



*Saint Joseph's*  
CATHOLIC SCHOOL

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**Safeguarding & Child Protection Policy**

(Version 9.0 Sept 2019)

**Success Criteria:** The school will be alert to signs of abuse and neglect and implement all safeguarding and child protection procedures stipulated in this policy.

**Context/Aim:**

St Joseph’s Catholic School fully recognises its responsibilities for safeguarding and child protection and is 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 (SVPP) formerly Wiltshire Safeguarding Children Board (WCSB)
- See Appendix 1 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.

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.

**Monitoring Procedures:**

<p><b>By Whom:</b> Governors’ Pastoral and Ethos Committee</p>	<p><b>When:</b> Termly</p>	<p><b>How:</b> Designated Safeguarding Lead DSL (designated members of staff) will provide termly reports via Pastoral &amp; Ethos Committee governor meetings and inform governors of any need to update or change items in the Policy. Reports from the Pastoral and Ethos Committee will be shared with the Full Governing Body.</p>
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**Evaluation:**

<p><b>By Whom:</b> Designated Safeguarding Lead/Safeguarding Officers (designated members of staff)</p>	<p><b>When:</b> Annually</p>	<p><b>How:</b> Report from Head teacher OR Designated Safeguarding Lead /Safeguarding Officers (designated members of staff) to the Pastoral and Ethos Committee based on the annual Safeguarding Audit in November</p>
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<b>Revision History:</b>			
<b>Version</b>	<b>Approved and Ratified</b>	<b>Review Date</b>	<b>Additional notes</b>
V9.0	Sept 2019 Published Sept 19	Sept 2020	Update to ensure compliance with minor changes to KCSiE Sept 2019
V8.1	July 2018 Published: July 2018	July 2019	Update to ensure compliance with KCSiE September 2018
V8.0	October 2017 Published: October 2017	October 2018	Re-write
V7.0	October 2016	October 2017	Re-write & combining of Safeguarding & Child Protection policies revising content in accordance with KCSiE 2016
V 6.0	October 2015	October 2016	Complete re-write
V 5.0	March 2014	March 2015	
V 4.1	February 2013	February 2014	None
V 4.0	January 2011	January 2012	None
V 3.2	December 2009	December 2010	None
V 3.1	December 2008	December 2009	None
V 3.0	July 2008	June 2009	None
V 2.1	June 2007	June 2008	None
V 1.1	March 2006	Autumn 2006	None
V 1.0	June 2004	March 2006	None

<b>Vision Statement:</b>
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p> <p>We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.</p>

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.  
We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Head teacher

**Other SJCS Policies that relate to this Policy:**

Attendance Policy  
Behaviour Policy  
E-Safety Policy  
Equality & Diversity Policy  
Health & Safety Policy  
Safer Recruitment Policy  
SEND Policy  
Sex & Relationships Policy  
Social Networking Policy  
Staff Code of Conduct  
Teaching, Learning & Assessment Policy  
Whistleblowing Policy

### Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mrs Rachel Ridley	01722 335380	admin@sjcs.org.uk
Designated Safeguarding Lead (DSL)	Mr Andrew Bazen	01722 335380	safeguarding@sjcs.org.uk
Deputy DSL(s) (DDSL)	Miss Mary Stanistreet Mrs Rachel Ridley	01722 335380	safeguarding@sjcs.org.uk
Nominated Governor	Mr Mike Covill	01722 335380	admin@sjcs.org.uk
Chair of Governors	Mr Paul Hooper	01722 335380	admin@sjcs.org.uk
Designated Teacher for Looked After Children	Mrs Francesca Nobis	01722 335380	safeguarding@sjcs.org.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)

**Early Help - single point of entry: 01225 718230**  
**Children's Social Care referrals:**  
Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**  
Out of hours: **0845 607 0888**

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

## 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.

Child protection can be defined as the activity/activities undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

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 alongside policies listed above in the **Other SJCS Policies that relate to this Policy** section.

**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 regular 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.**

## Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.

- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

**In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2019). All staff working directly with children have also read Annex A.**

## Governors

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

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Code of conduct (for safer working practice) D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

### Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the headteacher.

### Audit

The nominated governor (NG) for safeguarding will liaise with the headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

### Safer Recruitment

Our governors monitor the school's safer recruitment practice.

## Mandatory Procedure

### Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2019)

At St Joseph's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record

(SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to:

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

See also Training.

### **Staff Code of conduct (for safer working practice)**

St Joseph's is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct supports our commitment to safeguarding children and sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

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

### **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 (eg 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.

### **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 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)

### **Early help**

At St Joseph's, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- 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.

### **Identifying the signs**

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2019) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2019).

### **Responding to concerns/disclosures of abuse**

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

#### **Dos:**

- **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.

#### **Don'ts:**

- 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. (Appendix 3)

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.

### **Missing children and children missing education**

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

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



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

The D/DSL shares any unauthorised/unexplained absence of any children with 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, the D/DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate. Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

### **Children with Special Education Needs and Disability (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.

### **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

We will report to the police any 'known' cases of FGM to the police as required by law.

### **Peer on Peer abuse**

At St Joseph's Catholic School 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.

Occasionally, safeguarding allegations may be made against children by others in all schools.

This may include, but is not limited to:

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

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Consequently, peer on peer abuse is dealt with as a safeguarding concern and addressed utilising the points below:

In order to minimise the risk of peer on peer abuse St Joseph's Catholic School operate:

- Access to 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 legislation. Specifically this year pupils will be taught for the first time that upskirting is now a criminal offence.
- A no phone policy/hand held device during school hours.
- Protected wi-fi access with a regular change of password.
- Members of staff on duty during non-teaching time. E.g. break, lunch & after school.
- Monitored email accounts, during term time, specifically designated to safeguarding ([safeguarding@sjcs.org.uk](mailto:safeguarding@sjcs.org.uk)) and the prevention of bullying ([stop@sjcs.org.uk](mailto:stop@sjcs.org.uk)) are available to all members of the school community including pupils, families, staff and governors.
- Pupil Prefects that all children can approach to discuss concerns.
- Pupil access to established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

Allegations of peer on peer abuse will be dealt with by an investigation. This will include:

- Allocating an appropriate member of staff to investigate, based upon the content of the allegation and relevance in terms of the member of staff's: experience, age, gender or expertise.
- If the allegation is founded the DSL/DDSL must be informed and will decide on the appropriate action. (See all points below)
- Parents will be informed of the incident unless this is not in the best interests of the child.
- Outside agencies such as the police or social care will be informed if applicable. For example if a law has been broken or a child is at risk of harm.
- A written record will be made in line with advice from the record keeping section of this policy.

Support for victims of peer on peer abuse will be implemented based on the needs and wishes of the individual pupil, which may include:

- Peer support e.g. a buddy system.
- Time with Pastoral staff for supportive intervention. This may include work on positive self-esteem and managing anxiety.
- An outside agency referral.

Victims, perpetrators and 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.

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

### **Preventing radicalisation**

Protecting children from the risk of radicalisation is seen as 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 (restorative practice) 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.

## Off site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place. Specific roles and responsibilities of each adult, whether employed or volunteers, will be designated prior to the visit taking place.

Any overnight visit will explicitly set out:

- sleeping arrangements;
- the role and responsibility of each adult, whether employed or volunteers
- on/off duty arrangements
- clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, i.e. none.

Where there are safeguarding concerns or allegations that occur off-site, staff must follow the procedure described above i.e. **responding to concerns/disclosures of abuse** and in **Appendix 4** (SVPP flowcharts) The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headteacher, 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.

## Record keeping and information sharing

The school:

- 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. **Appendix 3**
- 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 on a “need to know” basis. The D/DSL makes a judgement in each case based upon the seven golden rules of information sharing as set out in 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.

### **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/challenge decision-making as an entirely legitimate activity, as 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.

### **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 Staff Code of Conduct, are in place for such concerns to be raised with Mrs Ridley - Headteacher.

If a staff member feels unable to raise an issue with Mrs Ridley 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](mailto:help@nspcc.org.uk)
- A member of the governing body: Mr John Hawkins – Vice Chair of Governors (Governor for Whistleblowing)

### **Managing allegations against adults**

St Joseph's follows the procedures set out by the SVPP 'Allegations against adults' flowchart (**Appendix 2**): which is displayed in the staffroom and reception

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 who will refer to the Designated Officer for Allegations (DOFA).

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

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report that 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.

### **Training**

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

We ensure training attended meets the minimum standards set out by SVPP in the document 'WSCB recommended minimum standards for child protection training'.

### **Induction**

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures at induction. Our induction also includes:

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

### **Safeguarding training**

This training is for all staff and is updated every 3 years as a minimum to ensure 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.

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

### **Advanced training**

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

### **Safer Recruitment**

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

### **Prevent**

All staff undertake Prevent Awareness training.

### **Staff support**

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

### **Governors**

Governors undertake the school’s Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

<b>Monitoring and review</b>
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Governors ensure that safeguarding is an item on the agenda for every full governing body meeting.

The headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

## Appendix 1

### Related legislation and key documents

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on 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.

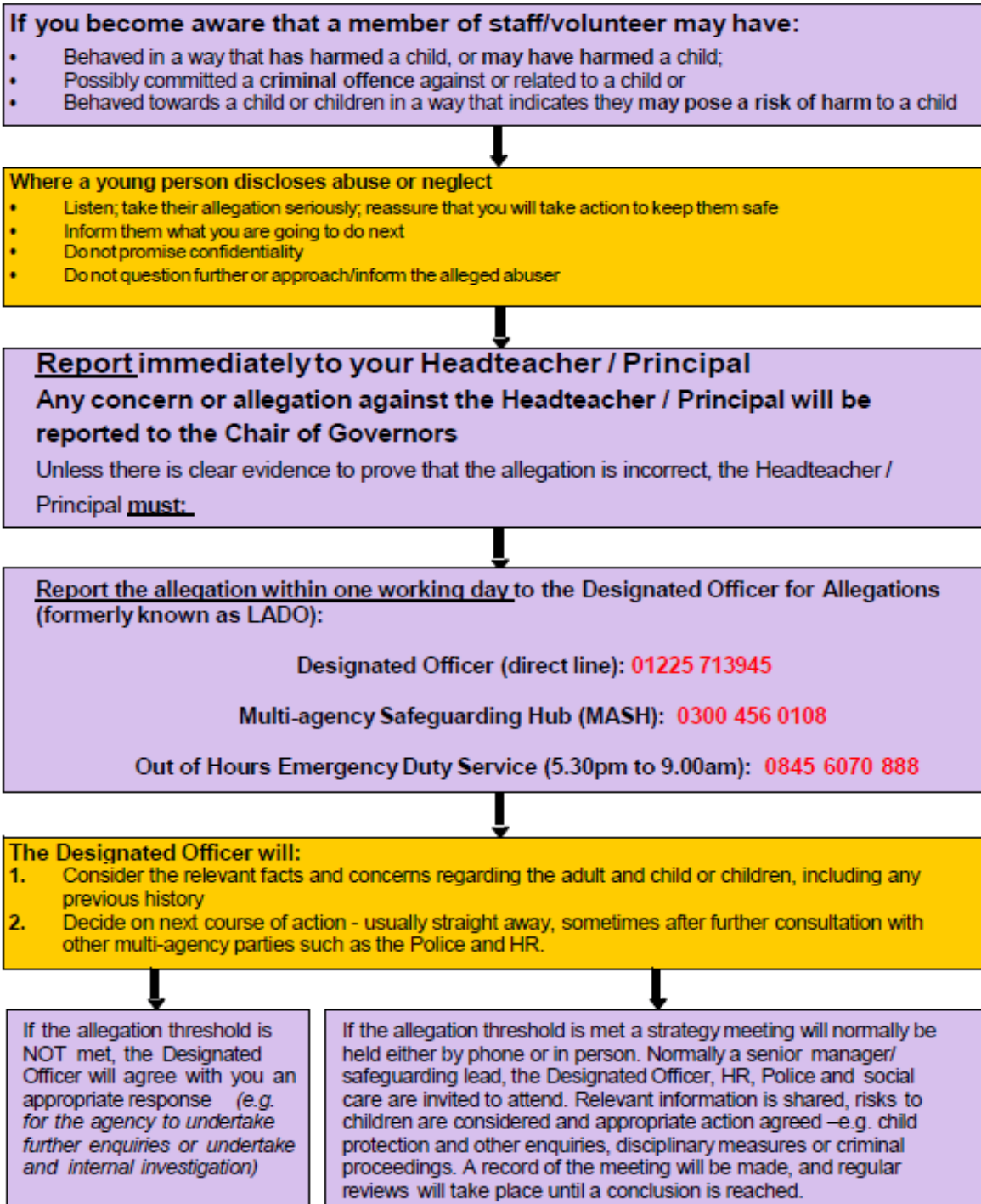
**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will 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.

## ALLEGATIONS AGAINST ADULTS - Risk of harm to children

### GUIDANCE FLOWCHART



**NB:** This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at [www.wiltshirescb.org](http://www.wiltshirescb.org)



**Appendix 3**

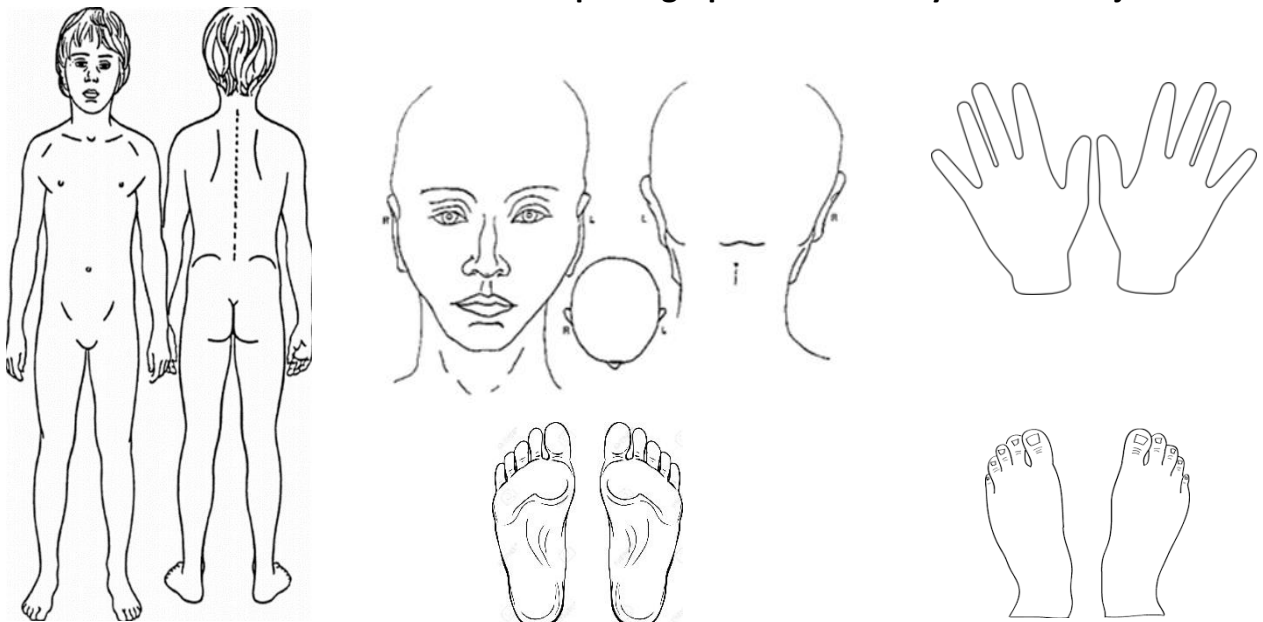
**Concern Form – Part A**

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

Child's name			
Date of birth			
Name of member of staff reporting the concern		PLEASE PRINT	
Signature			
Date		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/Deputy Safeguarding Lead

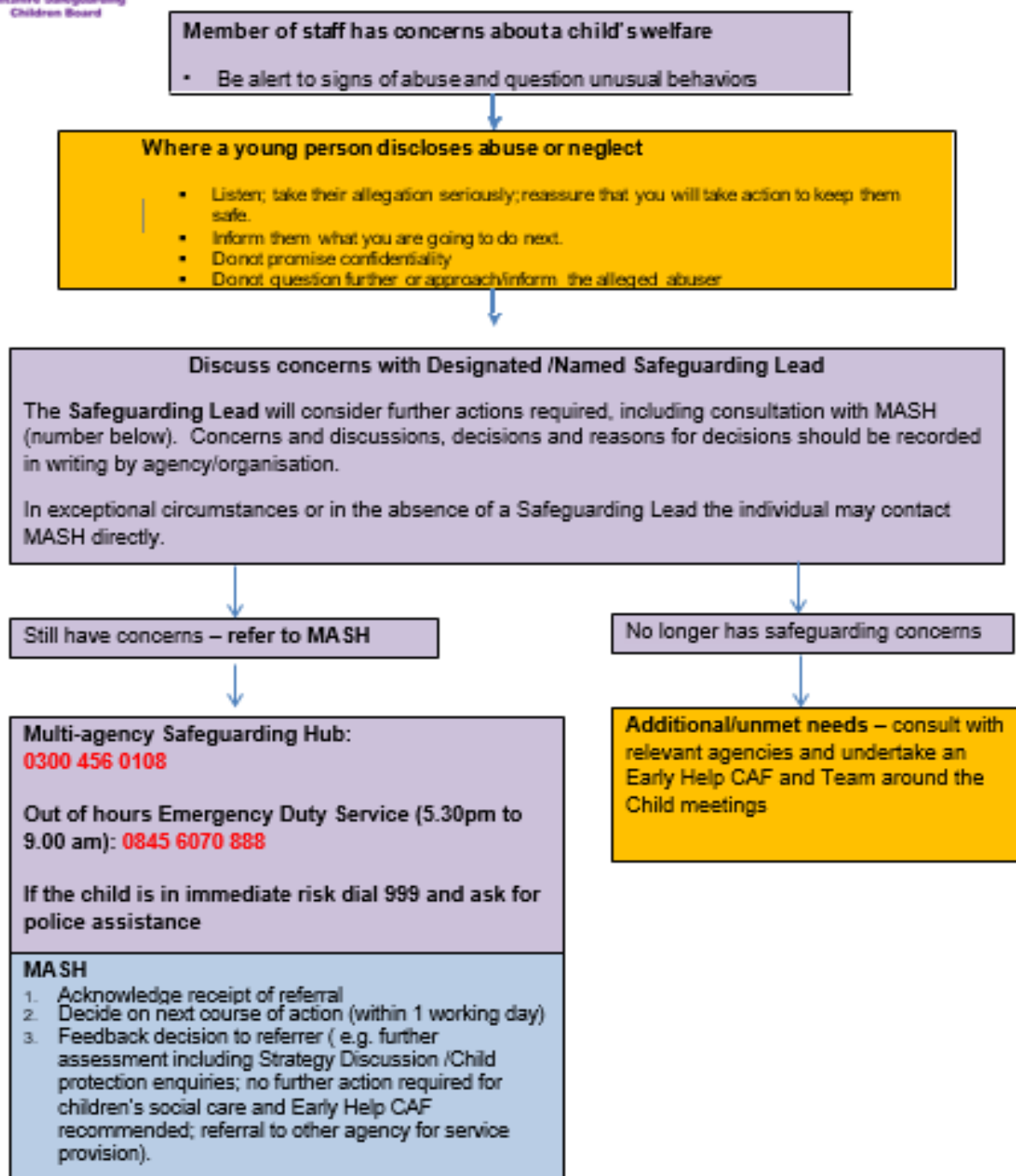
Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern		
Name of person taking action	Action	Date

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



## 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](http://www.wiltshirescb.org)