

**Box CE VC Primary School  
Safeguarding and Child Protection Policy**

**This Child Protection Policy is based on the Wiltshire Model Child Protection Policy**

Box Primary School fully recognises its responsibilities for safeguarding and child protection.

| <b>KEY SAFEGUARDING PERSONNEL</b>                   |                 |              |                                  |
|---|-----------------|--------------|----------------------------------|
| <b>Role</b>   | <b>Name</b>     | <b>Tel.</b>  | <b>Email</b>                     |
| <b>Headteacher</b>                                  | Jo French       | 01225 742663 | head@box.wilts.sch.uk            |
| <b>Designated Safeguarding Lead (DSL)</b>           | Jo French       | 01225 742663 | head@box.wilts.sch.uk            |
| <b>Deputy DSL (DDSL)</b>                            | Nicola Phillips | 01225 742663 | nicola.phillips@box.wilts.sch.uk |
| <b>Nominated Governor</b>                           | Rob Price       | 01225 742663 | childprotection@box.wilts.sch.uk |
| <b>Chair of Governors</b>                           | Rob Price       | 01225 742663 | rob.price@box.wilts.sch.uk       |
| <b>Designated Teacher for Looked After Children</b> | Jo French       | 01225 742663 | head@box.wilts.sch.uk            |

**The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)**

|  |               |
|--|---------------|
| <b>Children's Social Care referrals:</b> |               |
| Multi-Agency Safeguarding Hub (MASH):    | 0300 456 0108 |
| Out of hours:                            | 0300 456 0100 |

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

**Policy agreed (date): October 2020**  
**Date of next review: September 2021**

**Introduction**

Box Primary School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- The Procedures of **Safeguarding Vulnerable People Partnership (SVPP)** formerly Wiltshire Safeguarding Children Board (WSCB)
- Non-statutory interim guidance: [COVID-19: safeguarding in schools, colleges and other](#)

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- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

See Appendix 1 for the legislative framework and key documents on which this policy is based further relevant guidance documents

The aim of this policy is to ensure:

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

### Safeguarding is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour management and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Behaviour and anti-bullying policy
- Equality Statement
- PSHE policy
- Sex and relationship /health education policy
- Online safety and social media policies
- Whistleblowing policy
- Curriculum policy
- Staff Behaviour Policy
- SEND policy
- Health and Safety policy

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

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

### This policy applies to all staff in our school

For the purposes of this policy:

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

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

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

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.
- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned.
- should always act in the best interest of the child.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2020).

**Governors**

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

| <b>Training/Teaching</b>   | <b>Policy/Procedures</b>   | <b>Staffing</b>   |
|--|--|---|
| Children taught about online safety<br>Staff Behaviour Policy<br>D/DSL training<br>KCSiE Part 1 (and Annex A for staff working directly with children)<br>Looked After Children (LAC)<br>Online safety training for staff<br>Prevent<br>Staff training<br>Whistleblowing | Child voice<br>Children Missing out on education and Children Missing Education (CME)<br>Concerns about staff conduct<br>Dealing with a child at immediate risk<br>Early help<br>Female Genital Mutilation (FGM)<br>Honour based abuse (HBA)<br>Mental health<br>Peer on Peer abuse<br>Reporting abuse /SVPP procedures<br>SEND and safeguarding<br>Staff contribution to policy<br>Safeguarding policy review | Designated Safeguarding Lead (DSL)<br>Deputy Designated Safeguarding lead (DDSL)<br>Designated LAC teacher (even if there are no LAC on roll) |

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### **Allegations management**

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

### **Audit**

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

### **Safer Recruitment**

Our governors monitor the school's safer recruitment practice. The role of the Nominated Governor is outlined in Appendix 6.

### **Mandatory Procedure**

#### **Safer Recruitment**

All staff are subject to safer recruitment processes and checks and we follow the guidance in Part 3 of **Keeping Children Safe in Education (KCSiE)**.

At Box Primary School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to all staff (including supply staff, contracted staff and teacher trainees on salaried routes) who work at the school, volunteers, coaches and governors.

As part of the process:

- Only applications on Wiltshire Council application forms are accepted, any additional information e.g. CVs and open references are removed prior to short listing
- At least one member of the short listing/interview panel has safer recruitment training
- Safeguarding questions are always included as part of the formal interview process
- References are requested prior to interview and appointments are conditional on checks such as references; enhanced DBS check with barred list information; identity checks, verification of the candidate's mental and physical fitness, qualifications, employment references and right to work in the UK.
- All checks are accurately recorded on a single central record.

### **Staff Behaviour Policy (for safer working practice)**

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

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

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

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

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### **Visitors**

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

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

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

### **Curriculum – teaching about safeguarding**

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

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

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

### **Early Help**

At Box Primary School, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

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

### **Identifying the signs**

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2020).

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

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom for easy reference.

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Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

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

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

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

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

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

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

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

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

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

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

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

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

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### **Children with Special Educational Needs or Disabilities (SEND)**

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

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

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

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

### **Peer on Peer abuse**

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

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

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

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

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.

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- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

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

### **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.

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 organisation 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.

### **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. Staff are aware of how;
- 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.

### **Preventing radicalisation**

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

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

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### **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 risk that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

### **Off site visits**

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 off site, 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.

### **Exceptional operating circumstances**

If the school is required to change the way we offer our provision to children due to exceptional circumstances eg during a pandemic lockdown, 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 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.

### **Record keeping and information sharing**

The school will:

- liaises with partner organisations (e.g. alternative provisions and Wiltshire Council) to ensure any safeguarding records for learners are shared on transition:
  - by the setting/school/organisation previously attended by the child.

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- by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly 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.

- keep clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate (Appendix 4)
- ensure all pupil safeguarding and child protection records are kept securely in a locked location.
- ensure the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing - Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

Information about pupils at risk of harm is shared with members of staff on a 'need to know' basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

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

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

### **Escalation policy**

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 a child's situation does not appear to be improving or if they do not feel a decision is right. 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.

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### Whistleblowing

Please see our **Whistle Blowing Policy**. All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Behaviour Policy, are in place for such concerns to be raised with senior leaders in school.

If a staff member feels unable to raise an issue with senior leaders or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- A member of the governing body: **Gary Dutton**

### Managing allegations against adults

Box Primary School follows the procedures set out in the SVPP 'Allegations Against Adults' (Appendix 5) flowchart which is displayed in the staff room.

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, including supply staff they must immediately consult the headteacher who will refer to the Designated Officer for Allegations (DOFA).

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

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

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

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

### Training

#### Induction

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

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

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### **Safeguarding training**

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

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

### **Advanced training**

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

### **Safer Recruitment**

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

### **Preventing Radicalisation**

All staff undertake Prevent awareness training.

### **Staff support**

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

### **Governors**

As well as the school's safeguarding induction programme, governors are encouraged to complete face to whole school safeguarding and child protection training. In addition, governors may attend face to face training for governors provided by Wiltshire Council.

### **Monitoring and review**

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting. The headteacher ensures that safeguarding is an agenda item for every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor meets the DSL every term to monitor the effectiveness of this policy.

### **Appendices**

Appendix 1 - Related legislation and key documents

Appendix 2 - DOs and DON'Ts when responding to a disclosure of abuse

Appendix 3 - SVPP flow chart - What to do if you are worried a child is being abused or neglected

Appendix 4 - Concern Form Part A

Appendix 5 - Concern Form Part B

Appendix 6 -SVPP flow chart - Allegations against adults, risk of harm to children

Appendix 7 - The role of the Nominated Governor and Designated Safeguarding Lead

Appendix 8 - Actions where there are concerns about a child

Appendix 9 - Safeguarding overview sheet and chronology of concerns

Appendix 10 - Seven Golden Rules of Sharing Information

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**Appendix 1 – Related legislation and key documents**

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018** 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 (2018)** 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 (2016)** 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 (2017)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Appendix 2

## DOs and DON'Ts when responding to a disclosure of abuse

### DO:

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

### DO NOT:

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

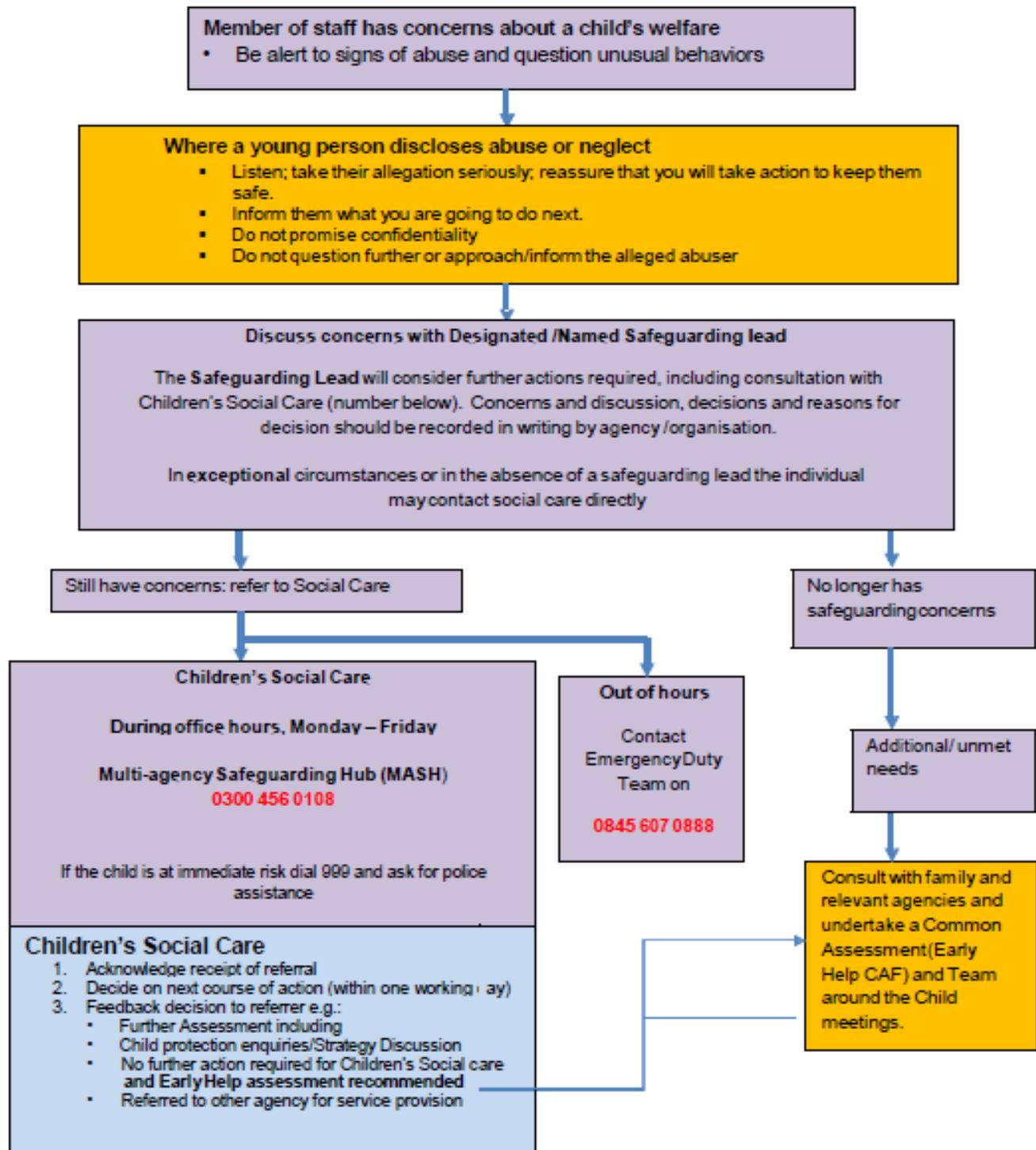
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**Appendix 3**



**WILTSHIRE SAFEGUARDING CHILDREN BOARD**

**What to do if you are worried a child is being abused or 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) at: [www.wiltshirescb.org](http://www.wiltshirescb.org)

**Appendix 4**

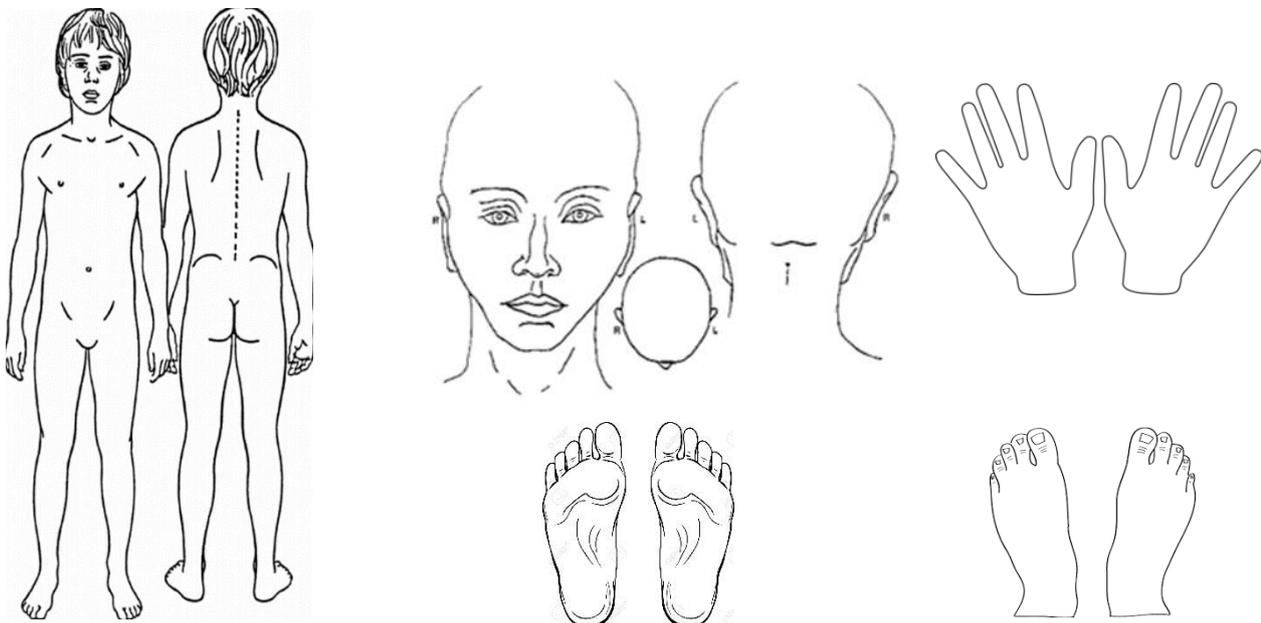
**Concern Form – Part A**

Complete **Part A** this form every time you have a concern about a pupil.  
The Designated/Deputy Safeguarding Lead will complete **PART B**

|  |                     |             |  |
|--|---------------------|-------------|--|
| <b>Child's name</b>                                  |                     |             |  |
| <b>Date of birth</b>                                 |                     |             |  |
| <b>Address</b>                                       |                     |             |  |
| <b>Name of member of staff reporting the concern</b> | <b>PLEASE PRINT</b> |             |  |
| <b>Signature</b>                                     |                     |             |  |
| <b>Date</b>  |                     | <b>Time</b> |  |

|  |                 |
|--|-----------------|
| <b>Concern- Use the body- map below to show any marks or injuries.</b> |                 |
|  |                 |
| <b>Additional form used?</b>   | <b>Yes / No</b> |

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



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**Concern Form – Part B**

To be completed by the school's Designated/Deputy Safeguarding Lead

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

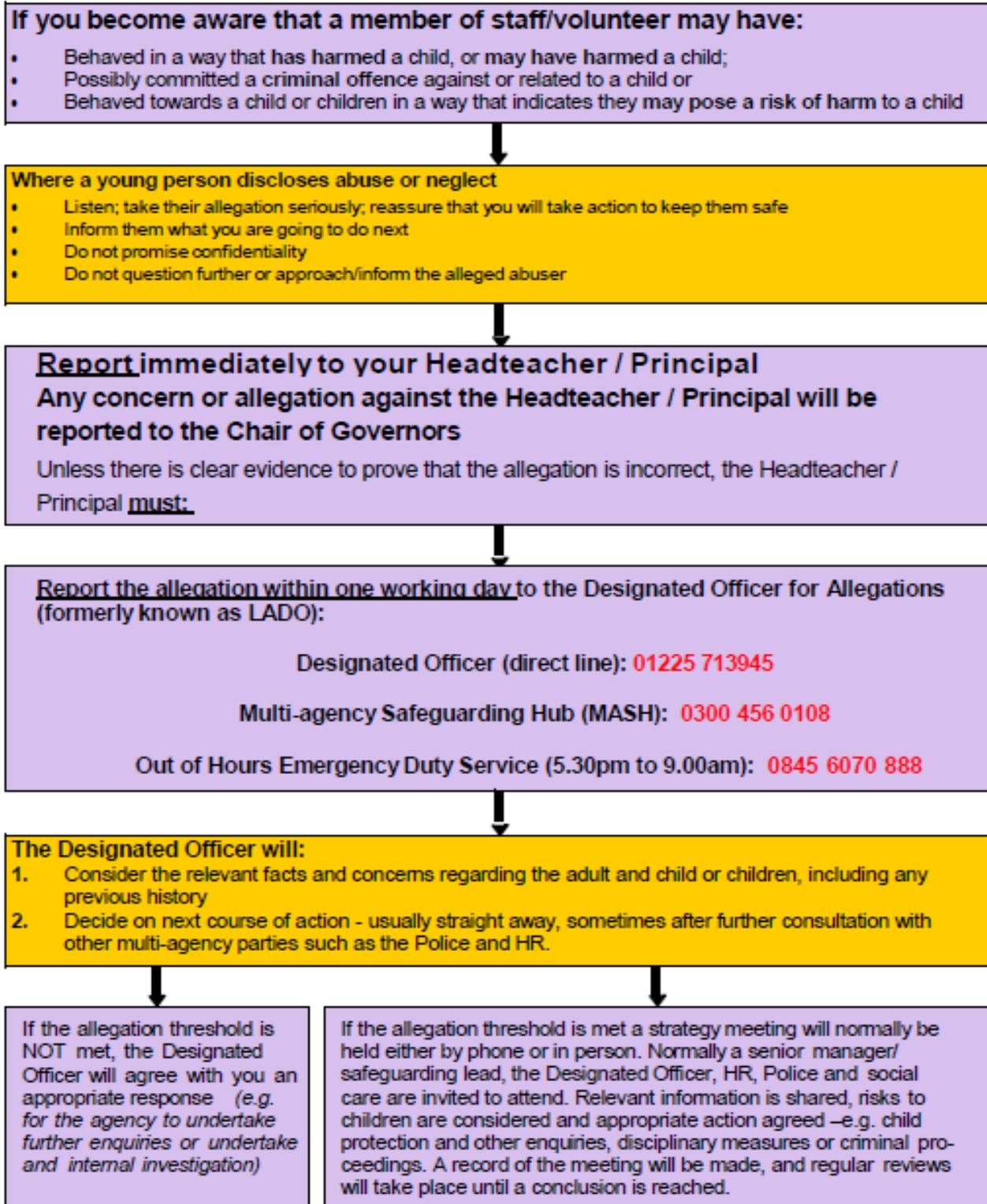
| Name of D/DSL reviewing the concern |        |      |  |
|-------------------------------------|--------|------|--|
| Name of person taking action        | Action | Date |  |
|                                     |        |      |  |
|                                     |        |      |  |
|    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

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

Appendix 6



**ALLEGATIONS AGAINST ADULTS - Risk of harm to children**  
**GUIDANCE FLOWCHART**



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

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**Appendix 7: The role of the Nominated Governor**

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

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

- Championing child protection issues within the school and liaising with the DSL and the Headteacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the DSL and the Headteacher using the Wiltshire Council annual school safeguarding audit return and reporting back to Full Governing Body
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils.

**The role of the Designated Safeguarding Lead (DSL)**

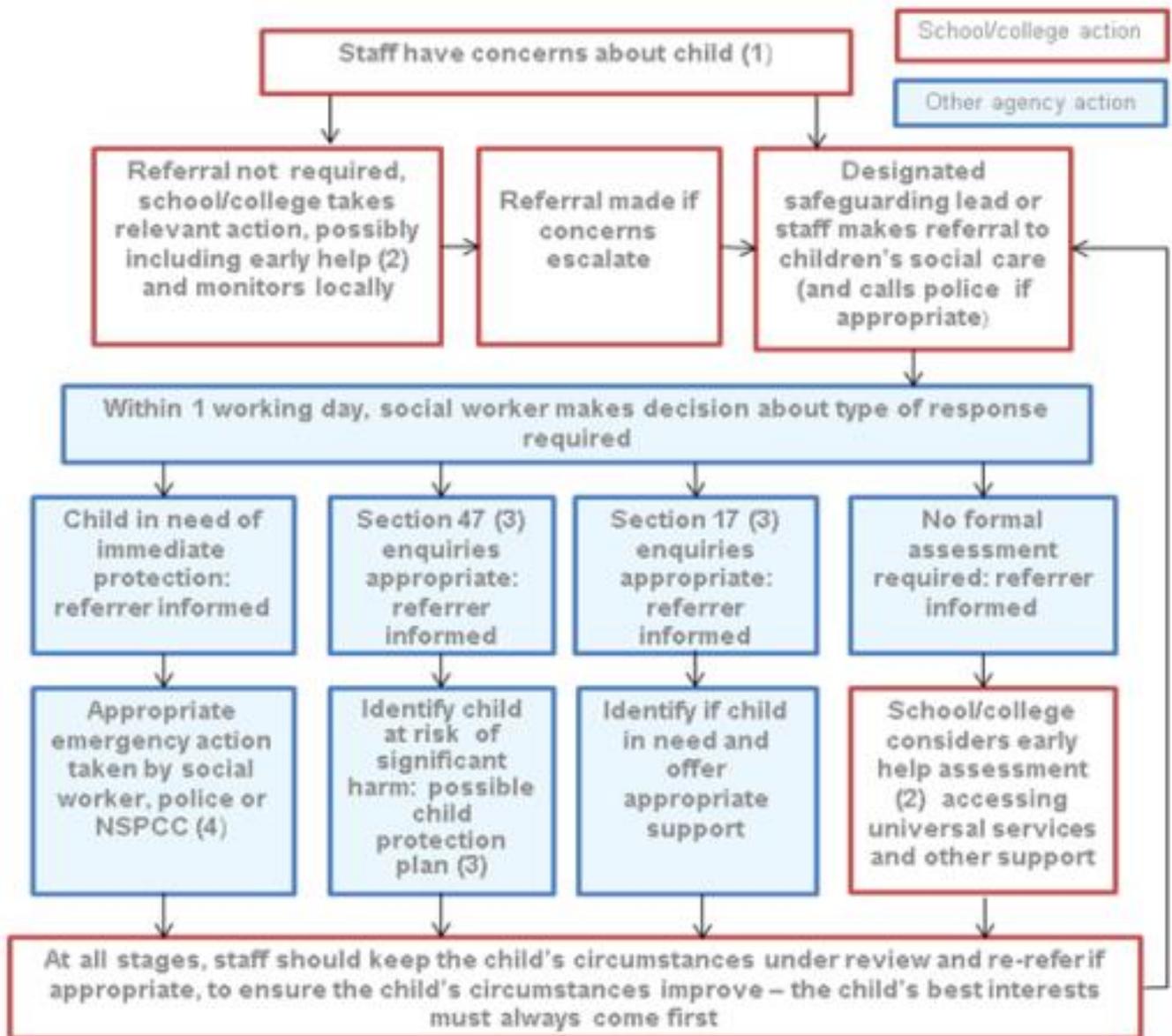
The DSL is a senior member of staff, from the school leadership team, designated to take lead responsibility for:

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

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**Appendix 8: Actions where there are concerns about a child**

Diagram below is an extract from KCSiE 2016, p.10:



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSiE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

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**SAFEGUARDING OVERVIEW SHEET**

**(To be included in the child's CP file when concerns are logged for the first time)**

Name of child \_\_\_\_\_ DOB: \_\_\_\_\_

Date file created \_\_\_\_\_

Nature of concern:

Other known names \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Other family members:

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

\_\_\_\_\_

Name and contact number of Social Worker (Children's Social Care) or CAF details:

\_\_\_\_\_

Name and contact number of any other agency workers involved:

\_\_\_\_\_

Name of lead person responsible for reviewing this record:

\_\_\_\_\_



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**Appendix 10**

**The seven golden rules to sharing information**

1. Remember that the *General Data Protection Regulation (GDPR)*, *Data Protection Act 2018* and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the *GDPR* and *Data Protection Act 2018* you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.