



**THE JOHN OF GAUNT SCHOOL**  
- A Community Academy -

**The John of Gaunt School Safeguarding and Child Protection Policy**

The John of Gaunt School fully recognises its responsibilities for child protection.

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	S&C	12/03/18	Board	26/03/18	March 2019	Yes

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*This policy should be read alongside the following other school policies:*

*This policy should be read in conjunction with our Equal Opportunities, Race Equality, Staff Professional Values and Code of Conduct, Health & Safety, Whistle Blowing, Anti-Bullying, Online Safety policies.*

Commented [HK1]: This is all different

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May 2017

In addition, all staff will have read Part 1, and all senior leaders / relevant Governors will have read Part 2, of *Keeping Children Safe in Education*, September 2016.

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

Schools do not operate in isolation. The John of Gaunt School is no exception to this. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. This school aims to help 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.

<b>Key Safeguarding Personnel</b>			
<b>Role</b>	<b>Name</b>	<b>Tel.</b>	<b>Email</b>
<b>Head teacher</b>	<b>Mike Gunston</b>	<b>01225 762637 Ext 201</b>	<b>mgunston@jogschool.org</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Helen Kerr</b>	<b>01225 762637 Ext 203</b>	<b>hkerr@jogschool.org</b>
<b>Deputy DSL (DDSL)</b>	<b>Sarah Hill</b>	<b>01225 762637 Ext 255</b>	<b>sjhill@jogschool.org</b>
<b>Nominated Governor</b>	<b>Debbie Youngs</b>	<b>01225 762637 Ext 226</b>	<b>dyoungs@jogschool.org</b>
<b>Chair of Governors</b>	<b>David Whewell</b>	<b>01225 762637 Ext 226</b>	<b>dwhewell@jogschool.org</b>
<b>Designated Teacher for Looked After Children</b>	<b>Helen Kerr</b>	<b>01225 762637 Ext 255</b>	<b>hkerr@jogschool.org</b>

**Children's Social Care referrals:**

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108  
Out of hours: 0845 6070 888

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

**Wiltshire Designated Officer For Allegations (DOFA):**

01225 713945

**Early Help Single Point of Entry:**

01225 718230

**What is safeguarding?**

Safeguarding can be defined by promoting the health, safety and welfare of all pupils.

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.

**What is child protection?**

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

**1. Purpose of the policy**

- To raise the awareness of **all** school staff of the importance of safeguarding students and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure students 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 students
- To support students' 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
- To take account of and inform policy in related areas such as discipline, bullying and online safety

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

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

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

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

### **Expectations**

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2016).

### **Governors**

Schools should appoint a 'Nominated Governor' (or similar person on the proprietor body for academies/independent schools) to take leadership responsibility for the school's safeguarding arrangements. We have a Governor who is a member of the Student and Community Committee and the Full Board of Governors.

### **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 Code of conduct D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Prevent Staff training Whistleblowing	Student voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

**The role of the Nominated Governor is outlined in Appendix 1.**

Governing bodies should appoint a senior member of staff from the school's leadership team, to the role of Designated Safeguarding Lead. (DSL) and Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding.

**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/principal.

**Audit**

The nominated governor (NG) for safeguarding will liaise with the headteacher/principal 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.

During term time, the DSL and/or a deputy should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the rare absence of these personnel they should be contactable by telephone and a member of the student development team who is trained to advanced level will liaise with them to decide on a course of action should it be necessary.

**The role of the DSL is outlined in Appendix 2.**

**2. Safeguarding information for pupils**

Pupils in our school may talk to:

All staff - in particular students may choose to speak to their tutor or Year Leader, Assistant Year leader.

They are also able to speak to members of the following teams for specific support:

- Members of the Student Development Team based in G109
- Staff based in G21 / G39a including the Inclusion administrator and attendance officer.
- The school councillors
- The Thrive CAMHs worker
- Any member of the senior leadership team especially the DSL.
- The Sixth Form Assistant

### **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)

### **3. What constitutes child abuse and neglect?**

#### **What is significant harm?**

The Children's Act 1989 introduced the concept of significant harm as 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.

All adults who work or volunteer with children should be able to identify concerns about child abuse.

The types of abuse are outlined in the following table:

<b>Main categories of abuse:</b>	<b>Specific safeguarding issues*:</b> *For other specific safeguarding issues, please see <i>Keeping Children Safe in Education</i> 2016 (p.12-13).
<ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Emotional abuse</li> <li>• Sexual abuse</li> <li>• Neglect</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Child Sexual Exploitation (CSE)</b></li> <li>• So-called 'honour based' violence, including <b>Female Genital Mutilation (FGM)</b> and Forced Marriage</li> <li>• <b>Preventing radicalisation</b></li> <li>• <b>Children missing education</b></li> <li>• <b>Peer on peer abuse</b></li> </ul>
<b>For more information, including indicators, please refer to Appendix 3</b>	

#### **Child Sexual Exploitation (CSE)**

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status.
- It can involve violent, humiliating and degrading sexual assaults.
- In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.
- Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.
- CSE does not always involve physical contact and can happen online.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

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

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

#### **Additional information for teachers: FGM Mandatory Reporting Duty**

By law, teachers must report to the **police** any 'known' cases of FGM in under 18s.

#### **4. Preventing Radicalisation**

All staff, including Governors have received the Home Office WRAP / PREVENT training.

The 6<sup>th</sup> form also receive a training session relating to this annually.

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

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may include making a referral to the Channel programme or the MASH.

#### **5. Children missing from education**

A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteers becomes aware that a child is missing, or missing education, they need to report to the DSL immediately.

After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the Education Welfare Officer (EWO). We will ensure the correct paperwork is completed and submitted in the appropriate timeframe (CME1 FORM).

If a looked after child or a child subjected to a Child Protection plan goes missing, we will refer them to the MASH team within 48 hours.

Unauthorised absence procedures will be followed where a child or young person:

- has 10 days or more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/or
- has not taken up an allocated school place as expected.

Any such concern will be reported to the Local Authority through the Education Welfare Service.

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

#### **6. Allegations of abuse made against other children: peer on peer abuse**

At The John of Gaunt School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, safeguarding allegations may be made against children by others in the school.

This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults
- sexting.

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

- If there is a safeguarding concern the DSL should be informed, and will decide on any appropriate action. It will be treated with the same seriousness as all safeguarding concerns.
- A record will be made in line with advice from the record keeping section of this policy.
- Parents / carers of all students involved will be contacted unless there is a safeguarding reason for this not to happen.

Students who are victims of peer to peer abuse will be offered a range of supportive measures which are personalised to the needs of the child. They can include (but are not limited to) counselling, allocation of a pastoral support worker, a time out card, time in the skills centre, alternative space to spend free time.

### **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' (2016) 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.

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

All staff adhere to staff DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2)

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.

## **7. Procedure for staff to report a concern about a student.**

**The John of Gaunt School follows the procedure set out by the WSCB 'What to do' flowchart (in Appendix 4).**

Where any adult in the school has a concern about a child they should:

1. **Report the concern** to the DSL or DDSL **immediately**. In rare instance of their absence, staff members should speak another member of the Student Development Team or the Head Teacher / his PA who will be able to contact the DSL / DDSL

In some circumstances, the DSL or member of staff will seek advice from Children's Social Care by ringing the MASH to obtain advice.

It is *not* the responsibility of school staff to investigate safeguarding concerns or determine the truth of any disclosure or allegation. All staff and volunteers, however, have a duty to recognise concerns and inform the DSL immediately.

2. **Record the concern** by completing a WSCB 'Welfare and Child Protection concern form' (see Appendix 6) and hand it in to the DSL. The records must be signed and dated. The DSL should include outcomes and any agreed action that is to be taken.

The DSL / DDSL will then decide on the best course of action and consider a referral to the MASH or Early Help

Appendix 5 provides information about the actions taken by Children's Social Care when there are concerns about a child.

If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

## 8. Record keeping of child protection concerns

- Accurate and up-to-date record keeping:
- Ensures schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes clear.
- ensure the records incorporate the wishes and views of the pupil
- Ensures schools monitor and manage their safeguarding practices.
- Provides evidence of robust and effective safeguarding practice in inspections and audits.
- The common law of confidentiality, Data Protection and Human Rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information or records. For detailed information please refer to Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers – March 2015

### The school will:

- Keep clear records of all child safeguarding and child protection concerns using the standard recording form, with a body map (see template in Appendix 6), including actions taken and outcomes as appropriate. We use the agreed secure safeguarding system approved by the county lead

for safeguarding. This is backed up and held securely in line with data protection guidelines.

- Ensure all hardcopy child safeguarding and child protection records are kept securely in a locked location. The record must be signed and dated and kept in a file under the child name (not family files), away from all the other records. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Outcomes of enquiries and investigations should be clearly recorded including whether any further action is to be taken. If the outcome of a reported concern is that the situation is to be monitored, the nature and regularity of such monitoring should be outlined. If no further action was or is to be taken then this should be recorded clearly as such with a rationale for this decision
- A red dot should be placed on the cover of the main school file for the child, indicating that there is a child protection file relating to that child. All staff should be made aware of what the symbol means. This should also serve as a reminder to transfer the child protection file if the child/young person moves to another school or FE college.
- Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.
- The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention.
- Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case

### **Transferring child protection files**

When a student transfers from one school to another, their child protection file should be forwarded to the new school without delay, and in any case within five school days. Where possible we aim for the DSLs of the transferring and receiving schools to make contact and discuss cases as soon as is practicable.

When a file is to be transferred, a 'Record of Child Protection File Transfer' sheet should be completed and attached to the child protection file

The original child protection records and any safeguarding file should be sent, with the transfer sheet, in a sealed envelope under separate cover from the regular school file. The file may be transferred by hand to the new school/college, or by secure recorded delivery or postal tracking service. Files may be transferred electronically if a secure electronic system is used.

The transferring school should keep a copy of the Record of Child Protection File Transfer until they receive a signed receipt from the school to which the file has been transferred. The transferring school should keep a record of received confirmations in a secure place.

When a student at 16+ is known to transfer to an FE College, the school must follow the procedures as described above and transfer the Child Protection file to the college. This must be done only after enrolment has been confirmed.

Please note: In June 2015 the Independent Inquiry into Child Sexual Abuse chaired by Lowell Goddard, requested that all agencies, until further notice, retain everything of potential relevance to the inquiry i.e. all paper files and digital records and all other information however held. The Terms of Reference of the inquiry are extremely broad and agencies must ensure that no line of investigation is curtailed by the premature destruction of files or records that later become required as evidence. As such all child protection files will not be destroyed or originals passed on unless for police enquires and then a copy must be kept.

## 9. Responding to disclosures: guidance for staff

### DO:

- Take the child to a private and safe place
- Stay calm
- Reassure the child and stress that he/she is not to blame and they were right to tell you
- Listen to the child and tell them that you believe them
- Tell the child that you have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
  - **T**ell me
  - **E**xplain
  - **D**escribe
  - Or use the mirroring technique:  
i.e. "*My dad hit me last night*"; respond by "*Your dad hit you last night?*"
- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the pupil if necessary.
- As a school we will assess each case individually to act in the best interests of the young person as to the next steps, i.e. returning the student to class, giving the young person a place to work quietly etc.

### DO NOT:

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you.

## 10. Sharing concerns with parents and carers

The John of Gaunt School is committed to work in partnership with parents and carers and in most situations it may be appropriate to discuss initial concerns with them.

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

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

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

### **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 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 WSCB escalation policy is used.

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

## **11. Managing allegations against Staff and Volunteers**

**The John of Gaunt School follows the procedure set out by the WSCB 'Allegations against adults' flowchart (in Appendix 7). The flowchart is based on WSCB Allegations Management Policy.**

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, they must immediately consult the Headteacher who will refer to the Designated Officer For Allegations (DOFA):

**Wiltshire Designated Officer For Allegations: 01225 713945**

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

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

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

The John of Gaunt 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 Headteacher and, if appropriate, a committee of governors.

### **If you have concerns about a colleague**

Staff may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount.

If staff members have concerns about another staff member or volunteer then this should be reported immediately using the procedure described above.

## 12. Whistleblowing

Whilst the 'allegation management' procedure described above must be used when the behaviour of an adult causes a concern, all staff and volunteers should also feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime (or whistleblowing).

*Please see The John of Gaunt Whistle Blowing Policy*

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with: Helen Kerr

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

- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). – this number is displayed in all faculty offices and the staff room and in the offices of all non-teaching staff.
- A member of the governing body : Toby Corden

## 13. Staff training and recruitment (including induction)

All members of staff and volunteers have read, signed and understood the school's Code of Conduct.

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

### Induction

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

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our staff Code of Conduct
- 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.

### **Foundation 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 should receive regular safeguarding and child protection updates (this includes through the safeguarding bulletin – issued 3 times per year and during staff meetings and staff briefings 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 eg: via e-bulletins or safeguarding fora with other D/DSLs. This training is extended to pastoral leads where needed and appropriate.

### **Safer Recruitment**

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

### **Prevent**

All staff receive Prevent training.

### **Staff support**

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

### **Governors**

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

### **Safer Recruitment**

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children

Keeping Children Safe in Education – Part 3

### **What The School Does:**

In line with the guidance from KCSIE Pt3 the John of Gaunt School completes the following for all staff as needed:

All interviews for paid members of staff are required to have at least one member of the panel who is safer recruitment trained and the interview must be held in a way which meets safer recruitment standards.

- a) enhanced DBS check with barred list information;
- b) identity checks – passport/photocard driving licence/official documents eg bank statement issued within last 3 months/ birth certificate/marriage/change of name documentation;

- c) verify the candidate's mental and physical fitness by candidate completing pre-employment health assessment form checked by Bradford on Avon Occupational Health;
  - d) qualifications relevant to the role;
  - e) at least 2 employment references covering at least the past 5 years' employment, where the candidate hasn't worked for at least 5 years, a personal reference is followed up;
  - f) right to work in the UK.
  - g) Prohibition of teachers check.
- Safeguarding training is included as part of the formal induction process and recorded once completed.
  - Checks are recorded for all members of staff, volunteers, governors and external agency workers on a single central record.
  - Governors are treated as members of staff with regards to pre-employment checks. Training is provided through written material, Governor Services and Prevent training is delivered by the Prevent (WRAP) trained member of staff and recorded.
  - People volunteering within the school on a regular basis are also subject to enhanced DBS checks, identity checks and references. Safeguarding information and knowledge of school procedures are provided through printed material, given at the start of their volunteering. They have an appropriate level of supervision.

#### **Visitors**

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

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

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

#### **14. Safer working practice**

Safe working practice ensures that students 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 for example where a student may be known to be particularly prone to being physically over familiar with staff, ensuring staff are always with another person.

All members of staff and volunteers should have read, signed and understood the school's Code of Conduct.

This policy should be read in conjunction with the Code of Conduct.

## **15. Children with Special Educational Needs or Disabilities**

Governors recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.

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

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

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

**The SEND service can be contacted on 01225 757 985.**

## **16. Follow-up support of vulnerable children**

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

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued

- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and educational psychology service, and where appropriate initiate and/or contribute to a CAF and Team Around the Child (TAC) meetings.

**In order to create a culture of safety in the school, The John of Gaunt School will ensure that safeguarding is a standing item on appropriate meeting agendas.**

#### **17. Monitoring of children subjected to a CP Plan**

Students who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or specified and appropriately trained delegated staff will attend planning meetings and core groups specified in the plan and contribute to assessments and plans.

**The school recognises that students who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school. – staff dealing with such students may need to be aware that such students are vulnerable and challenging without specific details being shared , so that they may be able to provide better support for them in the classroom environment.**

#### **18. Photography and images – see also policy on Data Protection and data sharing**

**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
- 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

Consider making a statement related to school events where parents are taking photographs of children that these are to be for personal use only (these are not to be shared on social media for example).

For more information, please see the school's policy and/or Code of Conduct.

### **19. Early Help**

At The John of Gaunt School, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems. Staff should discuss this with the D/DSL

The D/DSL consults the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

### **20. Welcoming other professionals**

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

**Professionals will complete signing in/out forms and wear a school I.D. badge if required to do so.**

### **21. Off-site visits**

Appropriate risk assessments must be in place prior to any off-site visit taking place. The school will provide instruction to trip leaders regarding sleeping arrangements, staff responsibilities and staff conduct whilst on school visits, in relation to safeguarding.

Safeguarding concerns or allegations should follow the procedure described above. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headteacher, who will make a referral to the MASH or Designated Officer For Allegations (DOFA) if appropriate.

**In an emergency the staff member in charge will contact the police and/or the MASH.**

## **22. Exchange visits**

As a school we will satisfy ourselves that parents/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Any adult over 18 in a host family will be subject to DBS checks as per KCSIE guidance.

Where possible schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSiE Annex E).

### **Policy review**

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

**This Policy is based on the model Child Protection Policy Provided by Wiltshire Council**

## **Appendix 1: 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.

## **Appendix 2: 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
- Liaising 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
- Undertaking training
- Raising awareness of safeguarding, by regularly reviewing 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.

### **Information sharing –internal process**

Information concerning students at risk of harm will be shared with all members of staff on a "need to know" basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information.

**For more information about the role of the DSL (and DDSL), please refer to Annex B of KCSiE 2016.**

### Appendix 3: Indicators of abuse and neglect

*What to do if you are worried a child is being abused* 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

#### Physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

#### Emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

#### Sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

#### Neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

.... **Specific safeguarding issues:** *KCSiE 2016, Annex A* provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

**Female genital mutilation (FGM):**

**Indicators that a child or young person may be at risk of FGM:**

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

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

**Indicators that FGM may already have occurred:**

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

**Preventing radicalisation:**

Extremism can take several forms, including Islamist extremism and far-right extremism.

**Radicalisation** is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Radicalisation of young people can be compared to grooming for sexual exploitation.

**Early indicators may include:**

- Vulnerability and social factors, such as:
  - family or local community tensions
  - low self-esteem
  - experience of poverty, disadvantage, discrimination, social exclusion / perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing / possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism
- Significant changes to appearance, behaviour and peer relationships.

#### **Child Sexual Exploitation (CSE):**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

#### **Private fostering**

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

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

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

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

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

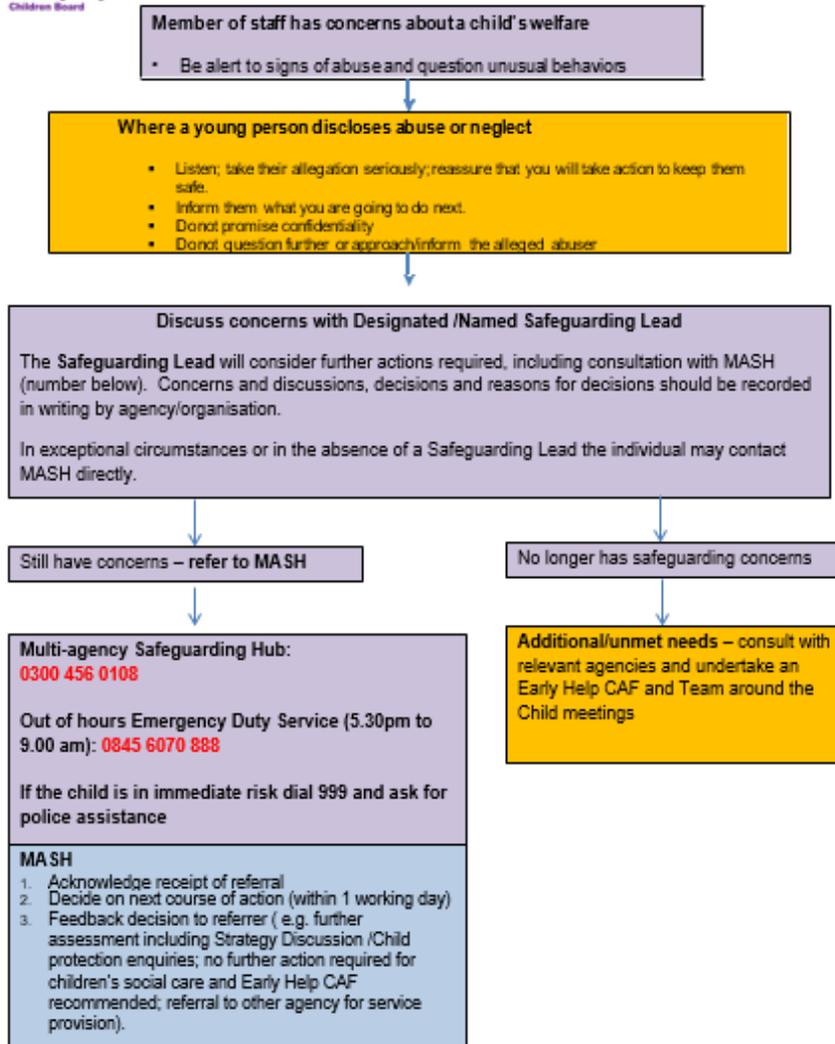
#### **Online safeguarding training (specific safeguarding issues):**

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

**Appendix 4: WSCB flowchart 'What to do if you're worried a child is being abuse/neglected'**



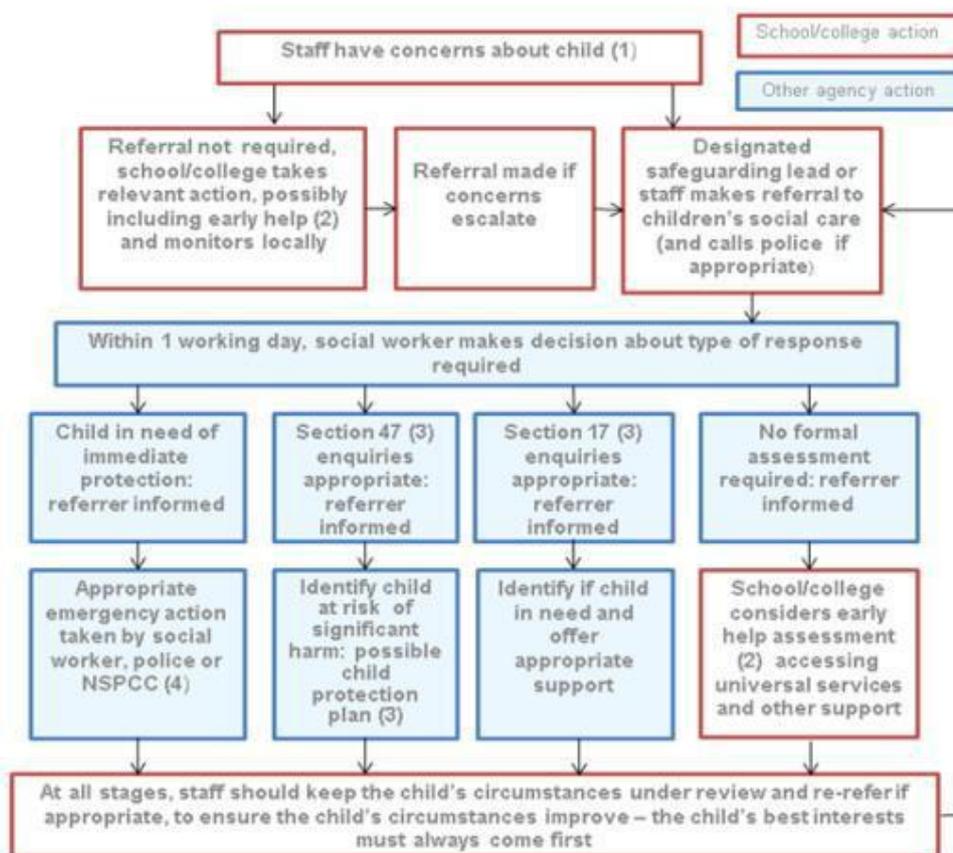
**What to do if you are worried a child is being abused and neglected**



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), [www.wiltshirescb.org](http://www.wiltshirescb.org)

## Appendix 5: 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).

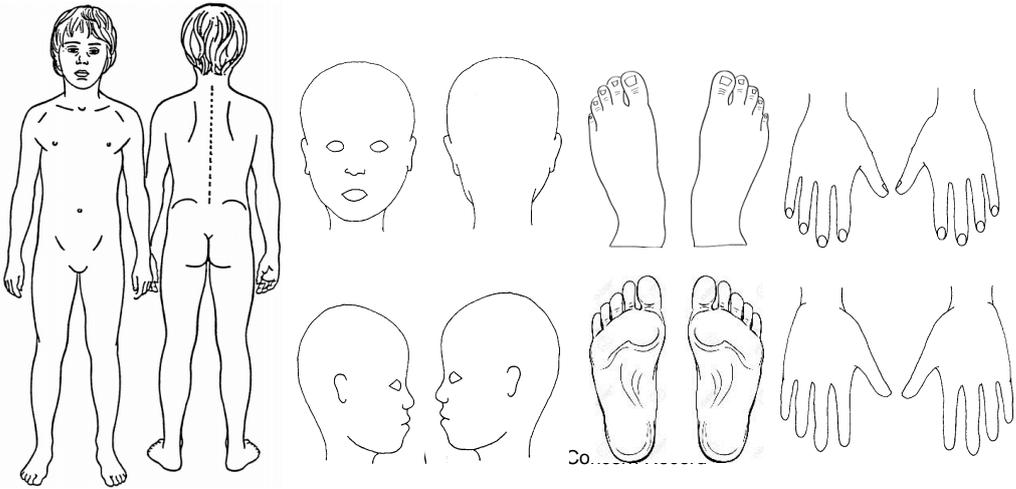
**Appendix 6: Child welfare concern record: Part A**

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

Child's name			
Date of birth			
Name of member of staff reporting the concern		PRINT NAME	
		Signature	
Date (DD/MM/YY)		Time	

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

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



## Concern Form Part B

To be completed by the school's Designated Safeguarding Lead (D/DDSL)

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
<b>Name of allocated worker</b>				

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

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

Appendix 7:

**ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN- GUIDANCE FLOWCHART**



**If you become aware that a member of staff/volunteer may have:**

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to a child

**Where a young person discloses abuse or neglect**

- Listen; take their allegation seriously, reassure that you will take action to keep them safe.
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

**Report immediately to your /a senior manager/safeguarding lead**  
Unless there is clear evidence to prove that the allegation is incorrect the manager /safeguarding lead **must**:

**Report the allegation within one working day** to the Designated Officer for Allegations (formerly known as LADO):

Designated Officer (direct line): **01225 713945**

Multi-agency Safeguarding Hub (MASH): **0300 456 0108**

Out of Hours Emergency Duty Service (5.30pm to 9.00am): **0845 607 0888**

**The Designated Officer will:**

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history.
2. Decide on next course of action – usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake an internal investigation).

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

**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.wiltshirelscb.org](http://www.wiltshirelscb.org)**

Appendix 8

## **Related legislation and key documents**

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

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

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

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015**  
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

