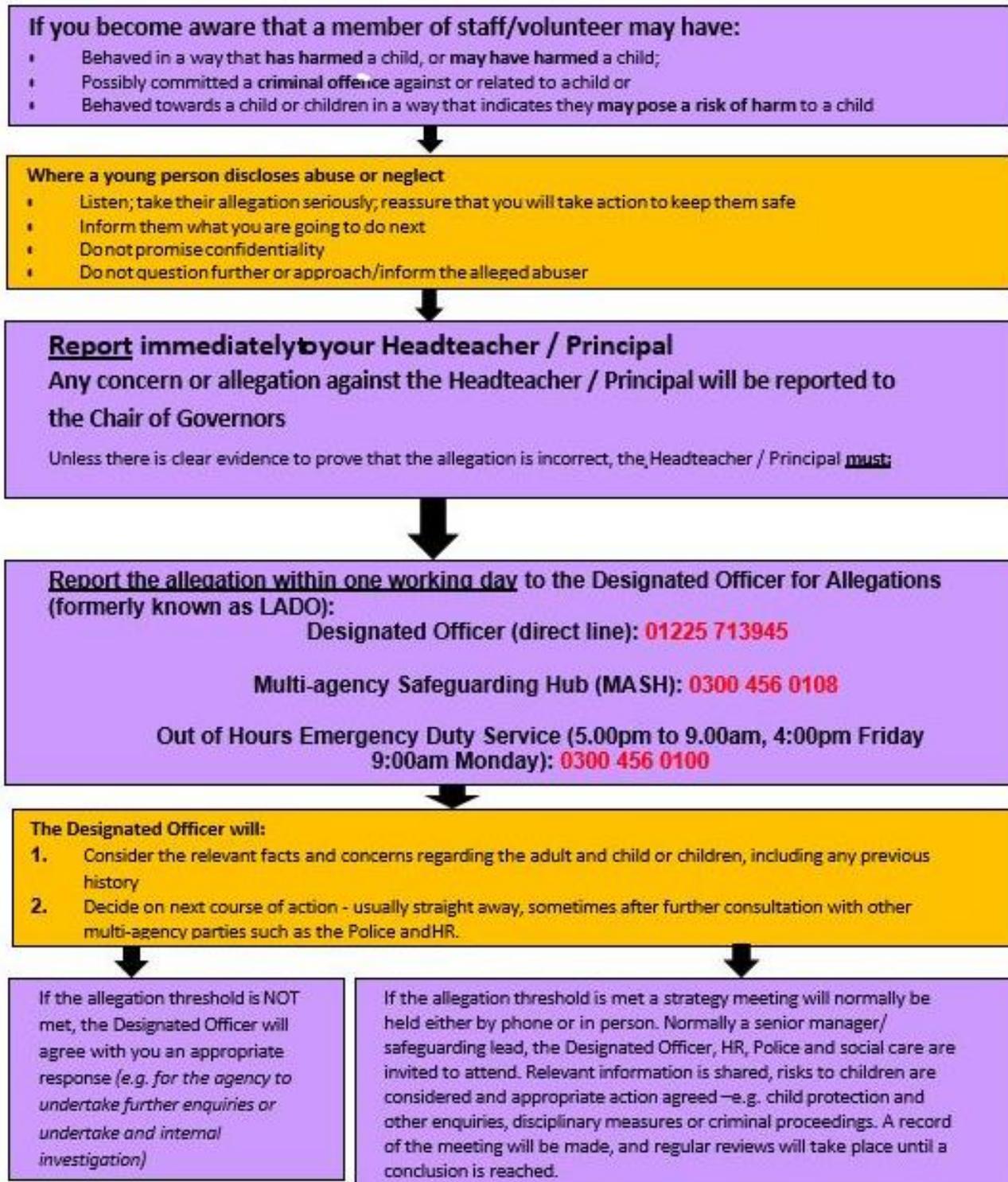
Name of D/DSL reviewing the concern			
Name of person taking actions	Actions – include whether concerns were shared with parents/carers, MASH and if not outline reasons why	Date	

Feedback given to person who raised the concern?	Y / N	
Feedback given by	Date	



ALLEGATIONS AGAINST ADULTS - Risk of harm to children

Schools Flowchart



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