

1707

WARMINSTER SCHOOL

SAFEGUARDING AND

CHILD PROTECTION POLICY

Date of Issue: 14 November 2019
Date of Review: 31 August 2020
Responsible Persons: DSL, Deputy Head and Head of the Prep School
References:

- Section 11(4) of the Children Act 2004 which requires each person or body to which section 11 duty applies to have regard to any guidance given to them by the Secretary of State: and
- Section 16 of the Children Act 2004, which states that local authorities and each of the statutory partners must, in exercising their functions relating to Local Safeguarding Children Boards, have regard to any guidance given to them by the Secretary of State.
- Wiltshire Multi Agency Child Protection Procedures
- 'Working Together to Safeguard Children' (2018) (WTSC)
- Keeping Children Safe in Education (2019) (KCSIE)

KEY SAFEGUARDING PERSONNEL			
Role	Name	Tel.	Email
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Designated Safeguarding Lead (DSL)	Sarah Shanks	01985 224836/077 10 031763	sshanks@warminsterschool.org.uk
Deputy DSL (DDSL)	Huw Jones	01985 210171/079 07488154	hjones@warminsterschool.org.uk
Deputy DSL (DDSL)	Phil Titley	01985 210201/077 93 837455	ptitley@warminsterschool.org.uk
Nominated Governor	Charles Goodbody		Contact details available from Katie Mines, Bursar
Chair of Governors	Ian McComas		Contact details available from Katie Mines, Bursar
Designated Teacher for Looked After Children	Sarah Shanks	As above	As above

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108
 Out of Hours Emergency Duty Service (5.00pm to 9.00am Weekdays, 4:00pm Friday to 9:00am Monday): 0300 456 0100

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

Wiltshire Designated Officer For Allegations (DOFA):

01225 713945

Early Help Single Point of Entry:

01225 718230

This policy should be read alongside the following school policies:

Code of Conduct for Safe Practice (Staff Behaviour)

Whistleblowing policy

Anti-bullying policy

E-Safety Policy

Confidentiality policy

Behaviour, Rewards, Sanctions and Discipline Policy

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I. INTRODUCTION

This policy is drawn up in accordance with Wiltshire Council and locally agreed inter-agency procedures. Copies are available on the school website or on request from the school office.

The Deputy Head works closely with the Wiltshire Safeguarding Vulnerable People Partnership (WSVPP) to ensure that we operate safe recruitment procedures. We follow the recommended procedures and take into account any guidance issued by the Department for Education such as DBS checks, *Keeping Children Safe in Education 2019* and compliance with Independent School Standards Regulations.

Warminster School is a caring community in which pupils are valued as individuals and are listened to. The safety and security of our pupils is paramount to us. Every child has the right to feel safe and secure whilst in the school environment. Abuse can take many forms from neglect, emotional, physical, and sexual or through bullying of any sort. There is a wide range of adults to whom pupils can turn for help. These include Teaching Staff, House Staff, the Chaplain, the School Counsellor and the School Nurse. However, it is important to stress that it is **everyone's** responsibility to safeguard and promote the welfare of children at the school. Everyone who comes into contact with children and their carers has a role to play in safeguarding children.

The School aims to raise pupils' awareness of Child Protection issues through the Curriculum and Life Skills. Pastoral Care and School Policies ensure that pupils have a range of contacts and strategies for their own protection and an understanding of the importance of protecting others.

A referral to children's social care would be made if a pupil is identified as having suffered or is at risk of suffering significant harm (the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children). Those in need of additional support from one or more agencies would lead to an inter-agency assessment via the Wiltshire Safeguarding Vulnerable People Partnership.

Warminster School staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

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

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

2. SAFEGUARDING AND CHILD PROTECTION

This policy is the school's safeguarding policy, of which Child Protection is a part. It is important to explain the difference between the two.

- Safeguarding is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensuring children grow up in safe circumstances.

- Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

Obligations identified in statutory guidance are considered in a range of policies in place at the School.

Pupil health and safety is safeguarded in the School's Health and Safety Policy, and the standing Health and Safety Committee which meets termly.

The safeguarding of those exposed to bullying is addressed in the Anti-Bullying including Cyber-Bullying Policy. Pupils' safe use of the internet is addressed via the Life Skills/PSHE programme. All pupils sign an AUP.

Pupils' medical well-being is safeguarded in the School's Medical Policies and Procedures. The availability of First Aid to pupils is promoted by the School's policy of training teaching staff to deliver First Aid in the work place. Pupils with Special Medical needs are identified to all staff during INSET. Photographs and pertinent medical details are displayed on the Staff notice board in the Staff room. Use of reasonable force to control or restrain pupils is only permitted in certain circumstances. See 'Use of Reasonable Force to Control or Restrain' policy.

The security of pupils is safeguarded by the School Security Policy.

Pupils are safeguarded from drugs and substance misuse by the School's Drugs and Substance Abuse Policy and the Drugs Education being delivered within the Life Skills/PSHE programme.

Staff taking visits and activities out of school follow a clear policy. All off-site trips forms and risk assessments are completed well in advance and copies are checked and kept by the Assistant Head Pupil Development, and additionally by the Bursar if the trips are residential.

The member of staff responsible for Registers follows a clear policy of alerting the Deputy Head should she not be able to account for all pupils following both registration periods each day. Parents are asked to let the school know in advance of any trips or visits away from school and to contact Mrs Kennett (Registers) on the day should their child be unwell and therefore unable to attend school.

The Deputy Head, School Nurse, Chaplain, Assistant Head Pastoral & Boarding and Head of Learning Support have a weekly Pastoral Committee meeting. Pupils' welfare is discussed and information is disseminated, where appropriate, to support them during their time of need.

We follow the procedures set out by the Wiltshire Safeguarding Vulnerable People Partnership and take account of guidance issued by the Department for Education. The Child Protection policy details how the school addresses the reporting, investigating and receiving of allegations regarding child abuse.

All staff are asked to sign to say they have read and understood KCSIE Part I, the Safeguarding and Child Protection policy and the Code of Conduct for Safe Practice in which specific reference is made to the Sexual Offences Act 2003, which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in

the presence of that child, or causes or incites that child to engage in or watch sexual activity). This is part of the Staff Induction process.

As a Boarding School the following systems have been put in place specifically in order to promote the safety for Boarders and other pupils using the site after normal school hours.

There are signs in all houses which explain exactly where visitors are allowed to go. Boniface is the only House which has outside visitors using the building during the evening (although there is a Cooper-bolted door preventing access to the boarding house). It is made very clear to them where they may/may not go.

Each Boarding house has door codes which are changed regularly.

The pupils all sign out of the House before leaving it.

Pupils may use the Sports Hall facilities in the evening with a member of staff. The younger pupils are escorted to and from this facility.

The Houses all have alarm systems which are in operation at night. As part of the normal house duty all windows are checked before the alarms are set.

The St Denys gate, Stratton gates and Ivy House gates are all shut and locked at night.

There is CCTV in Stratton, with viewing monitors inside the house office.

There are CCTV cameras on the Main school site as well which can be seen by Security.

Two members of the Security team have the BIIAB National Certificate for Door Supervisors. A member of this team checks all doors and windows around the main school during the evening with a circuit involving some of the boarding houses. They are contactable by internal telephone and mobile telephone at any time they are needed.

3. DESIGNATED SAFEGUARDING LEAD

Sarah Shanks is the Designated Safeguarding Lead (DSL) for dealing with Child Protection matters in the Senior School she is supported by Huw Jones, Deputy Head (DDSL). The Head of the Preparatory School, Mr Titley, is the Deputy Designated Safeguarding Lead (DDSL) for dealing with Child Protection matters in the Prep School including EYFS. These three members of staff deputize for each other in the two Schools with regard to Child Protection should the need arise. They all update their DSL training every two years, and attend other relevant update training annually. The DSL takes lead responsibility for:

- Taking the lead on and managing all child protection issues (the Headmaster leads on allegations against staff)
- Referring cases to the Channel programme where there is a radicalisation concern (and supporting staff who make referrals to the Channel programme)
- Liaising with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Keeping secure child protection plans; writing records and reports
- Child protection policy and procedures: lead in evaluation, review and revision. Ensuring available to staff and parents (can be reached via mobile phone or email at any time, both during term time)

and holidays)

- Induction of staff and volunteers/staff training/ensuring staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participating in) early help assessments and process for early help
- Liaising with the local authority and the local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings.

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Mr Titley can be contacted as follows: 01985 210200/07793 837455

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Charles Goodbody's contact details can be obtained from the Bursar

kmines@warminsterschool.org.uk

The Governor with particular oversight for Child Protection is Mr Charles Goodbody. The Governors conduct an annual review of the school's child protection policy and procedures and of the efficiency with which the related duties have been carried out. The full governing body meets termly and is regularly updated regarding the frequent meetings between Mr Goodbody and DSL/DDSLs for dealing with Child Protection matters. Full details of the Nominated Governor's role can be found in Appendix I.

4. EARLY HELP

In line with the guidance in KCSIE 2019, we endeavor to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss any early help requirements with the DSL, and staff must be aware that they may be required to support other agencies and professionals in an early help assessment.

In addition, the school will consider the following:

- Undertake an assessment of the need for early help;
- Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker;
- Refer to appropriate services e.g. CAMHS etc.

Early Help Single Point of Entry: 01225 718 230

5. DEALING WITH ALLEGATIONS OF ABUSE

The allegation management WSVPP flowchart is included in Appendix V and the WSVPP 'What to do' flowchart in Appendix VI

Any member of staff who has concerns about a child, is told of an incident or has strong suspicion of child abuse must report the information immediately to the appropriate DSL as detailed above, though any staff member can make a referral to children's social care. The DSL will immediately inform the Headmaster and in his absence the Chairman of Governors. If the allegation or suspicion concerns a volunteer or

member of staff, then the report must be made to the Headmaster of Warminster School, Mr Williams. If the allegation concerns the DSL(s), then it must be reported to the Headmaster. If the allegation concerns the Headmaster, then the report should be made directly to the Chairman of Governors, Mr Ian McComas (or nominated governor), without informing the Headmaster.

If a staff member fears that a child may be in immediate danger or risk of harm, then a referral should be made to the children's social care or the police. Anyone can make a referral, though the relevant DSL should be informed, as soon as possible, that a referral has been made.

The Wiltshire Designated Officer(s), to whom the Headmaster will refer any allegations against staff, can be reached on 01225 713945.

The school will not undertake its own investigation of the incident and will consult with the Designated Officer (DO). If a crime has been committed, the matter will be reported to the police.

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. Pending an investigation of a member of the boarding staff they would be accommodated outside the boarding community. The school 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 Headmaster and, if appropriate, a committee of governors.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing policy (available in the Staff Handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Child abuse to be reported includes:

- abuse of a pupil by a staff member or other adult. The Sexual Offences Act 2003, creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).
- abuse at home which a pupil reports to staff,
- abuse by a stranger outside the school,
- abuse of one pupil by another pupil (in this case both the victim and the accused are to be treated as "at risk").

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse are:

- the frequency, nature and severity of the incident(s).
- whether the victim was coerced by physical force, fear, or by a pupil and/or group of pupils significantly older than himself/herself, or having power or authority over him/her.
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult it would have been regarded as assault or otherwise actionable.

If in doubt, discuss with the Designated Safeguarding Lead (DSL) as appropriate

- In the case of a pupil whose case is not of immediate significant harm but more of a need for additional support from one or more agencies (as they are making inadequate progress or have an unmet need), these cases should be referred to Early Help, including the use of CAF (Common Assessment Framework). CAF helpline: 01225 713884 (9-5). Early Help Single Point of Entry: 01225 718230.
- If the child is at immediate risk of harm, please call the MASH on 0300 456 0108 or dial 999.

The School has a responsibility to refer any allegations or suspicions of abuse which may result in a pupil suffering significant harm to: the Multi-agency Safeguarding (MASH) Hub on 0300 456 0108 (out of hours 0300 456 0100). While the opportunity for all lead individuals being unavailable is unlikely, any staff can make a referral if necessary, and they will be supported by the DSL once the referral has been made.

6. WHAT CONSTITUTES CHILD ABUSE AND NEGLECT?

All adults who work or volunteer with children should be able to identify concerns about child abuse. In addition to the four main areas listed below, staff should have an awareness of the specific safeguarding issues highlighted on pages 12 and 13 of KCSIE Part 1. The four types of abuse, described in *Keeping Children Safe in Education 2019*, are:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Specific safeguarding issues: Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking, peer on peer abuse (**including upskirting**)

The school will endeavour to identify and act upon any forms of abuse according to our procedures.

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

7. RESPONSIBILITY FOR INVESTIGATION

School Staff must not investigate any reports of a child protection nature themselves. Alleged victims, perpetrators, those reporting abuse and others involved must not be interviewed by School Staff beyond the point at which it is clear that there is an allegation of abuse. Immediate contact with the DO must be made, normally by the DSL of the school.

One of the major reasons for the inclusion of Boarding Schools within the Children Act was to ensure that local child protection procedures are followed in cases of alleged child abuse, and these require that, to minimise the risk of problems that have occurred in the investigation of abuse elsewhere in the country, the interviewing of children and adults involved is now carried out by specially trained staff only.

8. CONFIDENTIALITY AND SHARING INFORMATION

Staff Members and other adults at the school should never give absolute guarantees of confidentiality to

pupils or adults wishing to tell them about something serious. They should, however, promise that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear “need to know”, and that they will personally take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

Please refer to the Confidentiality Policy for more clarification.

9. RECORD KEEPING OF CHILD PROTECTION CONCERNS

The school will:

- Keep records of all child welfare and child protection concerns using MYCONCERN - a body map should be used where injuries need to be noted all actions taken and outcomes should be recorded as appropriate.
- Ensure all paper based child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are recorded properly and acted on appropriately.

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 (but we may override that consent if we feel it is in the best interests of the child to do so).

10. RECEIVING ALLEGATIONS / SUSPICIONS OF CHILD ABUSE

Any Members of Staff to whom an allegation of child abuse is made should:

- a. be aware of the signs of abuse. They could be signs of **neglect** (including signs of an apathetic/miserable/rejected/dirty child), **emotional** (lack of love and affection or use of negative reinforcement), **physical** (bruising, bites, burns) or **sexual** (soreness or pain, difficulty in trusting adults, poor self -image, depression).
- b. limit any questioning to the minimum necessary to seek clarification only
- c. strictly avoid asking “leading” questions to the pupil or adult who has approached them (making suggestions or asking questions that introduce their own ideas about what may have happened).
- d. stop asking any more questions as soon as the pupil or adult has disclosed that he/she believes that something abusive has happened to him/her, or to someone else.
- e. inform the Designated Safeguarding Lead immediately if the allegation involves abuse by a pupil, or pupils, against another pupil.
- f. tell the informing pupil or adult that you will now make sure that the appropriate people are informed in order to deal with the problem (these may include the specialist social worker, and that worker may need to involve the police).
- g. refer the matter immediately, with all relevant details, to the relevant Designated Safeguarding Lead (please remember that they deputise for each other) or to the Headmaster if such an allegation involves a member of staff.
- h. make a written record as soon as possible (within the hour, if possible) of what they have been told (wherever possible using the exact words). Concerns can be recorded using MYCONCERN or by using the Welfare and CP Concern Record (included in Appendix VII and available in Staff pool.)

The Designated Safeguarding Lead will, usually after consultation with the Headmaster, then refer the matter as soon as possible to the **Children's Social Care Team Multi-Agency Safeguarding Hub (MASH) on 0300 4560108 (out of hours: 0300 456 0100)**.

11. BOARDERS

This policy applies to all boarders, including older boarders who have positions of responsibility in the boarding houses, and to all staff, including ancillary staff and adults working at the school.

Senior pupils in positions of responsibility (boarding house prefects, for instance) are given training in child protection issues. They are made aware of what actions they should take if they receive any allegations of abuse.

The school keeps a close eye on relationships between boarding pupils. Staff are asked to be alert to the potential for abuse by peers.

There is roll call every evening and recorded prep rounds throughout the evening. Should a boarder be found to be missing then a search would be made and senior staff would be informed, initially the Assistant Head Boarding & Pastoral followed by the Deputy Head.

The school requires an enhanced DBS with barred list certificate, completed in advance, for all adults who live on the school site.

The school uses specified taxi companies for boarders' transport who have put in place DBSs for all their drivers.

Any visitors, outside delivery or maintenance personnel are provided with staff supervision when visiting boarding accommodation to prevent any substantial unsupervised access to boarders or their accommodation.

12. PEER ON PEER ABUSE (including Sexual Violence and Sexual Harassment)

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary.

However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy.

Warminster School also recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. The different forms peer on peer abuse can take are:

- sexual violence and sexual harassment (including upskirting);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- bullying (including cyber bullying)
- gender-based violence/sexual assaults and sexting:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf?_ga=2.54673579.1863397013.1566819637-1414629843.1562052993
- initiation/hazing type violence and rituals.

Staff must never tolerate or dismiss concerns relating to peer on peer abuse.

All staff are made aware of the School policy and processes in dealing with instances of peer on peer abuse (See Appendix III and the Anti-bullying Policy).

We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues.

Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the School and can occur between children outside the School. Staff, and particularly the DSL, should always consider the context in which such incidents and/or behaviours occur.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Discipline and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the Wiltshire Safeguarding Vulnerable People Partnership procedures and seek advice before commencing an investigation or contacting parents. This may mean, on occasions, that the School is unable to conduct its own investigation into such incidents. All such incidents will be recorded using MYCONCERN or our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2019 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

Support for the victims of abuse will be in line with support outlined in the School's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the School should follow advice given by Children's Social Care and consider using external agencies, such as Early Help to support any strategies that they may be able to provide within School.

Depending on the nature of abuse, the School may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff by means of a risk assessment. The risk assessment should be recorded and kept under review.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved,

including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, subject to separately satisfied risk assessments for the pupil and an identified Guardian, the pupil's Guardian will be requested to provide support to the pupil and to accommodate them if it is necessary to suspend them during the investigation.

Staff need to be aware, in particular, of the danger of sexting and potential for gender-based bullying. In both cases, incidents may be referred to outside agencies. Victims and their families will be supported the school. Young people can receive a criminal record for involvement in sexting. Any concerns in this regard must be raised with the DSL immediately.

As outlined in Keeping Children Safe in Education 2019, staff must be aware of 'Upskirting' – this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment

13. E-Safety

The DSL understands the unique risks associated with online safety and, working closely with the Deputy Head and IT Manager, has the relevant knowledge and up to date capability required to keep children safe whilst they are online at School.

The DSL is able to recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND children to stay safe online.

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Our Policy on E-Safety is available on the School website and recognises that internet safety is a whole School responsibility (staff, pupils, governors and parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the School network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

14. PARENTS

For more information, please refer to *Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

Parents should be aware that the School's first priority is the welfare of each pupil. Therefore, there may be occasions when concerns about a pupil mean agencies are consulted before parents are contacted.

A school does not have to disclose to a parent any records that are held by the school when in the Headmaster's opinion:

- a. they would be likely to cause serious harm to the pupil concerned or another person, or
- b. they relate to a case of child abuse or the risk of it.

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

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- 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.

However, the School will endeavour to work closely with parents as this is almost always in the best interests of the pupil.

15. TRAINING

In addition to Child Protection training, the DSLs will undertake training in Inter-agency working that is provided by, or to standards set by, the DfE, and refresher training every two years to keep their knowledge and skills up to date. In addition to this formal training, they will undertake to keep abreast of changes to regulations through additional training, courses, reading and discussion. The Governor with particular oversight of Child Protection also has a responsibility to undertake training every two years. The school adheres strictly to these requirements.

The Head, and all other staff who work with children, must undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities. This happens every three years. This is kept up to date by refresher training, provided by the DSL at least annually, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. Important updates to safeguarding and child protection are also sent to staff via email or raised in staff meetings. Informal training updates are also disseminated at various meetings. Volunteers are made aware of the appropriate child protection arrangements by the Designated Safeguarding Lead if working in the Senior School and Mr Titley if working in the Prep School. Supply staff are made aware of the appropriate child protection arrangements by the DSL if working in the Senior School, and by Mr Titley if working in the Prep School.

All staff training includes advice for staff on how to recognize abuse and neglect, making specific reference to Annex A of KCSIE 2019. In addition, all staff are alerted to specific concerns around online safety, with appropriate training and support offered for staff. All new staff and volunteers receive extensive induction training and this includes Child Protection, Code of Conduct for Safe Practice and a copy of Part I of KCSIE, amongst many other vital policies. The school adheres strictly to these requirements.

In addition, if a situation arises whereby Warminster School pupils are working with the staff of another organisation (for example, in a different institution) on another site, then Warminster School will seek assurances that the appropriate child protection checks and procedures have been applied to such staff.

The Headmaster of Warminster School, the Head of the Prep School, the Governor with oversight of Child Protection, the Chairman of the Governors, the Domestic Bursar, the Bursar's Assistant and the Catering Administrator have all completed the DfE-accredited Safer Recruitment online training and signed to that effect.

16. SAFER RECRUITMENT

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2019), the school prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised.

The School acts in accordance with the law in carrying out thorough checks on the suitability of staff prior to appointment for the responsibilities they are employed to undertake.

The School makes an application for a DBS disclosure for every employee of the School. It also makes a DBS application for any adult living on the School campus who is not an employee and anyone who is not a pupil of the school but who is over the age of 16 years old. This process includes police checks. It also ensures that the applicant does not appear on the Barred list, which contains the names of persons deemed 'unsuited to act as a worker with children or young people'. All checks are accurately recorded on the Single Central Record (SCR).

The DBS application process begins as soon as the individual is appointed and disclosure in the majority of cases is received before they start work. If the employee is required to start work immediately, they are not permitted to work anywhere on the School campus unsupervised until their DBS disclosure is received by the School. No-one is allowed to work on site at all until a Barred List check has been made.

Consideration is given to making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct, 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence.'

An additional check is carried out for any staff engaged in management roles to ensure that they are not prohibited under section 128 provisions.

17. STAFF BEHAVIOUR

The highest standards are expected of Warminster School staff. All staff are expected to follow the Code of Conduct for Safe Practice policy (available in the Staff Handbook) and are expected to sign to ensure that they understand the content. This gives guidance to staff to ensure that their behaviour or actions does not place pupils, or themselves, at risk of harm or allegations of harm to a pupil.

The school will ensure that it fulfils the requirement to report to the Disclosure and Barring Service within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children. Should a dismissal not reach the threshold for a DBS referral separate consideration will be given to an NCTL (National College for Teaching and Leadership) referral.

18. MONITORING OF CHILDREN SUBJECTED TO A CP PLAN

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary

action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

19. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Governors recognise 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.

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

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

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

The SEND service can be contacted on 01225 757 985.

20. FOLLOW-UP SUPPORT OF VULNERABLE CHILDREN

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupils through:

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a CAF and Team Around the Child (TAC) meetings.

21. LOOKED AFTER CHILDREN

Staff will be made aware of any looked after children at the school. Those that need to know will be informed of the child's legal status, contact arrangements with birth parents and level of authority delegated to the carer. The DSL will have details of the child's social worker, name of the virtual school head and will attend meetings as and when necessary.

22. WELCOMING OTHER PROFESSIONALS

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

Professionals will complete signing in/out forms and wear a school lanyard if required to do so.

23. OFF-SITE VISITS

Appropriate risk assessments must be in place prior to any off-site visit taking place. Guidelines and procedures are in the 'Visits and Activities out of School' policy in the Staff Handbook (General section).

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking.

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

24. 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. Any adult over 18 in a host family will be subject to DBS checks as per KCSIE guidance.

We also work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE, Annex E).

25. PHOTOGRAPHY AND IMAGES

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

For further guidance, please refer to the 'Code of Conduct for Safe Practice' in the Staff Handbook.

26. MISSING CHILDREN

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

27. MISSING FROM EDUCATION

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

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

28. WHISTLEBLOWING

There is immunity from retribution or disciplinary action for 'whistleblowing' in good faith. Please refer to the Whistle Blowing policy in the Staff Handbook. If you have a concern about poor or unsafe practice and potential failures in the school safeguarding regime, in the first instance raise this with the DSL or any other member of the SLT. The School has adopted this policy and the accompanying procedure on whistle blowing to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides, if necessary, for such concerns to be raised outside the organization.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available to staff who do not feel able to raise child protection failures internally. Staff can call 0800 028 0285, Monday to Friday 8am to 8pm or email help@nspcc.org.uk

29. VISITING SPEAKERS

The school does all it can to ensure all visiting speakers are carefully vetted before they are able to come and speak at the school. As with the rest of the curriculum, the school actively promotes fundamental British values and this is supported by a wide-ranging programme of visiting speakers.

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.

OTHER RELEVANT DOCUMENTS

Appendix I: The role of the Nominated Governor
Appendix II: EYFS – the Courtyard Nursery
Appendix III: Signs of Possible Abuse
Appendix IV: Further signs of abuse: Forced marriage, FGM, CSE, Prevent
Appendix V: 'Allegations against adults' flowchart
Appendix VI: 'What to do if you are worried a child is being abused or neglected' flowchart
Appendix VII: Welfare and CP Concern record

Anti-Bullying policy
E-Safety Policy
Statement for Staff on confidentiality
House Handbooks
Discussing Problems
Safer Recruitment Policy
Whistleblowing Policy

Wiltshire Multi Agency Child Protection Procedures
'Working Together to Safeguard Children' (2018)
Safeguarding Children & Safer Recruitment in Education
Keeping Children Safe in Education (2019) (KCSIE)

This policy is reviewed annually by Governors. The Designated Safeguarding Lead reports annually to the full governing body and termly via the governor with specific responsibility for safeguarding.

APPENDIX I: The Role of the Nominated Governor

The nominated Governor will ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead and the Headmaster and offering challenge if necessary.
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly.
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Headmaster using the Wiltshire Council annual School Safeguarding Audit return and reporting back to the 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 II

EYFS – THE COURTYARD NURSERY

Mrs Dianne Stainer is the Designated Safeguarding Lead for dealing with Child Protection matters in the EYFS setting. She is supported by Mr Titley, who is DDSL.

Policy on the use of mobile 'phones and cameras in the Courtyard Nursery

We recognise that it is valuable for children within the EYFS setting to have their photographs taken in order to provide evidence of their achievements for developmental records and also to celebrate success. However:

- Staff, volunteers and pupils are not permitted to use their own mobile phones to take or record any images of EYFS pupils
- No images of any children are used without prior permission having been received from parents.
- All parents are asked for permission to photograph EYFS pupils upon enrolment within the EYFS setting.

Warminster School accepts that staff will bring their mobile phones to work. However:

- Staff are not permitted to use recording equipment on their mobile phones, for example to take photographs or videos of any staff/children within the setting.
- Staff are not permitted to bring personal cameras or video recorders to School. Any photos or recordings of children should be taken using the School's own cameras or recording equipment and copies downloaded onto the School system only.
- In The Courtyard Nursery, mobile phones belonging to staff should be left in the staff office and only accessed during breaks.

In the event that an employee has an emergency situation, they may request via the Nursery manager that, for a specified period of time, they leave their phone switched on in the classroom during working hours, though any call would then have to be taken in the staff office

APPENDIX III

CHILD PROTECTION POLICY – POSSIBLE SIGNS OF ABUSE

All Members of Staff should be alert to the possible signs of abuse.

1. Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development.

Possible signs:

- (a) An apathetic/miserable/rejected/dirty child
- (b) Inappropriately dressed for the weather
- (c) Lack of attention to medical and dental care
- (d) Unresponsiveness in children
- (e) Staying frozen in one position for an un-naturally long time.

2. Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill treatment; this category should be used where it is the main or sole form of abuse.

Possible signs:

- (a) Rejection
- (b) Scapegoating
- (c) Extremes of punishment
- (d) Lack of love and affection
- (e) Isolation
- (f) Use of negative reinforcement

3. Physical Abuse

Physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury is inflicted or knowingly not prevented.

Possible signs

- (a) Bruising (especially two black eyes, pronounced finger marks, symmetrical or linear bruising, or bruising on unusual areas eg back of body)
- (b) Bites
- (c) Burns or scalds (especially if clear outlines)
- (d) Scars (especially if unusually large number of differing age scars)
- (e) Fractures
- (f) Child's explanations being inconsistent with injuries
- (g) Delay in seeking medical attention
- (h) Parental attitudes to injuries

Signs would equally well apply to cases of suspected bullying.

4. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including both penetrative or non-penetrative acts such as kissing, touching or fondling the child's genitals or breasts, vaginal or anal intercourse or oral sex. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways

Possible signs

Physical signs

- (a) Soreness, injury or trauma of the genital and anal areas
- (b) Sudden onset of bedwetting
- (c) Sleeping or eating disorders
- (d) Vague pains and aches and other psychosomatic illnesses
- (e) Fear of school medical examination or parent's unreasonably refusing examination
- (f) Sudden disinclination to get undressed or change clothes.

Behavioural signs

- (a) Difficulty in trusting adults
- (b) Refusal to sleep alone; locking bedroom door
- (c) Sudden changes in behaviour for no other apparent reason
- (d) Unexpected and sudden school problems
- (e) Strong need for love and affection, especially if expressed in physical terms
- (f) Poor self-image and low self esteem
- (g) Younger children having precocious knowledge of sexual matters
- (h) Child seeking extremes of sexual behaviour
- (i) Self-destructive tendencies, suicidal attempts or self-mutilation
- (j) Depression or anxiety
- (k) Sudden aggressive behaviour, hostility, irritability and defiance of authority figures.

There are other signs involving distortion of family roles and relationships for which more expert advice should be sought.

Even though a child's situation does not currently fit the above categories, grave concern should be raised if it is known that the family group or household contains another child who has been harmed, or a known abuser.

5. Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially

information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person.

It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally - Voluntary decision
 - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

APPENDIX IV

Further signs of abuse. Staff need to be alert to the following.

Forced Marriage

The subject of forced marriage is highlighted in KCSIE. Forced marriage occurs when a young person is forced into a marriage that they do not want, with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is often – mistakenly – believed to be a religious practice. Forced marriage is an abuse of human rights and a form of domestic abuse which should be dealt with under child protection legislation (KCSIE 2019). Schools are considered as being front line in protecting young people from this type of abuse and they may disclose such a fear to you. Their initial approach may be innocuous – such as talking about a holiday abroad and the fear of a forced marriage may only become apparent after a couple of conversations. If you are concerned that a pupil in the school has concerns or fears over forced marriage, let the DSL know immediately.

The following signs and symptoms could indicate that a young person is facing forced marriage. However, the presentation of these signs and symptoms could also indicate that there are other difficulties and types of abuse that would require a referral to Children's Social Care also.

- Absence and persistent absence from School
- Request for extended leave of absence from School and failure to return from visits to country of origin
- Siblings forced to marry
- Early marriage of siblings
- Self-harm or suicide of sibling
- Running away from home
- Accompanied to doctors or clinic
- Self-harm
- Attempted suicide
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home
- Sudden announcement of engagement to a stranger
- A girl may report that she has been taken to the doctor, to be examined to see if she is a virgin.
- Cut or shaved hair as a form of punishment for being disobedient

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.

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 or a special occasion to 'become a woman'.

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

Indicators that FGM may already have occurred:

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

There is a statutory duty for any staff who suspect that FGM may have been carried out to report this to the police by dialling 101. The DSL must be informed, but the referral carried out by the staff member to whom the disclosure has been made within one working day of the disclosure. No to do so is a criminal offence.

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

Government advice to schools on this issue can be accessed here:

www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services

The Government also provides contact details for alerting authorities to suspected terrorist activity. These include the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk in addition to the local police and 101.

Online safeguarding training (specific safeguarding issues):

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk
New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

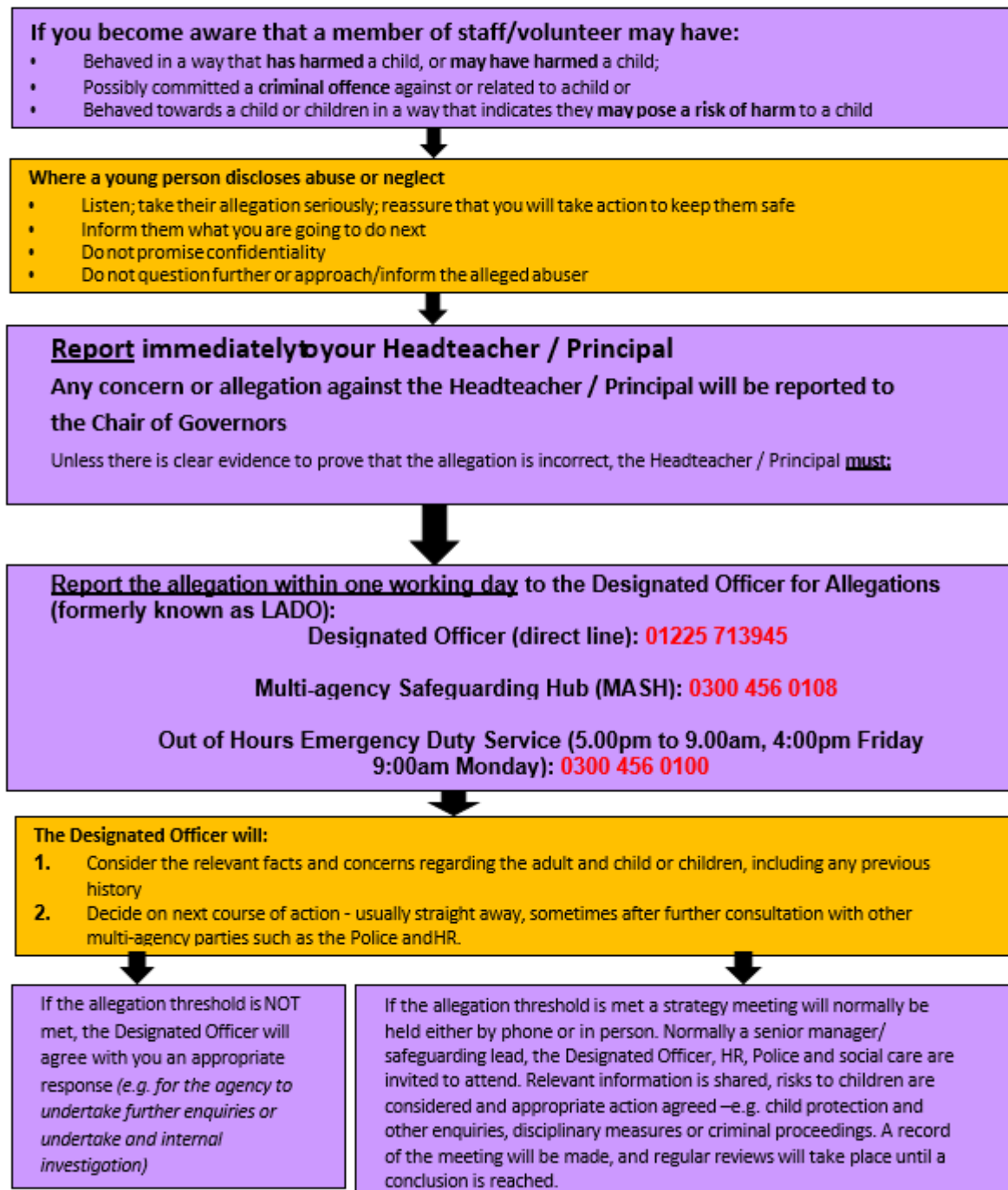
As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

Appendix V: Allegations against adults flowchart



ALLEGATIONS AGAINST ADULTS - Risk of harm to children

Schools Flowchart



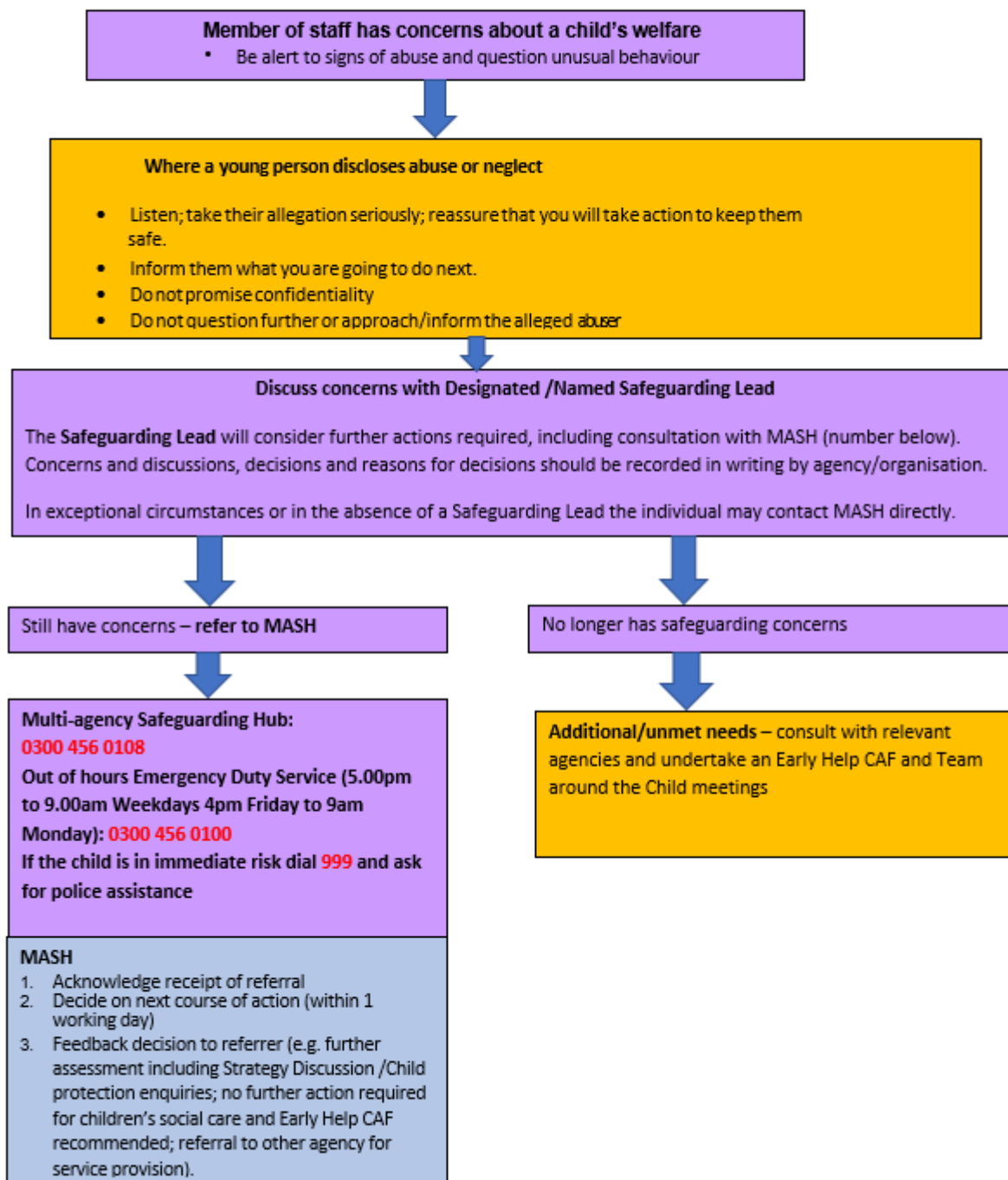
NB: This document is intended for use as a brief guide only. For more detailed guidance refer

Appendix VI: 'What to do if you are worried a child is being abused or neglected' flowchart



Wiltshire Safeguarding Children Board

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

Appendix VII: Welfare and Child Protection record

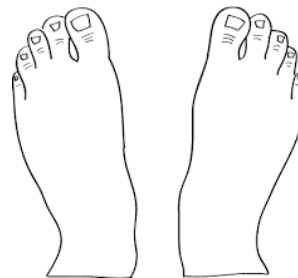
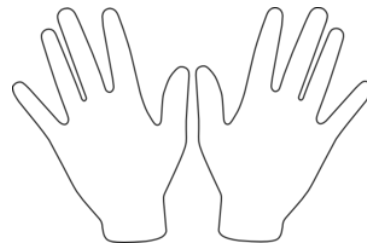
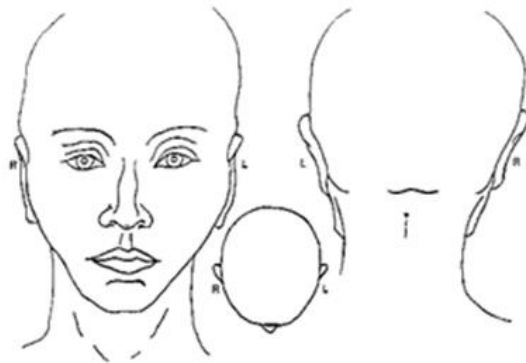
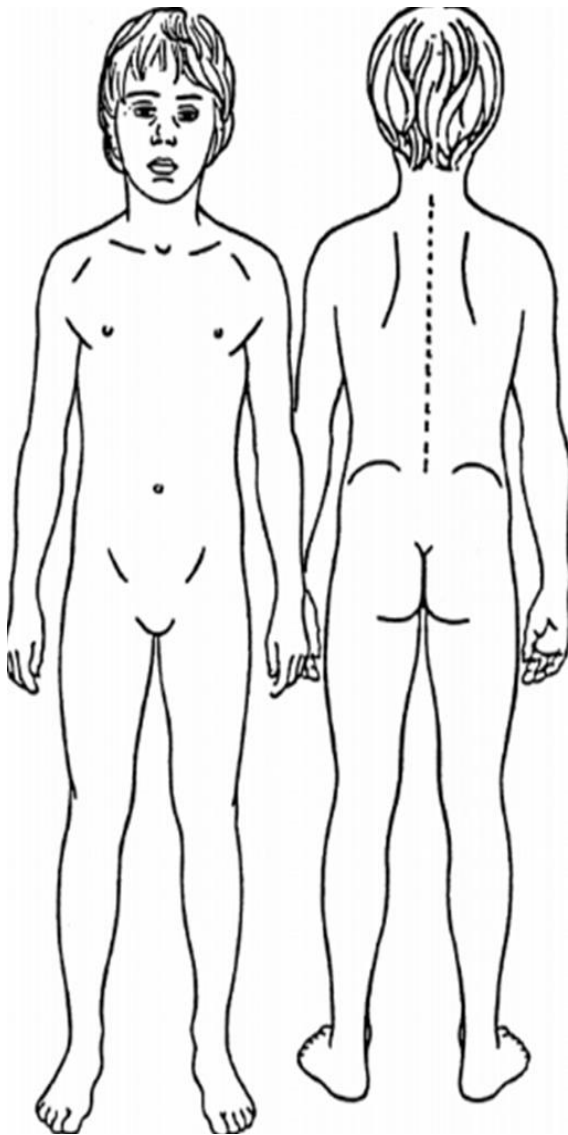
Child Welfare and Child Protection Concern Record

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 Designated Safeguarding Lead (DSL), without delay (or DDSL in his absence). The DSL will review and report concerns where appropriate to Children's Social Care if a child is deemed to be in need or at risk of significant harm or in need. **This information will be disclosed only to 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

Date of alleged incident/disclosure/concern		Date/time of report							
Name of child/ren and tutor		DOB							
Child's address									
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>Body map used:</p> <p>Y N</p>									
Any other relevant information (previous concern, other professionals involved/SEN details etc.)									
<p>Current status with Early Help or Children's Social Care (please tick & add name where known)</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)									
Name of DSL reviewing the concern								Date:	
Concerns should be shared with parent/carer, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children's social care).									
<p>Further action taken</p> <p>Please also record whether concerns were shared with:</p> <ul style="list-style-type: none"> • parents/carers • MASH <p>and if not outline reason(s)</p>								Date:	
Final outcome								Date:	

Body Map to be completed by the person raising the concern or observing injuries			
PLEASE NOTE: CHILDREN ARE NOT TO BE UNDRESSED OR PHOTOGRAPHS TAKEN OF ANY MARKS OR INJURIES			
Date concern noted		Date/time of report	
Name of child		DOB	
Name of person making this record (PLEASE PRINT)		Role in school	
Signed as a true record		Date DD/MM/YY	



Review date	Changes and updates
28/8/19	<ul style="list-style-type: none"> • Huw Jones added as DDSL • Key contacts updates • Upskirting included • References to WSCB updated now WSVPP
13/11/19	<ul style="list-style-type: none"> • Policy reviewed as part of annual safeguarding audit • Changes made to key contacts – MASH out of hours contact updated • WSVPP Flowcharts updated