



Lydiard Millicent CE Primary and Ridgeway Farm CE Academy fully recognises their responsibilities for child protection.

KEY SAFEGUARDING PERSONNEL			
Role	Name	Tel.	Email
Headteacher / Principal	Mrs Carly Luce	01793770571/ 01793677471	principal@lydiardmillicentceps.org principal@ridgewayfarmcea.org
Designated Safeguarding Lead (DSL)	Mrs Jeanne dos Santos	01793 770571	deputy@lydiardmillicentceps.org
	Mrs Laura Gibbard	01793 677471	deputy@ridgewayfarmcea.org
Deputy DSL (DDSL)	Mrs Carly Luce	01793770571/ 01793677471	head@lydiardmillicentceps.org
Nominated Governor	Mr Stuart James		stuartpj@live.co.uk
Chair of Governors	Mr Richard Coleman		
Designated Teacher for Looked After Children	Mrs C Frost		CFrost@lydiardmillicentceps.org

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 Local Authority Designated Officer (DOFA):

01225 713945

Early Help Single Point of Entry:

01225 718230



CHILD PROTECTION / SAFEGUARDING POLICY



Member of staff responsible	Jeanne dos Santos and Laura Gibbard
Committee responsible	LGB
Date agreed with staff	March 2017
Date discussed with pupils	-
Date agreed at Committee	March 2017
Date approved at Governing Body	March 2017
Frequency of policy review	Annual
Date next review due	September 2017
Statutory Policy	Yes
Review Level	All

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	December 2008	Addition of action plan to ensure policy delivered
1.1	December 2009	Addition of code of conduct and new action plan
1.2	May 2010	Added reference to 'Working Together' document 2010, Lord Laming's report and changed Child Protection List to say 'Children of concern'
1.3	November 2011	No changes made other than governor change & Code of Practice Procedure Policy added at end
1.4	October 2012	Minor changes p7 about referral (send form)
1.5	Sept 2013	Action Plan updated & new documents updated
1.6	June 2014	Major change, see below
1.7	Sept 2014	Added updated Code of Conduct
1.8	Sept 2015	Keeping Children Safe in Education document update & Counter-Terrorism & Security Act 2015. Addition of Prevent Duty. New action plan.
1.9	Sept 2016	Amended to include RF
1.10	January 2017	Amended in line with new guidance from KCSIE 2016
1.11	April 2017	Amended in line with recommendations from Safeguarding quality assurance review
1.12	September 2017	Amended Stuart James as Safeguarding Governor

Keeping Children Safe in Education September 2016

In September 2016, the DfE updated the statutory guidance on safeguarding.

Full guidance, *Keeping Children Safe in Education* at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Prevent Duty guidance for England and Wales which relates to the Counter-Terrorism and Security Act 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Safeguarding & Child Protection Policy

Safeguarding is what we do for all children; and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. Typically the child protection policy will refer to quite clear procedures, whilst the safeguarding policy will be broader.

In other words the Safeguarding Policy includes the Child Protection Policy, as well as links to other policies.

1. INTRODUCTION:

1.1 All action is taken in line with the following legislation/guidance:

- Keeping Children Safe in Education (DfE Sept 2016)
- South West Child Protection Procedures (SWCPP)
- The Education (Independent School Standards) Regulations 2014
- Working Together to Safeguard Children (February 2017 Def CSE)
- Wiltshire Local Safeguarding Board
- What to do if you're worried a child is being abused (DfE March 2015) - non-statutory advice for practitioners
- Information-sharing: advice for practitioners providing safeguarding services (DfE March 2015)
- The Prevent duty - Departmental advice for schools and childcare providers (July 2015)
- Multi-agency statutory guidance on FGM (April 2016)

1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 Our policy applies to all staff, governors, trustees, proprietors and volunteers working in the school and in positions of trust.

1.4 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The aims of this policy are:

- 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

2. WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD OR A DISCLOURE IS MADE

- 2.1 Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, will:-
- Make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (this will be recorded onto appendix - concern / disclosure form or CPOMS)
 - Record any observations of marks, bruises or injuries on a body map outline, with some indication given about the size and shape of the injury. **Staff will not take photographs of injuries.**
 - The concern / disclosure will be discussed with the designated safeguarding lead as soon as possible.
 - All hand-written records will be retained, even if they are subsequently written up onto a concern/disclosure form.
 - The DSL will consider further actions required, including consultation with Children's Social Care (tel. number 0300 4560108). Concerns and discussion, decisions and reasons for decision will be recorded in writing by the school
 - In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact social care directly
 - If the child is at immediate risk the DSL will contact 999 Police.
 - If the DSL does not feel that a decision made is a safe decision and the child is at risk they will escalate following the agreed Wiltshire Safeguarding Children's Board Escalation Policy.
- 2.2 Written records of concerns about children will be kept, even where there is no need to make a referral immediately.
- 2.3 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and will be kept securely, separate from other records.
- 2.4 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, **noting actions and outcomes.**
- Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.
- 2.5 The quality of child protection records will be monitored by the Head teacher / Deputy Headteacher. The schedule for this quality assurance will take place every six months.
- 2.6 Where a child moves school, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. Where possible the DSL will arrange to meet with the DSL from the receiving school to discuss the safeguarding / child protection information in more detail. The receiving school will be asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a pupil is transferring into our school, a request for information will be sent to the previous school if there is no

evidence of a safeguarding / child protection file, when records are received. This will prompt the previous school to check whether any safeguarding / child protection records exist.

2.7 Confidentiality will be maintained and information relating to individual pupils / families shared with staff on a strictly need to know basis.

2.8 There are occasions when social care will contact school and request a phone number for a parent or carer. The caller's identity will be verified before releasing this information and the school should confirm with social care whether or not the family should be informed about the request.

3. SAFE SCHOOL, SAFE STAFF

3. 1 We will ensure that:

3.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- a senior leader has Designated Safeguarding Lead (DSL) responsibility
- on appointment, the DSLs undertake advanced interagency training and also undertake DSL 'new to role' and an 'update' course
- all other staff have Safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools

3.1.1 The Lead DSL's, Jeanne dos Santos and Laura Gibbard, are members of the Senior Leadership Team. The Deputy Designated Safeguarding Lead is Carly Luce (SLT) and Stuart James (local board member) is the governor responsible for CP. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by yearly updates, working in line with the requirements of the role as set out in Annex B of Keeping Children Safe in Education Sept 2016. Our Deputy DSL is Carly Luce and is available in the absence of the DSL. If there are changes during the year they will be added to the photo board and written information will be provided to staff.

- 3.1.2 The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 3.1.3 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 3.1.4 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

4. TRAINING

- 4.1 The designated safeguarding lead and deputy undergo training to provide them with the knowledge and skills required to carry out their roles. This is updated annually. In addition to this formal training, their knowledge and skills are updated at regular intervals but at least annually. This is via newsletters, meetings and reading. The formal training is accessed from the Local Safeguarding Children Board www.swindonlscb.org.uk.
- 4.2 All staff and volunteers working in our school receive regular safeguarding and child protection training and updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- 4.3 Adults visiting the school (including temporary and supply staff) are made aware of basic information in respect of the school's safeguarding and child protection procedures, including the name of the designated safeguarding lead. This information is also available with photographs.
- 4.4 All new staff receive basic awareness safeguarding and child protection training as part of their induction. This may take the form of 'in-house training or through the LSCB.
- 4.5 Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 4.6 The designated safeguarding leads and their deputy keep up to date with local and national advice and guidance on safeguarding and child protection, and attend additional training as is necessary to effectively fulfil their roles.
- 4.7 Training records are kept up to date, recording the date, focus and level of training received by individuals.

5. GOVERNOR AND STAFF COMMITMENT AS PART OF THE ETHOS OF THE SCHOOL

- 5.1 As part of the ethos of the school, the governors and staff are committed to:

5.1.1 We are committed to:

- Maintaining an attitude of 'It could happen here'.
- ensuring the school practices safer recruitment in checking the suitability of staff, governors and volunteers to work with children
- understanding, and adhering to the school's code of conduct (*Guidance for safer working practice for those working with children and young people in education settings - Safer Recruitment Consortium Group October 2015*)

- establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected
- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan;
 - *Pupils are listened to and supported at all times; through PSHE work, the teacher knowing the child well and looking out for changes or concerns, designated workers such as pastoral support staff, play therapist, nurture groups and all staff knowing the children well.*
 - *The Social Worker will be informed immediately if a pupil subject to a child protection support plan is excluded.*
 - *The school works closely with other professionals to support individual pupils*

5.1.2 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

5.1.3 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through school information and training.

5.1.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and on our website.

5.1.5 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

5.1.6 Community users organising activities for children are aware of the school's child protection guidelines and procedures.

5.1.7 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

5.2 Our procedures will be regularly reviewed and up-dated.

5.3 The name of the designated members of staff for Safeguarding, the DSL, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school and will read the Keeping Children Safe in Education 2016. This will ensure staff and volunteers know and understand the signs and symptoms of abuse, are prepared to identify children who may benefit from early help; understand their responsibility for referring concerns to the designated safeguarding lead / deputy, reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements; (this includes reading **Part 1 of Keeping Children Safe In Education Sept 2016**)

5.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter/website.

6. RESPONSIBILITIES

6.1 The designated DSLs are responsible for:

- 6.1.1 Referring a child if there are concerns about possible abuse, to the Local Authority and Multi Agency Safeguarding Hub (MASH), and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form.
- 6.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 6.1.3 Ensuring that an indication of the existence of the additional file is marked on the pupil records.
 - 6.1.5 Liaising with other agencies and professionals.
 - 6.1.6 Working in partnership with other agencies, sharing information with them, attending child protection conferences, core groups and preparing reports.
 - 6.1.7 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
 - 6.1.8 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
 - 6.1.9 Organising child protection induction, and update training, for all school staff.
 - 6.1.10 Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL's, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

7. SUPPORTING CHILDREN

- 7.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 7.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 7.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 7.4 Our school will support all children by:
- 7.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 7.4.2 Promoting a caring, safe and positive environment within the school.
 - 7.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 7.4.4 Notifying Social Care as soon as there is a significant concern.
 - 7.4.5 Providing continuing support to a child, alongside other professionals, about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
 - 7.4.6 supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan;
 - *Pupils are listened to and supported at all times; through PSHE work, the teacher knowing the child well and looking out for changes or concerns, designated workers such as pastoral support staff, play therapist, nurture groups and all staff knowing the children well.*

- *The Social Worker will be informed immediately if a pupil subject to a child protection support plan is excluded.*
- *The school works closely with other professionals to support individual pupils ensuring children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum.*

8. WORKING WITH PARENTS & CARERS

- 8.1 Concerns about the welfare or safety of pupils will be discussed with parents/carers, unless to do so would increase the risk to the child. In this instance advice will be sought from MASH. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.
- 8.2 This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and our duty of care.
- 8.3 Parents/carers will be made aware of the school's safeguarding and child protection policy and procedures via the school website. The policy and procedures will also be shared during our induction meetings for parents and carers of new pupils.

9. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

- 9.1 As a school, we recognise that children who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:-
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
 - communication barriers and difficulties in overcoming these barriers
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10. CONFIDENTIALITY

- 10.1 We recognise that all matters relating to child protection are confidential.
- 10.2 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 10.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 10.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 10.5 We will always undertake to share our intention to refer a child to MASH/Social services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Services on this point.

11. SUPPORTING STAFF

- 11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 11.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

12. SAFEGUARDING AND CHILD PROTECTION ISSUES CAN INCLUDE ONE OR MORE OF THE FOLLOWING:

- Bullying, including cyber-bullying
- Child sexual exploitation
- Forced Marriage
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse
- Children missing from education
- Children missing from home or care
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private-fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Peer on Peer

Further information on each of the above can be found in Part 1 and in Appendix A of Keeping Children safe In Education (Sept 2016).

13. ALLEGATIONS AGAINST STAFF

- 13.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 13.2 All Staff should be aware of Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 13.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 13.4 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children,

the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.

- 13.5 The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer.
- 13.6 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult, without notifying the Principal first.
- 13.7 The school will follow the Wiltshire Council procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the Local Authority Designated Officer.
- 13.8 Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the Local Authority Designated Officer and Personnel Consultant in making this decision.
- 13.9 In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice from the DOA.
- 13.10 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

14. WHISTLE BLOWING

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 14.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/Local Authority Designated Officer following the Whistleblowing Policy.
- 14.3 Whistle-blowing re the Principal should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

15. THE ROLE OF THE GOVERNING BODY

- 15.1 The Governing Body ensures that all statutory duties with regard to Safeguarding and Child Protection are fulfilled, as detailed in 'Keeping Children Safe in Education' Sept 2016, chapter 3.
- 15.2 School completes an annual review or audit of school safeguarding in partnership with the designated governor for safeguarding.
- 15.3 The Governing Body ensures that where weaknesses are identified; within the annual school safeguarding audit; through on-going monitoring of safeguarding and child protection procedures; other sources, these are addressed explicitly within the School Improvement Plan. The Governing Body regularly monitors the implementation and impact of the identified actions.

15.4 The Chair of Governors (or designated governor for safeguarding and child protection, if they are not the chair), in liaison with the designated person, ensures that the school has robust safeguarding and child protection policy and procedures in place, which are known to all members of staff, and up-dated at least annually.

15.5 The Governing Body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with LA 'Safeguarding Guidance for Commissioned Extended School Provision and Lettings'.

16. SAFER RECRUITMENT

16.1 Safer recruitment procedures are in line with the current legislation, Keeping Children Safe in Education, Sept 2016. This is where further detail can be found.

16.2 An enhanced DBS certificate, which includes barred list information, is required for any staff and volunteers who will be engaging in regulated activity (working unsupervised with children). For all other staff and volunteers including governors (KCSIE page 36) who have opportunity for regular contact with children, but who are not engaging in regulated activity, an enhanced DBS check, which does not include a barred list check, will be appropriate.

16.3 In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

16.4 A single central record is kept by the school and meets the requirements as set out in chapter 3 of 'Keeping Children Safe in Education' (Sept 2016)

17. PHYSICAL INTERVENTION

17.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

17.2 Such events are recorded and signed by a witness.

17.3 Staff who are likely to need to use physical intervention are appropriately trained in the Team Teach technique and this is updated

17.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

17.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

18. ANTI BULLYING

18.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents.

All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

19. RACIST INCIDENTS

19.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

20. PREVENTION

20.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

20.2 The school community will therefore:

- 20.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 20.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- 20.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 20.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- 20.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

21. HEALTH AND SAFETY

21.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

22. MONITORING AND EVALUATION

22.1 Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- County Audit
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and FGB to monitor

- Review of parental concerns and parent questionnaires

This policy also links to our policies on:

Behaviour,

Staff Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Allegations against staff

Parental concerns

Attendance

Curriculum

PSHE

Teaching and Learning

Medical Conditions, Drug & Health Management Education Policy

Sex and Relationships Education

Physical intervention

ESafety, including staff use of mobile phones

Risk Assessment

Recruitment and Selection

Child Sexual Exploitation

APPENDIX 1

Recognising Signs of Child Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.
- Prolonged absences.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

1. Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements

- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

2. Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others

3. Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

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

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

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

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

Assessment

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

- **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** - agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

4. Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

APPENDIX 2

Child Sexual Exploitation

This school recognises that:-

- '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. Child sexual exploitation doesn't 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.' (Keeping Children Safe In Education September 2016)

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

This school recognises that:-

- 'Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.' (Keeping Children Safe In Education September 2016)

Staff and Governors recognise and understand that all of the above are forms of abuse and if there were concerns that a child was at risk or a victim of one or more of these, our safeguarding and child protection procedures would be followed.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

This school recognises that:-

- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and

discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.' (Keeping Children Safe In Education September 2016)

Staff and Governors recognise and understand that all of the above are forms of abuse and if there were concerns that a child was at risk or a victim of one or more of these, our safeguarding and child protection procedures would be followed.

APPENDIX 3

Preventing Radicalisation

Keeping Children Safe in Education 2016 places a duty on schools to prevent pupils from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

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

It appears that a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fueled by a sense of grievance that can be triggered by personal experiences of racism and discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships
- The school recognizes the positive contribution it can make towards protecting its pupils from radicalisation to violent extremism and strives to build pupils' resilience to radicalisation by promoting British values and enabling them to challenge extremist views.

Prevent Duty

The school recognises its duty to protect students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

Staff are trained to be vigilant for spotting signs of extremist views and behaviour and to always report anything which may suggest a student is expressing opinions which may cause concern.

APPENDIX 4

Peer on Peer Abuse

This school recognises that:-

- safeguarding issues can manifest themselves via peer on peer abuse
- This is most likely to include but is not limited to bullying, gender-based violence, sexual assaults and sexting.
- This form of abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.

At Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy, 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 and
- 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".

We will minimize the risk through PSHE and collective assemblies.

If there is a safeguarding concern the DSL should be informed, and will decide on any appropriate action. A record will be made in line with advice from the record keeping section of this policy.

APPENDIX 5

Children Missing 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 MASH team.

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

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.

APPENDIX 6

Staff also need to be aware of the following as we are a Church school -

Church of England Additional Abuse Definitions

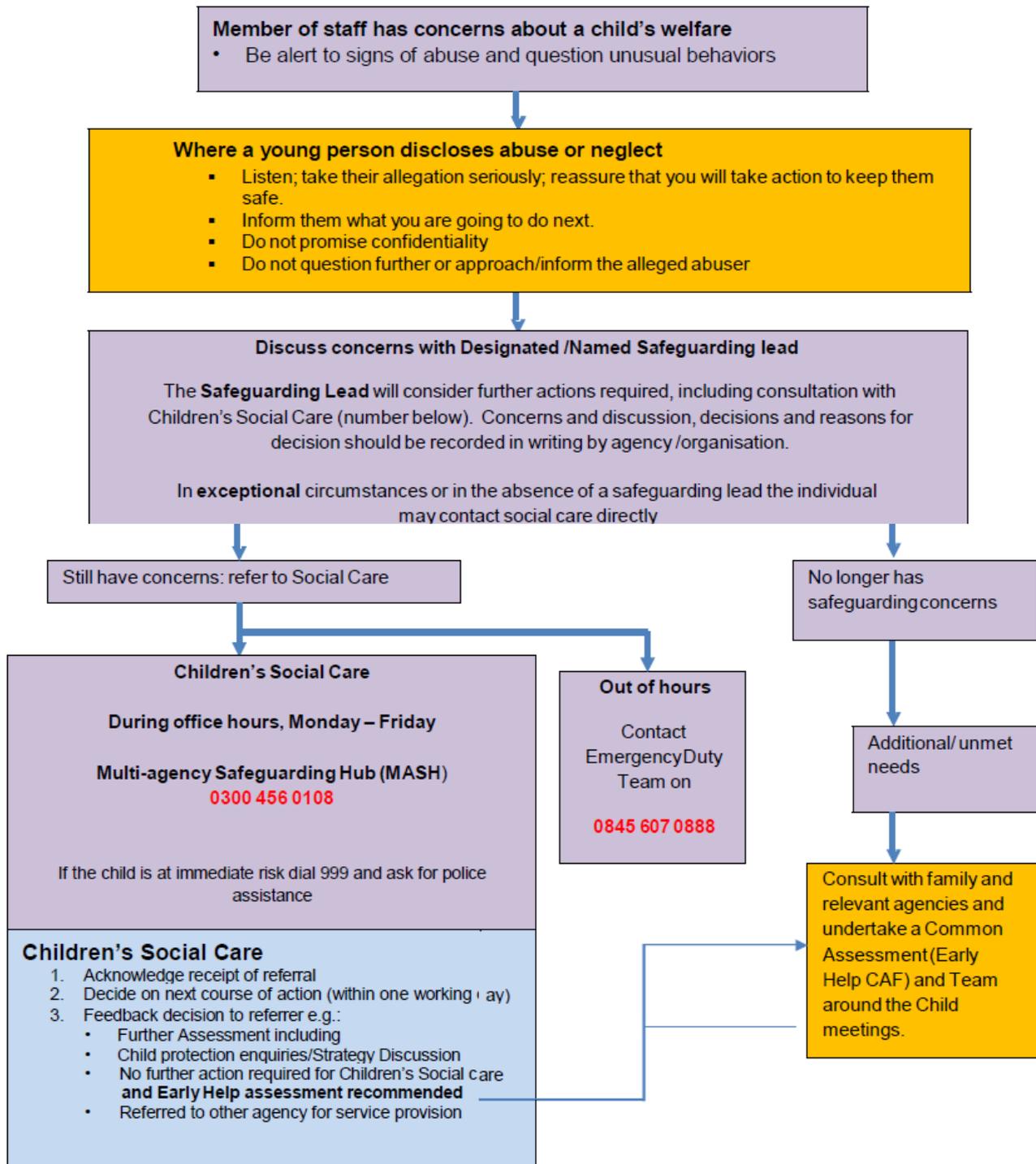
"Additional forms of abuse are also recognised as being apparent within our communities. Whilst these do not find the same level of consistent understanding or application, they are particularly relevant for the church context, as follows:

Organised/Institutional Abuse may be defined as abuse involving one or more abusers and a number of children. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Spiritual Abuse is similar to emotional abuse on many levels, in that inappropriate expectations may be imposed upon children and young people. It may involve conveying to children the consequences of sinfulness in an inappropriate manner causing them fear and manipulating them into accepting what someone is preaching /teaching /saying. To say "You won't go the heaven if you get run over by a bus on your way home" is a form of bullying, exploitation of emotions, manipulation of young minds and a corruption of the Gospel message. For further information, see the relevant sections of national Church of England guidance, particularly 'Protecting All God's Children' and 'Responding Well'.

Abuse Linked to Faith or Belief is based in a belief in 'possession' and 'witchcraft' and is widespread throughout the UK. It is not confined to people from particular countries, cultures or religions, nor is it confined to new immigrant communities in the UK. Nationally, the number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, capacity to learn, ability to form relationships and self-esteem. Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft', and attempts to exorcise him or her - either by themselves or through a faith leader. A child could be viewed as 'different' for a variety of reasons, such as disobedience, independence, bedwetting, nightmares, illness or disability. The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing, and/or isolation (physical, emotional, sexual abuse and neglect) and usually occurs in the household where the child lives."

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.wiltshirelscb.org