

St Laurence School Safeguarding and Child Protection Policy

St Laurence School fully recognises its responsibilities for Safeguarding and Child Protection.

Policy agreed (date):	September 2018
Policy published (including on website) (date):	September 2018
Next review (date):	September 2019

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Fergus Stewart	01225 309500	headteacher@st-laurence.com
Designated Safeguarding Lead (DSL)	Rebecca Overfield	01225 309500	rebove@st-laurence.com
Deputy DSL(s) (DDSL)	<ol style="list-style-type: none"> Valerie Power Chris Dutton Will Penny Rachel Purnell 	01225 309500	<ol style="list-style-type: none"> valpow@st-laurence.com chrdut@st-laurence.com wilpen@st-laurence.com racpur@st-laurence.com
Nominated Governor	Lauren Ash		ash.ldjha@gmail.com
Chair of Governors	Kieran Kilgallen		kieran.kilgallen@gmail.com
Designated Teacher for Looked After Children	Rebecca Overfield	01225 309500	rebove@st-laurence.com

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2018)

Early Help - single point of entry: 01225 718230

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 4560108

Out of hours: 08456070888

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

Introduction

St Laurence School is committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- The Procedures of Wiltshire Safeguarding Children Board
See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

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

Scope

Safeguarding is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Behaviour policy
- Equality Statement
- Sex education
- Administration of Medicine policy
- E-safety
- Health and Safety policy
- Whistleblowing policy
- Curriculum policy
- Anti-Bullying policy
- Drugs Education
- Code of Conduct
- SEND policy
- Safer Recruitment
- Drug related incidents policy

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 2018).

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:

Training/Teaching	Policy/Procedures	Staffing
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Child 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 	<ul style="list-style-type: none"> • Designated Safeguarding Lead (DSL) • Deputy Designated • Safeguarding lead (DDSL) • Designated LAC teacher (even if there are no LAC on roll)

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.

Audit

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

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At St Laurence School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

See also Training.

Code of conduct

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

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

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

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

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.

Curriculum – teaching about safeguarding

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

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

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

Early help

At St Laurence School, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

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.

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. (Appendix 3)

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

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

Missing children and children missing education

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

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

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

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team as appropriate. Where there are welfare concerns about a pupil we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service when a pupil:

- has 10 days or more continuous absence from school without an explanation (or fewer where there are concerns about the welfare of a pupil)
- has left school suddenly and the destination is unknown or
- has not taken up an allocated school place as expected.

Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to

the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

FGM

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Peer on Peer abuse

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

It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern and **not** managed through the systems set out in the school behaviour policy.

Procedures to minimise the risk of peer on peer abuse;

- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e.), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment.
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery): the policy should include the school or college's approach to it. The department provides [searching screening and confiscation advice](#) for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published [advice for schools and colleges on responding to sexting incidents](#); and
 - initiation/hazing type violence and rituals.

Staff recognise that pupils can abuse their peers and such abuse is not tolerated, passed off as "banter" or seen as "part of growing up". Consequently, it is dealt with as a safeguarding concern and **not** managed through the systems set out in the school behaviour policy.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the concern referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Preventing radicalisation

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

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

Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Record keeping and information sharing

The school will:

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

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (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.

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

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

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

Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to 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.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Headteacher or Chair of Governors.

If a staff member feels unable to raise an issue with the Headteacher or Chair of Governors or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e.mail help@nspcc.org.uk.
- A member of the governing body: Kieran Kilgallen.

Managing allegations against adults

St Laurence School follows the procedures set out in the WSCB Allegations Management Policy. If a staff member has concerns about another staff member or volunteer they report this immediately using the procedure described in 'Allegations against adults' flowchart. Appendix 5.

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

Training

All members of staff and volunteers have read 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.

Safeguarding training

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

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

Advanced training

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

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.

Monitoring and review

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting.

The headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Appendix 1

Related legislation and key documents

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

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

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

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 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.

DOs and DON'Ts

when responding to a disclosure of abuse

DO:

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

DO NOT:

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

Appendix 3



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

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviors

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

Discuss concerns with Designated /Named Safeguarding Lead

The Safeguarding Lead will consider further actions required, including consultation with MASH (number below). Concerns and discussions, decisions and reasons for decisions should be recorded in writing by agency/organisation.

In exceptional circumstances or in the absence of a Safeguarding Lead the individual may contact MASH directly.

Still have concerns – refer to MASH

Multi-agency Safeguarding Hub:

0300 456 0108

Out of hours Emergency Duty Service (5.30pm to 9.00 am): **0845 6070 888**

If the child is in immediate risk dial 999 and ask for police assistance

MASH

1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Feedback decision to referrer (e.g. further assessment including Strategy Discussion /Child protection enquiries; no further action required for children's social care and Early Help CAF recommended; referral to other agency for service provision).

No longer has safeguarding concerns

Additional/unmet needs – consult with relevant agencies and undertake an Early Help CAF and Team around the Child meetings

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

Updated January 2018

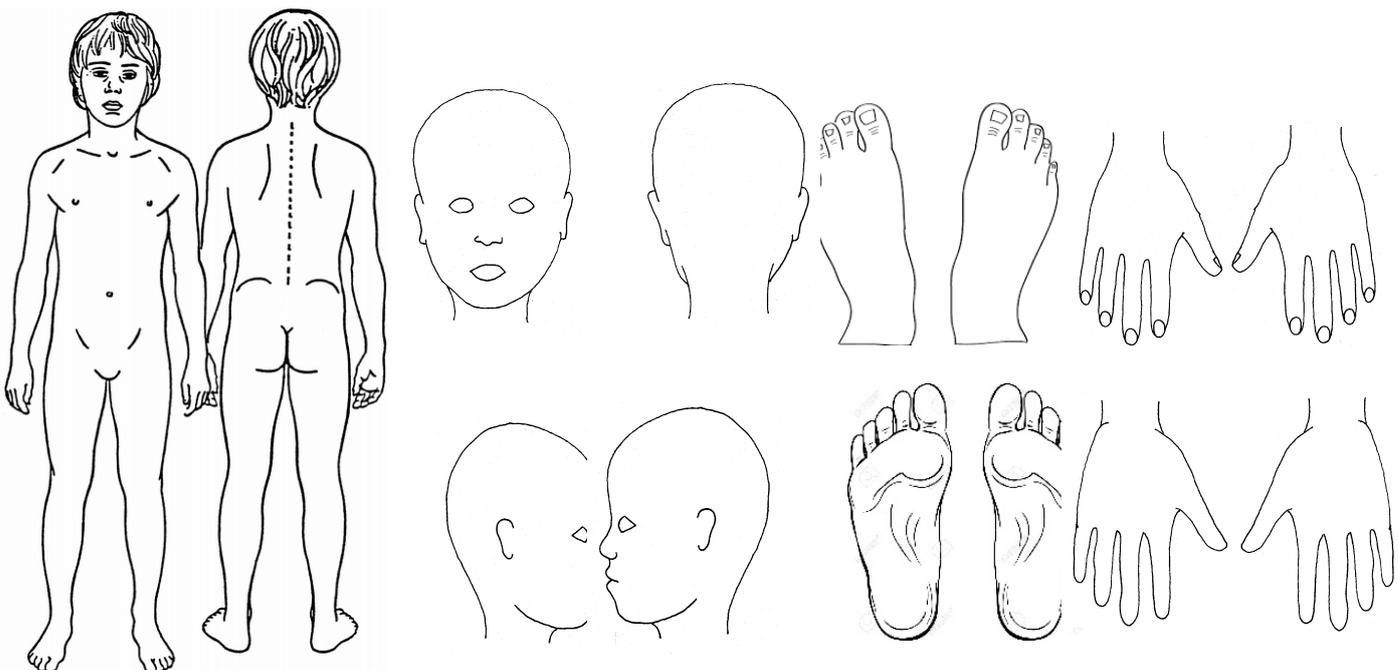
Child welfare concern record: Part A

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	

Concern- Use the body- map below to show any marks or injuries.	
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/DSL)

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

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

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



ALLEGATIONS AGAINST ADULTS - Risk of harm to 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 Headteacher / Principal
Any concern or allegation against the Headteacher / Principal will be reported to the Chair of Governors

Unless there is clear evidence to prove that the allegation is incorrect, the Headteacher / Principal **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 6070 888

The Designated Officer will:

- Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
- 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 and 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

Appendix 6

Definitions and indicators of abuse and neglect

What to do if you are worried a child is being abused 2016 describes some of the signs that might be indicators of abuse or neglect.

Physical abuse: *a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. 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 happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

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.

Some of the following signs may be indicators of 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.

Emotional abuse: *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.*

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

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

Some of the following signs may be indicators of 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of 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.

Child sexual exploitation 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.

Some of the following signs may be indicators of sexual exploitation:

- 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.

Neglect: *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

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. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of 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.

Appendix 7 Code of Conduct for all Staff and Volunteers at St Laurence School

Introduction

This document provides a guide for adults working at St Laurence (including staff, peripatetic teachers, governors, volunteers and visitors) about acceptable and desirable conduct to protect both adults and students. **This Code includes our responsibility for safeguarding and also wider professional obligations.** It refers to and complements other policies or guidance within the School and is based on the DfE document Keeping Children Safe in Education (May 2018). This code reflects the Wiltshire Council model and useful examples of acceptable and unacceptable conduct, together with discussion of the issues raised, can be found in the DfE document named above.

All adults working at St Laurence School should know the name of the Designated Safeguarding Lead (DSL), the named deputy DSLs, be familiar with local child protection arrangements, and understand their responsibilities to safeguard and protect young people.

Changes made for the July 2018 update to this Code are shown in bold throughout.

Basic principles

- The child's welfare is paramount (Children Act 1989); all adults in school are in a position of trust. All of us have a responsibility to maintain public confidence in our ability to safeguard the welfare and best interests of young people.
- All adults working at St Laurence should maintain an attitude of "it could happen here" as far as safeguarding is concerned **and not assume that someone else will report a concern.**
- **All adults working at St Laurence should be aware of the process for making the different kinds of safeguarding referrals.**
- Adults working in the School are responsible for their own action and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions or bring the Academy into disrepute.
- Adults working in the School must work and be seen to work in an open and transparent way.
- Adults should discuss and/or take advice promptly from their line manager or another senior member of staff about any incident which could give rise to concern. This would include reporting infatuations by a student for an adult, to ensure that such situations can be handled promptly and sensitively.
- A record should be kept of any such incident and of decisions made/further actions agreed, in accordance with School record keeping policy.
- The same professional standards are applied regardless of gender or sexuality.
- Adults should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff should be aware of examples of behaviours which would be regarded as misconduct as listed in the Academy Disciplinary Procedure.
- **Staff should adopt an approach of "if in doubt, raise it". This includes personal or domestic issues which might give rise to questions being raised (e.g. by the press or on social media) about impact on your role in school – colleagues should raise any such concerns in confidence with the Headteacher.**

Code of Conduct

All staff, volunteers and visitors to the schools must:

- Be familiar with and work in accordance with the School's policies and procedures, available on the school network under Curriculum / Documents / Staff Policies, including in particular:
 - Child Protection
 - Behaviour Management / Behaviour for Learning
 - Use of Reasonable Force
 - E- Safety (see also items below on acceptable use of technologies and social media)
 - Health and Safety
 - Personal / Intimate Care
 - Equalities
 - Data Protection

- Use of Photography and Video: this is always important but should particularly be borne in mind when on school trips and activities.
 - Whistleblowing: The school has adopted the LA Whistleblowing Policy which is based on the Public Interest Disclosure Act 1998. This policy sets out procedures for any employee to raise concern about danger or illegality that affects others and do not fall within the scope of other specific policies.
 - Dignity at Work Policy & Procedure for St Laurence Teaching and Support Staff
 - Teacher Standards (DfE)
- Be fully aware of the School's requirements for acceptable use of technologies, i.e.: school equipment will not at any time be used to view, download or store unsuitable content, including pornography and materials likely to incite hatred or discrimination. Staff should also be aware that written comments in emails or on social media may be regarded as written evidence and so care should be exercised when referring to students, parents or colleagues.
 - Provide a good example and a positive role model to students.
 - **Refrain from criticising colleagues, explicitly or implicitly, in front of students or parents.**
 - Behave in a mature, respectful, safe, fair and considered manner. For example, you must ensure that you
 - are not sarcastic, and do not make remarks or 'jokes' to students of a personal, sexual, racist, homophobic, discriminatory, intimidating or otherwise offensive nature.
 - avoid swearing in the hearing of students
 - do not embarrass or humiliate students – this includes shouting at them, unless it is an emergency and they are in danger.
 - use professional language about students and parents / carers at all times.
 - Do not discriminate favourably or unfavourably towards any young person. For example, you should
 - treat all students equally – never build 'special' relationships or confer favour on particular students or arrange to meet students off site/out of hours
 - do not give or receive (other than a token) gifts unless arranged through the School
 - Ensure that your relationship with students remains on a professional footing. For example, you must
 - only touch students for professional reasons, and when this is necessary and appropriate for the student's wellbeing or safety. More guidance on this is set out in school policies or guidelines on The Use of Reasonable Force, Personal /Intimate Care and in the St Laurence Safeguarding Booklet and the DCSF Guidance for Safe Working Practice for Adults who Work with Children and Young People; Jan.2009.
 - not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for young people
 - ensure that out of hours activities (including 1:1 tuition) are organised in accordance with school guidelines on safeguarding.
 - not make arrangements to contact, communicate or meet with students outside your work (this includes use of e-mail, text and other messaging systems).
 - all communications with students should be through official school channels (telephone, school e-mail, SMHW) except in the case of an emergency. Staff should not use their home e-mail for receiving work.
 - if staff use social networking sites in their private lives they should ensure that details are not shared with children and young people and privacy settings are set at maximum. Staff are advised not to identify themselves as a member of Staff at St Laurence School.
 - do not invite students to become network "friends" including former students with younger siblings still at school

- do not accept attempts by students to establish social media contact.
 - do not meet students outside school premises or on non-school days, unless as part of an organised school event. Staff need to exercise due professional care regarding out of hours and off-site contact with students who are friends of their own children or children of friends.
- not make arrangements to carry out home visits or provide lifts for students without discussing this with the Designated Safeguarding Lead or the Headteacher.
- maintain the same professional standards in all school related settings e.g.
 - on school trips, residential activities and social situations where staff are designated as being on duty, they should not consume alcohol
 - in social situations, including those where staff are there as guests, (leavers balls etc.) staff should ensure that their conduct is professional at all times (see point below about alcohol consumption).
- not develop ‘personal’ or sexual relationships with students. In particular your attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a new criminal offence of abuse of a position of trust (when a person aged 18 or over is in a ‘position of trust’ with a person under 18 and engages in sexual activity with or in the presence of that young person or causes or incites that young person to engage in or watch sexual activity; this applies whether the young person consents or not).
- Immediately report to the Headteacher any report or indication, however small or seemingly insignificant, that a student has become or may be becoming infatuated with either themselves or a colleague. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.
- In situations where staff have social contact with parents / carers of our students, they need to ensure that any communication about the student’s progress or behaviour or wellbeing at school is conducted in a professional manner. As much as possible colleagues should reach an understanding with parents / carers about professional boundaries in these situations.
- **In situations where staff, outside of school and in their own time, find themselves taking part in team or club activities with under-18s (e.g. sports teams, drama groups, scouts etc), whether or not these are students of St Laurence School, please ensure that the Headteacher is made aware. This is for your own professional protection.**
- There must be NO consumption of alcohol by staff on any school activity involving students, residential or otherwise. This includes “off duty” times. Any potential exceptions to this for a particular situation (e.g. French or German exchanges when staff are staying with a host teacher) must be discussed in advance with the Headteacher.
- **Members of staff who are parents / carers of a child at the school must respect the professional boundaries of colleagues. It is inappropriate to approach or challenge colleagues about one’s own child outside the usual protocols for parental contact (email from home, arranged parent – teacher meeting etc). If in doubt about how to proceed, please seek advice from your line manager or a member of the senior leadership team.**
- If a member of staff or volunteer feels that they may have inadvertently acted in a way which contravenes any aspect of this Code of Conduct they should discuss this with the Headteacher at the earliest opportunity, in order to safeguard students and protect their own professional integrity.

Reference documents

- Keeping Children Safe in Education (KCSiE), DfE, 2018
- Safeguarding Children and Safer Recruitment in Education DfES Jan 2007
- The Teachers' Standards, 2012
- School Policies, staff handbook (general), Child Protection Handbook
- What to do if you're worried a child is being abused, 2016
- **Allegations against Adults, 2015**
- Information sharing, 2015
- WSCB Social Networking policy, 2015
- Wiltshire LSCB Guidance (Local Safeguarding Children Procedures) and website
- Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015) (Safer Recruitment Consortium)

This document forms part of the St Laurence School Child Protection Handbook, September 2018, and the Staff Handbook, September 2018. Copies of the Child Protection Handbook, together with a standalone version of this Code, can be found electronically in the Documents / Child Protection section of the Curriculum (W) drive on the school network.

St Laurence School Policy and Procedures on Whistleblowing

Policy Statement

1. The St Laurence Academy Trust is committed to the highest possible standards of openness, probity and accountability. This whistleblowing policy and procedure supports this commitment.
2. Relevant trade unions and professional organisations have been consulted about this policy and procedure, and it has their support.

Scope

1. It gives employees with genuine concerns about malpractice or wrongdoing in the School a way to voice those concerns without fear of victimisation.
2. Often it is those closest to an organisation who realise that there is something wrong.
3. Sometimes people are reluctant to act upon their concerns because they think that they are being disloyal, or because they are afraid that they might be victimised if they speak up.
4. There are existing procedures in place (e.g. Grievance and Dignity at Work policies and procedures) which make provision for School employees to lodge a concern relating to their own employment. This whistleblowing policy is intended to complement those procedures by covering concerns that appear to fall outside their scope. This concern may be about something that is:
 - Unlawful, including financial or fraudulent malpractice such as embezzlement,
 - bribery, corruption, dishonesty, etc
 - Against establishment standards of practice
 - Improper conduct.
5. Concerns or allegations which fall within the scope of specific procedures, e.g. child protection or financial irregularities, will normally be referred for consideration under those procedures. However, please refer directly to the guidance contained on Wiltshire Council's Wisenet for specific procedures relating to safeguarding to consider whether action needs to be taken in accordance with those processes. The direct link to this site is:
<http://wisenet.wiltshire.gov.uk/documents/dsweb/View/Collection-744>

Definitions

1. A 'nominated governor' is the governor identified by the Academy Trust as the first point of contact for whistleblowing queries. The nominated governor at St Laurence School is the Chair of Governors.

Aims

1. The purpose of this policy is to provide the employee with the help and support they need to speak up and be confident that they can do so safely. The School will take their concerns seriously and ensure that they are dealt with promptly and fairly.

How to raise a concern

1. Initial concerns should be raised with the nominated governor. If the employee believes that this governor is implicated then the employee should approach the Chair of Governors if they are not the nominated governor. If the Chair of Governors is the nominated governor then they should approach the Vice Chair of Governors.
2. Within 48 hours, the nominated governor will contact the employee to arrange to meet them to discuss their concerns. Before the meeting, it would be helpful if the employee wrote down what they considered the problem to be, giving names, dates and places where possible. If there were any other documents that they thought might be helpful, they should

- try to bring these with them. They are advised to take a friend, colleague or school professional association / union representative with them to the meeting with the governor.
3. The employee is encouraged to raise their concern in person, or through their professional association / union representative on their behalf, because concerns that are expressed anonymously are difficult to investigate. However, the School will exercise its discretion in deciding whether to investigate an anonymous allegation. The factors taken into account will include:
 - i. the seriousness of the issues raised;
 - ii. the credibility of the allegation; and
 - iii. the likelihood of being able to confirm the allegation from attributable sources.

How we will respond

1. After the initial meeting, the nominated governor will arrange for discreet initial enquiries to be made to decide whether an investigation is appropriate and if so, what form it should take.
2. The nominated governor will write to the employee within 10 days of their initial meeting to:
 - i. acknowledge that their concern has been received
 - ii. outline the School's understanding of what the issues are; and
 - iii. indicate how the School proposes to deal with the matter.
3. If the nominated governor decides that it is appropriate for an investigation to be carried out, this will either be done by them, or by a governor who is asked to investigate – the investigating officer. However, it may sometimes be necessary for a concern to be referred to the police, an external auditor, or for it to be the subject of an independent enquiry. In addition, where it is established that the complaint involves issues of bullying or unlawful discrimination, it may be necessary to involve the school's Human Resources provider.
4. If an investigation is carried out, the employee will be informed of the final outcome. It might not be possible to give them full details of the outcome if it contains personal details of a third party, because the School has a duty to protect personal information under the Data Protection Act.

How will the School treat whistleblowers?

1. If an employee makes an allegation in good faith but it is not confirmed by the investigation, no action will be taken against them. If an employee knowingly makes malicious allegations, disciplinary action may be taken against them.
2. Disciplinary action will be taken against any member of staff who tries to stop another employee from raising a concern or who is responsible for any act of recrimination or victimisation against an employee who raises a concern.
3. Where an employee may have been party themselves to an act of possible gross misconduct on which they are now 'blowing the whistle', this could be considered in mitigation. They are not, however, exempt from disciplinary action.
4. Disciplinary action may be taken against employees if they contact the media with concerns about conduct at work without first following the steps set out in this policy.
5. The Governing Body will make every effort to protect an employee's identity when they raise a concern and do not want their name to be disclosed. It must be appreciated however, that the investigation process may reveal the source of the information and a statement by the employee may be required as part of the evidence.
6. If an employee raises a concern, they will be given the opportunity to feed back any issues or problems they may have experienced as a result. The purpose of this is to ensure that employees who have raised concerns in good faith do not suffer as a result.

Queries

If you have any queries about this policy please contact the Headteacher or Chair of Governors.