

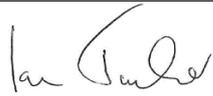


Excalibur Academies Trust St John's Marlborough Safeguarding and Child Protection Policy and Procedures

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 19	Maeve McNeill	September 2020

Ratification

Role	Name	Signature	Date
Chair of Governors	Jane Butler		
Principal	Ian Tucker		

Details of Policy Updates

Date	Details
29.09.2017	Addition of specific issues: early help, private fostering, CSE and trafficking, domestic and gender based violence, forced marriage, faith abuse, gangs and youth violence, escalation, allegations and concern record
03.09.2018	Updated to reflect new guidance in KCSiE 2018
06.09.2019	Updated following the publication of KCSiE 2019 (upskirting and serious violence)

Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Principal	Ian Tucker	01672 516156	itucker@stjohns.excalibur.org.uk
Designated Safeguarding Lead (DSL)	Maeve McNeill	01672 516156	mmcneill@stjohns.excalibur.org.uk
Deputy DSL(s) (DDSL)	Dean Evans Sally Kirkup Colin Luker	01672 516156	devans@stjohns.excalibur.org.uk skirkup@stjohns.excalibur.org.uk cluker@stjohns.excalibur.org.uk
Nominated Governor	Caroline Thomas	01672 516156	caroline.thomas@excalibur.org.uk]
Chair of governors	Jane Butler	01672 516156	jane.butler@excalibur.org.uk
Designated teacher for Looked After Children	Maeve McNeill	01672 516156	mmcneill@stjohns.wilts.sch.uk
EAT Board member responsible for safeguarding	Jeanette Longhurst	01672 516156	jeanette.longhurst@excalibur.org.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)			

Wiltshire essential contact details

Children's Social Care referrals to Multi-Agency Safeguarding Hub (MASH)	0300 456 0108
Out of hours	0845 607 0888
If you believe a child is <u>at immediate risk</u> of significant harm or injury, call the police	999
Wiltshire Designated Officer For Allegations (DOFA):	01225 713945
Early Help Single Point of Entry	01225 718230

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PART I: Policy

I.1 Introduction

Excalibur Academies are committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2019)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
See Appendix A for further relevant guidance documents

The aim of this policy is to ensure:

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

I.2 Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff (for safer working practice)
- Anti-Bullying
- Behaviour for Learning Policy
- E-Safety
- Self-Harm
- Attendance and punctuality policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity.
- A **volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).

- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

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

1.3 Overall Aims

This policy will contribute to the safeguarding of pupils/students at St John's by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the academy built on mutual respect and shared values.
- Teaching children and young people about safeguarding, including online, through teaching and learning opportunities, as part of broad and balanced curriculum
- Alerting staff to the signs and indicators of safeguarding issues
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by helping them address concerns at the earliest possible stage
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.
- Working in partnership with pupils/students, parents and agencies to keep children and young people safe.

1.4 Creating a Culture of Safeguarding

All staff at St John's have a role and responsibility to safeguard children and young people. We advise staff to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

All adults in the academy should:

- ✓ Be alert to issues affecting children and young people's welfare.
- ✓ Identify concerns early and provide help for children and young people to prevent concerns from escalating.
- ✓ Bring any concerns promptly to the attention of the academy's Designated Safeguarding Lead.
- ✓ Ensure all staff are aware of the process and principles for sharing information within the academy.
- ✓ **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B
- ✓

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

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

1.5 The role of the curriculum – teaching about safeguarding

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

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

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

1.6 Related policies and procedures

All policies which address issues of power and potential harm, for example anti bullying, equal opportunities, handling, positive behaviour, school trips, visits and exchanges will be linked to ensure a whole academy approach.

1.7 Children with Special Educational Needs and Disabilities (SEND)

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

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

1.8 Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups.

1.9 Responsibilities of individuals and groups

All staff will:

- All members of staff and volunteers will have read, signed and understood the school's Code of Conduct
- Be familiar with this safeguarding policy, and read and understand Part One of **Keeping Children Safe in Education (KCSIE) (September 2019)**
- Be subject to Safer Recruitment processes and checks on commencing work with the Academy. This includes supply staff, contractors, and volunteers.
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse and issues affecting children and young people's welfare.
- Identify concerns and provide help for children and young people and young people to prevent concerns from escalating.
- Know what to do if a child tells them he/she is being abused or neglected.
- Record concerns and give the record immediately to the DSL (see record sheet in appendix E)
- **If a child is in immediate danger or is at risk of harm a referral should be made to children and young people's social care and/or the police immediately.** Anyone can make a referral. If a referral is not made by the DSL, the DSL must be informed of this as soon as possible afterwards.
- Participate in regular, appropriate safeguarding and child protection training every three years as a minimum to ensure that staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.
- Personally report to the police cases where they discover that an act of FGM (female genital mutilation) appears to have been carried out.
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism
- Complete a self-declaration form in addition to the enhanced DBS if employed in provision covered by the Childcare Regulations 2009 and within the scope of Disqualification under the Childcare Act 2006

The Principal will:

- Act as DSL or appoint a senior leader to the role
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training.
- Ensure all staff have access to this policy and Part One of **Keeping Children and Young People Safe in Education (KCSIE) (September 2019)**
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings)
- Ensure all staff are aware of Whistleblowing procedures so they can take action if concerned about safeguarding practice within the academy.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training, in line with Academy Staffing (England) Regulations 2009.
- Give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy as recommended in **Keeping Children Safe in Education 2019**

The Designated Safeguarding Lead (DSL) will:

- Be a senior leader in the academy
- Take lead responsibility for safeguarding and child protection within the academy
- Update their knowledge and skills at regular intervals, at least annually. Participate in appropriate, multi-agency training at least every two years.
- Participate in Prevent training, provide advice and support to staff on protecting children and young people from the risk of radicalisation and extremism.
- Work with the DDSL and /or other members of the academy's safeguarding team to promote safeguarding and child protection in the academy.
- Offer support to any staff dealing with cases or situations which cause distress. Seek outside support if necessary.

- Use The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- Use the Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Local Governing bodies will:

- Ensure adequate training for themselves and academy staff takes place in line with local Safeguarding Children Board and national guidelines.
- Appoint a named governor for Child Protection who liaises closely with the DSL and collaborates in producing an annual report for governors and the annual safeguarding audit for the local authority if required.
- Monitor the work of the academy in implementing this policy at a strategic level.

The Excalibur Academies Trust board will:

- Annually review and update this policy
- Have an overview of safeguarding and child protection issues across the Trust
- Support Principals and LGBs in implementing and monitoring this policy.

Office staff will:

- Keep more than one contact number of record for each pupil

PART 2: Specific Safeguarding Issues and related procedures

2.1 Children in Care/Looked after children

In situations where a child in care may be put on to part time timetable, the academy will consult with the Virtual School for Looked After Children 01225 771679 - See more at: Children in Care - <http://www.wiltshire.gov.uk/children-young-people-contact#sthash.eMc4pop9.dpuf>

2.2 Private Fostering

This is a private arrangement made for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children and young people Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Any private fostering arrangement of which we become aware must be referred to Children 's Services. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them.

2.3 Exclusions

When the academy is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will consult any professionals and/or agencies working with the child and their family to determine the best course of action. Exclusions will be avoided where possible and alternative sanctions used if the child will be put at risk through exclusion.

2.4 Female Genital Mutilation Reporting Guidance

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

2.5 Missing Children and Children Missing from Education

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

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

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

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

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

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

All academies must inform the local authority of any pupil who fails to attend regularly, or has been absent without the academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the academy and the local authority

2.6 Preventing Radicalisation

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

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

Serious violence

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

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

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

2.7 Child Sexual Exploitation (CSE) and County Lines

CSE - This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or simply affection) as a result of engaging in sexual activities. It can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. In a CSE situation there is an imbalance of power in the relationship. The perpetrator holds power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. also NB: some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

2.8 Peer on Peer abuse

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- 'upskirting' or any picture taken under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy. Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the school's pastoral system and the support will be regularly reviewed.

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

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, specifically this year pupils will be taught for the first time that 'upskirting' is now a criminal offence.
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

2.9 Forced marriage

This is where coercion and force are used and the marriage is not based on free choice. It affects both males and females. It is not the same as an arranged marriage.

2.10 Faith abuse

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

2.11 Online Sexual Abuse

The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children and young people online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

2.12 Attendance

Academies must: monitor pupils' attendance through their daily register and agree with their local authority the intervals in which they will inform the LA of pupils who are regularly absent or who have missed 10 school days or more without permission. Academies must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on an academy roll are not necessarily missing education but academies should monitor attendance and address it when it is poor. Academies also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.

2.13 Drugs

As part of academy's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities and to support the Government's drug strategy (2010) to provide information, advice and support to pupils via the curriculum. Students who recognise they may need support or guidance will be referred to the Motiv8 service. <http://www.wiltshire.gov.uk/children-young-people-contact>

2.14 Off Site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference. Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

2.15 Record Keeping and Information Sharing

The Academy:

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information

about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance. We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

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

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

The Transfer of Records to Receiving Schools

Information will be transferred as soon as possible, safely and securely. Safeguarding records will be held separate to the pupil's main file. Confirmation of receipt will be obtained from the receiving school. The receiving school should ensure that key staff are aware of receiving information, as required.

PART 3:

3.1 Responding to disclosures: guidance for staff

DO:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

DO NOT:

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

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

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (See 3.2)

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

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

3.1 Early Help and Wiltshire Thresholds

At St John's, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

The D/DSL uses

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool (DART) as appropriate as part of a holistic assessment of the child's needs.
- the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Reporting Concerns Flow Chart - (Children and young people living in Wiltshire)

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

3.2 Managing allegations against adults

St John's follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in all offices, the staffroom and adult cloakrooms for easy reference.

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

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

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

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.

All members of staff and volunteers have read, signed to confirm they have understood the school's Staff Code of Conduct (for safer working practice).

3.3 Escalation of concerns

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

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

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

3.4 Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with Senior leadership role in school.

If a staff member feels unable to raise an issue with Senior leadership role in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Jane Butler

Appendices

Appendix A: Key Documentation, procedures and guidance

- **Keeping Children Safe in Education (2019)**
- **Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).
- **Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.
- **Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.
- **Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.
- **Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- **The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.
- **The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- **Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Appendix B: Types of abuse and neglect

Abuse and neglect is defined as:

‘The maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm.’

- Children may be abused by an adult or adults or by another child or children.
- Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- The following definitions of abuse and neglect are set out in **Working Together to Safeguard Children (2016)**. The ultimate responsibility to assess and define child abuse is that of the Police and Children’s Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children.
- Where we have concerns that a child or young person may be at risk of abuse and neglect we must take appropriate action as early as possible.

Physical, sexual, emotional abuse and neglect

<p>Physical abuse: may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>	<p>Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p>
<p>Sexual abuse: involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children and young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children and young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p>	<p>Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children and young people frequently to feel frightened or in danger, or the exploitation or corruption of children and young people. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>

Appendix C: Role of the designated safeguarding lead

Governing bodies should ensure an appropriate **senior member** of staff, from the school **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

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

Duties will include:

- **Managing referrals** to other agencies: the local authority children and young people's social care service in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or has left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
- **Working with other agencies** to fulfil statutory responsibilities in relation to children and young people, and young people subject to a child protection plan by attending or sending a representative to child protection conferences and implementing the multiagency child protection plan. Liaise with the Designated Officer for Allegations (DOFA) where there are concerns or allegations about a member of staff or volunteer at the academy. If there is an allegation against the Principal, the Chair or Vice Chair of Governors will liaise with the DOFA.
- **Undertaking Training** to ensure they, and any deputies have the knowledge and skills required to carry out the role.
- **Raising Awareness** to ensure safeguarding and child protection policies are known, understood and used appropriately within the academy. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the academy.
- **Managing safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with local Safeguarding Children and young people's Board guidance.

A more detailed description of the role of the DSL is explained in **Keeping Children and young people Safe in Education (2018)** – Annex B

Appendix D: Online safeguarding training for specific issues

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk

Appendix E Excalibur Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with the school's child protection policy. This record should be completed by the adult who first observed the concern and reported to the school Designated Safeguarding Lead (DSL) without delay. The DSL will review and report concerns where appropriate to other partner agencies, including 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 staff on a need-to-know basis for the purposes of child protection. Please note that a new form is required for each new concern. Please complete all sections marked ***

Date of alleged * incident/disclosure/concern		Date/time of report *	
YEAR GROUP* (circle) R I 2 3 4 5 6 7 8 9 10 11 SF			
Name of child/ren *		DOB	
Child's address (to be completed by DSL)			
Name of person making this record * (PLEASE PRINT)		Role in school *	
Signed as a true record *		Date * DD/MM/YY	

<p>Nature of concern *</p> <p>Attach additional sheet(s) if necessary</p> <p><i>(include observations, child's own words where possible; exact words must be used even if they offend)</i></p> <p>Please write legibly and do not use acronyms.</p>									
<p>Any other relevant information * (previous concern, other professionals involved/SEN details etc.)</p>	SEN <input type="checkbox"/> PP <input type="checkbox"/>								
<p>Current status with Early Help or Children's Social Care (please tick & add name where known) 01380 826250</p>	None	CAF	Y N	Known to Social Care	Y N	Allocated social worker	Y N	Child Protection Plan	Y N

This section is to be completed by the school's Designated Safeguarding Lead (DSL)

