The Grove Primary School
SAFEGUARDING AND CHILD PROTECTION POLICY

Policy agreed (date):	**21.08.25**
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KEY SAFEGUARDING PERSONNEL			
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The key safeguarding responsibilities within each of the roles above are set out in 'Keeping Children Safe in Education' (2025) & 'The designated teacher for looked after and previously looked-after children' (DfE 2018)			

Children's Social Care referrals:	
Integrated Front Door (IFD): Out of hours:	0300 456 0108 0300 456 0100
If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999	

This policy should be read and understood in with reference to the following school's policies and documents:

SCHOOL DOCUMENTS, POLICIES AND PROCEDURES
Attendance Policy
Behaviour Policy
Code of Conduct for School Staff (including staff behaviour)
Code of Conduct for volunteers and other adults in school
Complaints Policy
Data Protection and Secure Data Handling Policy
Educational Visits
Drugs and Drug Related Incidences
Health & Safety Policy (including administration of medicines)
HR Model Recruitment Policy
On-line Safety Policy
Intimate Care
Lone Working
Physical Intervention to Control and Restrain Others Policy
Remote Learning Policy
School Access Policy
Security and On-Site Safety
SEND Policy
Supporting Children at School with Medical Conditions
Relationship, Health and Sex Education Policy
Single Equality Policy
Staff Handbook
Teaching and Learning Policy
Whistle Blowing Policy
LA PROTOCOLS AND PROCEDURES
Protocol for schools when a child has not been collected as expected by parents at the of the school day (May 2018)
SVPP flowcharts (from website)
Wiltshire model paperwork for safeguarding and CP files (updated July 2024)
Wiltshire model welfare concern form (updated 07/24)
Safeguarding records management, retention & transfer (Sept 2024) SVPP 'Safeguarding and child protection training: Guide for schools and colleges 09/25)
LINKS TO KEY DfE AND OTHER EXTERNAL GUIDANCE
Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE May 2024
Keeping Children Safe in Education (KCSiE) (DfE 2025)
Mental health and behaviour in schools (DfE 2018)
Teachers Standards (07/11 – introduction updated 2103, latest terminology update 12/21)
The designated teacher for looked after and previously looked-after children (DfE 2018)
Working Together to Safeguard Children (2023)
Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings (DfE 10/20 last updated 05/25)
Generative artificial intelligence (AI) in Education (DfE updated June 2025)

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1. Principles:

- The Governors and staff of **The Grove Primary School** fully recognise their responsibilities for safeguarding and child protection and are committed to protecting 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 (2023)
  - Keeping Children Safe in Education (KCSiE 2025)
  - The procedures of the Safeguarding Vulnerable People Partnerships (SVPP)
  - Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)
  - Any additional guidance issued during the year which has an impact on safeguarding and child protection.
- 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.
- The school is committed to positive academic, social and emotional outcomes for all 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 standard of professional behaviour.
- We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.
- Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils and we regularly gather pupil voice via forums and surveys. This data informs our practice and policies.
- All staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned, including 'child-on-child' abuse and sexual harassment. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help and protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.
- 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.

2. Purpose of this policy and general definitions:

The purpose of this policy is:

- to raise the awareness of all school staff of the importance of safeguarding pupils, of their responsibilities for identifying and reporting actual or suspected abuse and the school's legal responsibilities
- to ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- to promote effective liaison with other agencies in order to work together for the protection of all pupils
- to support pupils' development in ways which will foster security, confidence and independence
- to integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages (see 10 below), and
- to take account of and inform policy in related areas such as behaviour, bullying and online safety.

General definitions of terms used in this policy:

This policy applies to all staff (including supply staff), governors and volunteers working in the school and to all volunteers, visitors and those on work experience, student placements and contractors. For the purpose of this policy:

- **Staff** refers to all those working for or on behalf of the school, be they full time, part time or supply staff, 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/s** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Pupil/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.
- **Safeguarding** covers a range of measures including child protection and encompasses a whole school preventative approach to keeping children safe: on-line safety; pupil health and safety (including drugs and substance misuse); school behaviour management (including child-on-child abuse and preventing bullying); supporting pupils with medical conditions; relationship, health and sex education; personal and mental health; social economic education and providing first aid and site security. These areas have specific policies and guidance which should be read in conjunction with this document. In particular, safeguarding is about:
  - providing help and support to meet the needs of children as soon as problems emerge
  - protecting children from maltreatment, whether that is within or outside the home, including online
  - preventing impairment of children's mental and physical health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  -
- **Child Protection** is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.
- **The 'Integrated Front Door'(IFD)** service, operated by Wiltshire Council, provides a 24-hour response to concerns for children all year round. It serves a central point of contact for public and professionals for children's safeguarding concerns and is staffed by of a group of professionals from the core agencies of children's social care, the police and community health services, who will deliver and integrated service, including the provision of information, advice and signposting to appropriate services. The Integrated Front Door team can be contacted by parents as well as school staff
- **Significant harm** as defined in 'The Children's Act 1989' is the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.
- **Children in need:** A child in need is defined under the Children's Act 1989, as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled.
- **Child suffering or likely to suffer from significant harm:** Local authorities have a duty to make enquiries under section 47 of the Education Act if they have reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm and must be initiated where there are concerns about maltreatment including all forms of abuse and neglect, female genital mutilation or other so called honour based violence[1] and extra-familial threats like radicalisation and sexual exploitation.
- **Contextual Safeguarding** means assessments of children should consider whether wider environmental factors are present in a child's life and that are a threat to their safety and/or welfare.
- **Looked after children (LAC) and previously looked after children:** A 'Looked after child' is a child who is subject to a care order (interim or full) or who is voluntarily accommodated by the local authority. Previously looked after children remain vulnerable once they are no longer subject to a care order or voluntarily accommodated and all staff should have the skills, knowledge and understanding to keep both looked after and previously looked after children safe

3. Responsibilities:

- We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
  - establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
  - ensure children know that they can approach and talk to any adult in the school if they are worried, and that they are aware of those adults with overall responsibility i.e. the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (D/DSL).

[1] Click on link for a definition of honour based abuse

- include opportunities throughout the curriculum, including Information and Communication Technology (and online safety) Relationships, Health and Sex Education and Personal Social and Health Education, for children to develop the skills they need to recognise, and stay safe from abuse
- take advantage of experts outside school to reinforce those messages (e.g. NSPCC and Police regarding 'Stranger Danger')

a. **General responsibilities:**

- The responsibility for child safeguarding falls on everybody who is employed at the school, who work as a volunteer or who visits the school. All staff who work at this school are expected to:
  - be familiar with this policy and have the opportunity to contribute to its review
  - be alert to signs and indicators of possible abuse
  - be aware of the importance of professional curiosity
  - be able to record and report concerns as set out in this policy
  - be able to deal with a disclosure of abuse from a pupil
  - be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required
  - be able to identify children who may benefit from 'Early Help' (see section 12 below)
  - have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE), and/or Annex A and understand their statutory obligation to report to the D/DSL if there is suspicion of abuse and/or neglect of a pupil or if a pupil discloses abuse or allegations of abuse.
- In addition, school leaders and staff who work directly with children have also read Part 5 and Annex B.

b. Designated Safeguarding Lead and deputy/deputies (D/DSL)

- During term time, either the DSL or D/DSL should always be available (during school hours) for staff in school to discuss any safeguarding concerns.
- The role of the D/DSL is outlined in detail in Annex C of KCSiE and the D/DSL must have a clear understanding of all their responsibilities. They should take lead responsibility for safeguarding and child protection (including online safety) and this should be explicit in the role holder's job description.
- Key responsibilities include:
  - managing all types of referrals to external agencies as appropriate
  - being identified as point of contact to external agencies, including the police when they wish to contact schools regarding incidences of domestic violence
  - liaising closely with the head teacher (where DSL is not the head teacher) to ensure they are kept updated
  - working and liaising with others both within the school structure (e.g. governors, head teacher, senior mental health lead) and external agencies so that children's needs are considered holistically
  - promoting supportive engagement with parents in safeguarding and promoting the welfare of children, including where the families may be facing challenging circumstances
  - acting as a source of support, advice and expertise for all staff
  - ensuring that when a pupil is placed with alternative provider (AP) that the provider meets the needs of the pupil and also obtains written confirmation from that provider that all appropriate safeguarding checks have been carried out on individuals working at their establishment together with written confirmation that the AP will inform the school of any arrangements that may put a child at risk (i.e. staff changes) so that the school can ensure that appropriate safeguarding checks have been carried out on new staff
  - carrying out half termly reviews of AP placements to provide assurance that pupils are regularly attending
  - liaison (as required) with the "case manager" and the Local Authority Designated Officer(s) for allegations (LADO)
  - ensuring all staff are trained at the appropriate level
  - maintaining responsibility for 'Child Protection' files and their transfer to other schools when required
- The D/DSL consistently monitors all children with concerns, whether a request for service to the Wiltshire IFD or appropriate Local Authority Children's Services has been made or not.
- The D/DSL must take responsibility for ensuring that any additional procedures or changes to communication and practice are followed in the event of the need for 'Remote Learning' (see section 11 below).
- The D/DSL uses the appropriate tools and guidance when children are identified as in need of 'Early Help' (see section 12 below)
- The D/DSL is also aware of the protocols to be followed in the event that a child is not collected from school as expected and that parents have been informed of the protocol to be followed

c. Designated Teacher for Looked After Children and previously Looked After Children (DTLAC):

- The DTLAC is the central point of initial contact within the school for looked after children
- They take lead responsibility for ensuring that school staff understand the things that can affect how looked after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these pupils. This means ensuring that all staff:
  - have high expectations for their learning and set targets to accelerate educational progress
  - are aware of the emotional, psychological and social effects of loss and separation from birth families and the impact this might have on their behaviour
  - understand the need to treat each child as an individual
  - appreciate the central importance of the looked after child's 'Personal Educational Plan' (PEP)
  - understand the role of other professionals involved in a child's care
  - be a contact for parents or guardians
  - More detailed information regarding their role can be found in 'The designated teacher for looked after and previously looked-after children' (DfE Feb 2018)

d. Head teacher

- If not the DSL, the head teacher must ensure that they have regular contact with the DSL and is kept updated and informed regarding safeguarding and child protection concerns
- The head teacher should ensure that safeguarding is an agenda item for every staff meeting.
- The head teacher must ensure that the policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff and should be easily understood by staff, children and parents, by re-visiting regularly.
- The head teacher reports at least three times per year to the governors around the effectiveness of the school's safeguarding procedures and, in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum.

e. Governors:

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

Training and Teaching	Policies and Procedures	Key safeguarding roles
• Children are taught about online safety. • Staff training, including regular safeguarding updates, online safety, safer working practice, whistleblowing procedures and 'Prevent' training. • Training for Governors • Training for D/DSL as required • Training for DTLAC at the appropriate level. • Ensuring staff have read and understood KCSiE, Part 1 (and Annex B and Part 5 for staff working directly with children) • Teaching staff are confident in delivering RSHE/PSHE training to all pupils • Whole school approach to broad and balanced curriculum embedding safeguarding teaching	• Behaviour Policy • Children who are absent and/or missing from education • Early Help • Female Genital Mutilation (FGM) • Honour based abuse (HBA) • Children with SEND and physical health issues • Mental health • Multi agency working • Online safety • Child-on-child abuse • Procedures for the effective support of anyone facing an allegation • Pupil voice • Relationship, Health and Sex Education Policy • Reporting abuse, including dealing with a child at	• Designated Safeguarding Lead who is a member of the leadership team (DSL) • Deputy Designated Safeguarding Lead (DDSL) • Designated teacher for 'Looked after children' (LAC), even if there are no LAC on roll • Senior Mental Health Lead • Pastoral and well-being staff • Nominated governor for Safeguarding • Nominated governor for online safety (including filtering and monitoring) • Nominated governor for whistleblowing • Lead governor for attendance • Filtering and monitoring and online safety lead • Senior attendance champion

• Annual review of online safety arrangements	immediate risk/SVPP procedures • Staff contribution to policy • 'Staff Code of Conduct'/'Staff Behaviour Policy' including low level concerns about staff conduct. • Safeguarding & Child Protection Policy review, • Safer Recruitment Procedures • Whistleblowing (including a child- friendly version)	

- The nominated governor for safeguarding liaises with the head teacher and the D/DSL to complete an annual safeguarding audit for the local authority.
- The Chair of Governors is responsible for liaising directly with the LADO in the event of an allegation of abuse being made against the head teacher.
- As well as the school's safeguarding induction programme (see section 5 below) governors are encouraged to complete face to face whole school safeguarding and child protection training and may attend face to face training for governors as provided by the LA.
- The "Maintained schools governance guidance" (2024): section 7.8 outlines in greater detail the responsibilities of the Governing Body with regards to child protection and safeguarding and pupil well-being.
- The governors monitor the school's safer recruitment practice, including scrutiny around the DSL and/or head teacher monitoring of the 'Single Central Record' (SCR)
- The governors ensure that safeguarding is an agenda item for every full governing body meeting.
- The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

4. Safer Recruitment

- All staff are subject to safer recruitment processes and checks, and we follow the guidance as set out in Part 3 of KCSiE and, where applicable, new staff are asked to complete a 'Declaration of Disqualification' as detailed in the 2018 childcare disqualification regulations and the Childcare Act 2006.
- 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 Register' (SCR) of the essential checks as set out in KCSiE, that have been carried out and of certificates obtained. The SCR applies to all staff (including supply staff and teacher trainees on salaried routes who work at the school and all governors.
- At least one person on any appointment panel has undertaken 'Safer Recruitment Training', which is updated once every 5 years as a minimum.
- Volunteers who work at the school are also checked in line with current legislation and LA guidance.
- Assurances are sought for contractors who are required on site, including identification checks on arrival.
- Appropriate vetting checks are carried out by the school for self-employed individuals.

5. Induction & ongoing training

Induction:

- All new staff, regular volunteers and governors are informed of our safeguarding and child protection procedures at induction to include all elements of safeguarding, as outlined in the 'Safeguarding and child protection training' produced by the WSVPP (September 2025) which is, in turn, informed by KCSiE.
- Our written induction schedule for staff also includes:
  - How to respond to the sharing of images of nudes and semi-nudes[2]
  - The role of 'Operation Encompass' in supporting children who experience domestic abuse
  -

[2] UK council for Internet Safety Guidance -Sharing nudes and semi-nudes: how to respond to an incident (03/24)

- The school provides opportunities for new members of staff to discuss any issues or concerns about their role or responsibilities.
- All staff will be given a copy of KCSiE or Annex A (in either paper or electronic form) and asked to sign the school's record to acknowledge that they have read it.
- In addition, all staff who work with children will also be required to read Annex B and Part 5 of KCSiE and asked to sign the school's record to acknowledge that they have read it.
- The Safeguard and Child Protection Policy together with the appropriate 'Code of Conduct' will be provided to all staff, including temporary staff and volunteers on induction. They will be asked to sign the school's records to acknowledge receipt and understanding of these documents.

Ongoing Training:

- All staff will receive ongoing training as outlined in the 'Safeguarding and child protection training' produced by the WSVPP (September 2025) which is, in turn, informed by KCSiE . Training will be provided at the required level depending on the roles and responsibilities of individual staff (including volunteers).
- A register of those staff present at whole school sessions will be kept by the DSL and any member of staff not present will undertake this statutory training requirement on their return
- In addition, all staff members will receive safeguarding and child protection updates (e.g. via email, e-bulletins staff meeting etc) as necessary and at least annually.

6. Safer working practice and staff behaviour

- The 'Staff Code of Conduct' clearly sets out staff behaviour that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.
- All adults who come into contact with children and young people in their work have a duty of care[3] to safeguard and promote their welfare.
- The public is entitled to expect the highest standards of behaviour from school employees.
- Employees represent the school and are trusted to act in a way which promotes the school's interests and protects its reputation.
- Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:
  - are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
  - work in an open and transparent way
  - work with other colleagues where possible in situations open to question
  - discuss and/or take advice from school management over any incident which may give rise to concern
  - record any incident of decisions made
- Teaching staff are expected to act within the guidance of the 'Personal and Professional Conduct' section of the Teachers' Standards.
- All staff who are legally required to complete a 'Declaration of Disqualification Form' must do so annually.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they should seek medical advice. Schools must ensure that staff only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Staff medication on the school premises must be stored securely and out of reach of children at all times.

7. Whistleblowing

- In accordance with our school's whistleblowing policy and procedures, all staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures (including our child friendly whistleblowing mechanisms), which are also reflected in staff training and our Code of Conduct, and shared with pupils, are in place for such concerns to be raised with the head teacher/SMT.
- Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and given feedback.

[3] The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally, to owe them a duty of care (Guidance for Safer Working Practice for Adults who work with Children and Young People)

- If a staff member feels unable to raise an issue with senior leadership role in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:
  - the NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
  - the governor responsible for safeguarding as named above

8. Managing allegations of abuse against staff and volunteers (including contractors and those from organisations or individuals using the school premises).

- All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career. Our school promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school, including supply teachers, volunteers and contractors, are dealt with appropriately.
- The school follows the procedure set out be the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.
- Where anyone in the school has a concern about the behaviour or an adult (including online behaviour) who works or volunteer at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the head teacher who will refer to the LADO.
- Any concern or allegation against the head teacher will be reported to the Chair of Governors without informing the head teacher.
- Concerns and allegations relation to supply staff and contractors will be notified to their employers for investigation and potential referral to LADO.
- 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 addition to the concern/allegation management process, the DSL will also refer suspected abuse to the Wiltshire IFD or appropriate Local Authority Children's services.
- A 'case manager' will be appointed by the school to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the LADO. This is the head teacher or, where the head teacher is the subject of an allegation, the Chair of Governors.
- In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.
- 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 head teacher and, if appropriate, a committee of governors.

9. Managing low level concerns

- The school operates a 'low-level' concerns policy in accordance with KCSiE. 'Low-level' refers to behaviour that is inconsistent with expectations set out in the Code of Conduct/Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.
- All low-level concerns will be reported to the head teacher; low-level concerns about the head teacher will be reported to the chair of governors.
- The school will:
  - ensure all staff are clear about what appropriate behaviour is (as set out in the Code of Conduct/Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
  - empower staff to share any low-level safeguarding concerns
  - provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult, and
  - respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the head teacher will collect as much evidence as possible by speaking:
    - directly to the person who raised the concern, unless it has been raised anonymously
    - to the individual involved and any witnesses

- Reporting low-level concerns helps to create an embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.
- Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

10. <u>Curriculum</u>

- Our broad and balanced curriculum (age and stage of development appropriate) promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of life.
- We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum, incorporating 'Relationships, Health and Sex Education', 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)
- Examples of topics:
  - healthy and respectful relationships
  - boundaries and consent
  - stereotyping, prejudice and equality
  - body confidence and self-esteem
  - how to recognise an abusive relationship, including coercive and controlling behaviour
  - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence (such as forced marriage and FGM) and how to access support
  - what constitutes sexual harassment and sexual violence and why these are always unacceptable.

11. <u>Remote Learning</u>

- If the school is required to change the way provision to children is offered due to exceptional circumstances (e.g. during a pandemic lockdown, self-isolation etc.) staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances the DSL will:
  - work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
  - use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
    - amended DSL arrangements as required (names, location and contact details)
    - temporary changes to procedures for working with children e.g. online.
    - amended procedures for reporting concerns
    - safeguarding training arrangements
    - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.
- We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

12. <u>'Early Help'[4]</u>

- Providing 'Early Help' is more effective in promoting the welfare of children than reacting later.

[4] More detailed guidance can be found in Working Together to Safeguard Children 2023 and the Early Help System Guide (DfE March 2022)

- Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs
  - has specific educational needs (whether or not they have a statutory Education Health and Care Plan)
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour
  - is frequently missing/goes missing from care or from home
  - is at risk of modern slavery, trafficking, sexual or criminal exploitation
  - is at risk of being radicalised or exploited
  - has a family member in prison or is affected by parental offending
  - is in a family which presents challenges for the child (e.g. drug/alcohol abuse, adult mental health problems and/or domestic abuse
  - is misusing drugs or alcohol
  - has returned home to their family from care
  - is at risk of honour bases abuse, FGM or forced marriage
  - is privately fostered
  - is persistently absent from school
- 'Early Help' means providing support as soon as a problem emerges, which can be at any point in a child's life, from the foundation years through to the teenage years and can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.
- 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 Wiltshire's Integrated Front Door (MASH and Early Support Hub); 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 needs, and various resources to identify and respond to harmful sexual behaviour
  - liaises with Wiltshire SEND service.

13. <u>Children with Special Educational Needs and Disabilities (SEND) or physical health issues</u>

- The school 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 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 (including prejudiced based 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.

14. <u>The use of 'reasonable force' in schools'</u>

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

reasonable force that follows DfE advice for schools. Our policy is available on our school website and the DfE guidance is available at Use of Reasonable Force in Schools.

- All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

15. What constitutes child abuse or neglect?

- Through our induction process and staff training, all our staff know how to recognise and are alert to the signs of abuse, neglect and exploitation, as well as wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse and all risks of harm outside the home and within the local area, including online , as outlined in KCSiE (2024) and 'What to do if you're worried a child is being abused – Advice for practitioners (2015) .
- Part 5 of KCSiE, together with Annex B provide staff with more detailed guidance on a number of specific safeguarding issues. A brief outline of some (but not all) of these specific concerns is given below in section 17.
- KCSiE identifies four categories of abuse but acknowledges that these rarely stand alone and that in most cases of abuse multiple issues will overlap one with another. A more detailed explanation together with examples can be found in KCSiE. The four 'categories' of abuse are defined as:
  - **physical abuse**
  - **emotional abuse**
  - **sexual abuse**
  - **neglect**

16. Contextual Safeguarding

- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.
- All staff, but especially the D/DSL should be considering the context within which such incidents and/or behaviours occur. Children's social care assessments should consider such factors, as it is important that schools provide as much information as possible as part of the referral process, particularly in the case of peer-on-peer abuse.
- More information regarding contextual safeguarding can be found on the Wilts SVPP site .

17. Specific safeguarding concerns

- In this section, more detail is given on some of the specific safeguarding issues, which are outlined in greater detail in Annex B of KCSiE. This is not an exhaustive list and staff are still required to ensure that they have read Annex B to enable them to have a good understanding of all the specific concerns outlined there.

a. Child-on-child abuse (including sexual violence and sexual harassment)

- **Child-on-child abuse**
- All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.
- In addition we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school and/or online.
- Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be the victims and boys instigators of such abuse. Children who are LGBTQ+ may be targeted by other children.
- Child-on-child abuse and should never be tolerated or passed off as "banter" or "part of growing up". Any such behavior must be challenged, as dismissing or tolerating such behaviour risks normalising it.
- This is most likely to include (but not limited to):
  - bullying (including cyberbullying, prejudiced based and discriminatory bullying)
  - abuse in intimate personal relations between peers
  - physical abuse, which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
  - 'upskirting' or any picture taken under a person's clothing without them knowing, to obtain sexual gratification or to cause humiliation, distress or alarm
  - causing someone to engage in sexual activity without their consent

- consensual and non-consensual sharing of nude and semi-nude images and/or videos, also known as 'sexting'
- sexual violence and sexual harassment between children, as defined by Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.
- initiation/hazing type violence and rituals

- Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school's Behaviour Policy.
- Any pupil who may have been victimized and/or displayed such harmful behaviour, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.
- We minimize the risk of child-on-child abuse by providing:
  - a relevant effective curriculum that helps children to develop their understanding of acceptable behaviour, healthy relationships and keeping themselves safe and priorities as identified by the school.
  - an updated curriculum to reflect changes in legislation and the mandatory teaching of Relationship, Health and Sex Education.
  - established/publicised systems for pupils to raise concerns with staff, knowing that they will be listened to, supported and valued and that the issues they raise will be taken seriously
  - training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
  - a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.
- **Child-on-child abuse: sexual violence and sexual harassment**
  - The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a contextual safeguarding approach to ensure assessments consider risks posed by any wider factors present in a child's life. The DSL will record specifically the time and location of the incident and action required to make the location safer.
  - The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

b. Child Sexual Exploitation (CSE):

- CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, an/or (b) for the financial advantage or increased status of the perpetrator or facilitator.
- CSE does not always involve physical contact; it can also occur through the use of technology.[5]
- The victim may have been sexually exploited even if the sexual activity appears consensual. Consent cannot be given, even where a child may believe that they are voluntarily engaging in sexual activity with the person who is exploiting them.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
- There are several other signs that might be indicators of sexual exploitation and these are detailed in Annex B, KCSiE.

[5] Extract from DfE 'Child sexual exploitation' – February 2017

c. Domestic abuse

- Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial and emotional harm, including where they see, hear or experience its effects.
- The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the school receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

d. Female Genital Mutilation (FGM):

- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Staff must inform the D/DSL immediately if they suspect a girl is at risk of FGM.
- There is a statutory duty upon individual teachers (along with regulated health and social care professionals) to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18. Information regarding the specific duties of members of staff and on when and how to make a report can be found at 'Mandatory reporting of female genital mutilation – procedural information' together with a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet

e. Looked after children and previously looked after children:

- The most common reason for children becoming looked after is a result of abuse and/or neglect and it is therefore important that the DTLAC provides appropriate staff within school the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility.
- The DTLAC should also have information about a child's care arrangements and the levels of authority delegated to the carer.
- The D/DSL and DTLAC should have details of the child's social worker and the name of the virtual school head designated to each child.
- As previously looked after children potentially remain vulnerable, all staff should have the skills, knowledge and understanding to keep them safe.
- Many looked after and previously looked after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs and/or disabilities (SEND). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress**.**
- The support that DTLAC and the school give to children who are looked after and previously looked after should not be seen in isolation. All looked after and previously looked after children will have a wide range of support mechanisms that will assist in promoting their educational achievement.

f. Mental health

- All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff understand that:
  - abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood
  - these experiences can impact on children's mental health, behaviour and education
  - they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one
- If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.
- More detailed information regarding the role that schools and staff have to play in the mental health of pupils can be found in the DfE guidance Mental health and behaviour in schools (DfE 2018)

g. Children who are absent and/or missing from education:

- Staff report immediately to the D/DSL if they know of any child who may be:
  - absent from education persistently, or for prolonged periods and/or on repeat occasions

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

- The DTLAC and care leavers discusses any unauthorised/unexplained absence of looked after/previously looked children with the Virtual School head when required.
- The D/DSL must share any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.
- Children who do not attend school regularly can be at an increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and
  - after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the IFD team as appropriate
  - there are no known welfare concerns about a pupil, we will follow our procedures for unauthorised absences, as outlined in our Attendance Policy, and report concerns to the Educational Welfare Services.
- The school will also refer to the IFD team any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

h. **Preventing radicalisation:**

- Protecting children from the risk of radicalisation is part of our school's 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 will speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making 'Prevent' referral to the Channel support programme or to the Local Authority Children's services..

i. **Serious violence:**

- We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.
- Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.
- Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and at 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.
- We also understand the possible impact to siblings in cases of intra familial harms, and that they too will need support following any incidents.

j. **Forced marriage**

- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.
- Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, ,threats or another form of coercion are not used. As with existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- Staff will inform the D/DSL immediately if they suspect a child is at risk of a forced marriage.

18. <u>Responding to concern/disclosures: guidance for staff:</u>

- The flowcharts provided by the SVPP set out the required procedure for staff to follow when they have a safeguarding concern about a child and these are displayed in the staff room and adult cloakrooms for easy reference.
- If there is a safeguarding concern the D/DSL should be informed, and will decide on the appropriate action(s) the school will follow.
- If a child discloses harm to any staff member, it must be remembered that the school role is to recognise and refer abuse, **not** to investigate. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by the Police and/or the Social Services. This does not mean however that the member involved cannot ask any questions but must avoid anything that might be interpreted as 'leading' the child.
- If a child wishes to confide in you the following guidelines should be adhered to:

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 Designated 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, e.g. 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 IFD . In some circumstances the D/DSL or member of staff seeks advice by ringing the IFD for advice.
- The D/DSL consistently monitors all children with concerns, whether a referral to IFD has been made or not.
- The D/DSL provides feedback to any staff who share concern/s.
- The D/DSL will liaise with safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' (2023) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.
- The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
- The child should be kept informed regarding the process and the D/DSL should ensure that they are supported.
- As a school we are also aware that the member of staff or volunteer to whom the disclosure has been made may also be in need of support and the school's senior management team will ensure that such support is given.

19. <u>Online safety:</u>

- ***School should insert its online safety procedures and protocols KCSiE para 134-137***
- Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.
- We ensure that parents are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interaction with online.
- Parents are offered advice and guidance in support of identifying the risks that may be present to children online.
- We acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.
- The scope of the school's Online Safety Policy also covers inappropriate behaviour and use of mobile technology both within the school and outside.
- The school adheres to the 'DfE Filtering and Monitoring standards' and the 'Cyber Security Standards', as set out in KCSiE and our online safety mechanisms are reviewed annually.

20. Record keeping and information sharing:

- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- The school:
  - liaises with partner organisations (alternative provisions, Wiltshire Council**,** etc) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within 5 days of the start of a new term:
    - by the setting/school/organisation previously attended by the child.
    - by our DSL when the child leaves our school.
- For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.
- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome, including instances where referrals were or were not made to another agency, such as LA children's social care or the 'Prevent' programme etc
- ensures all pupil safeguarding and child protection records are kept securely in a locked location and separately from individual pupil files.
- ensures the records incorporate the wishes and views of the pupil.
- The D/DSL acts in accordance with Information Sharing – (DfE May 2024) and in line with the LA 'Safeguarding records management, retention & transfer guidance' (September 2024),which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information contained in the DfE guidance.
- We are committed to work in partnership with parents. In most situations, we will discuss initial concerns with them. However, in certain circumstances the D/DSL may decide not share information with parents (see section 21 below).
- When we become aware that a child is being privately fostered, we remind the parents of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.
- Members of staff will be informed on a 'need to know' basis. The D/DSL will make a judgement on each individual case about who needs to know and who has a right to access particular information.
- The D/DSL should consider whether or not it would be appropriate to share information with the new school in advance of transferring the CP file as this may help the new school to ensure that arrangements to support a child are in place when that child transfers in order for there to be continuity of support.

21. Sharing concerns with parents

- We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect the rights' of parents to confidentiality and privacy and will not share sensitive information until we have their permission or it is necessary to do so to protect a child. The school will share with parents any concerns that we may have about their child unless to do 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
- As a school we ensure that parents are aware of our responsibility with regard to child protection and advise parents of this through our School Prospectus, as part of our Foundation Stage Induction and also through the school website.
- We encourage parents to disclose any concerns they may have with us and make them aware of our Safeguarding and Child Protection Policy, which is on the school website.

22. Escalation of concerns

- Effective working together depends on an open approach and honest relationships between colleagues and between agencies.
- Staff must be confident and able to professionally disagree and challenge decision making as an entirely legitimate activity; 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.

23. Site safety

- Risk assessments are undertaken and maintained in accordance with the school's health and safety policy.
- The school ensures that when our premises are hired or rented to other organisations , including shared site providers who work with children, those organisations adhere to the guidance for 'Out of school settings' (DfE 10/2) last updated 5/25).

24. Off site visits and exchange visits

- We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
- Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.
- Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.
- We seek written assurances from any alternative provision providers that appropriate safer recruitment checks have been completed and safeguarding policies and procedures are in place.

25. Welcoming other professionals

- All visitors complete signing in/out form, wear a school I.D. badge and provided with key safeguarding information, including the contact details of safeguarding personnel in the school.
- Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. The school completes an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.
- 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.

26. Photography and Images

- Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting:
- Staff and volunteers ***should***:
  - seek parental consent for photographs to be taken or published (for example, on the school's website or in newspapers or publications)
  - only use school equipment
  - ensure that children are appropriately dressed
  - encourage children to tell us if they are worried about any photographs that are taken of them
  - only retain images when there is a clear and agreed purpose for doing so
  - store images in an appropriate secure place in the school
- Staff and volunteers ***should not***
  - take images in one to one situations
  - take images of pupils for their personal use
- The school will ensure that parents are aware of the need to respect the privacy of other parents by requesting that any image taken at school events are just for personal use and should note be shared on social media.

27. Policy review:

- The Governing Body will undertake an annual review (or earlier if required by changes in legislation) of the school's Safeguarding and Child Protection Policy and procedures to ensure that they comply with current legislation, and remedy any deficiencies and weakness found without delay.

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 several 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 2024 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.

Mental health and behaviour in schools (2024) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

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 (2024) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in schools and colleges (2021) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour in Schools (2024) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.