KEEVIL CHURCH OF ENGLAND ACADEMY

VIL

Safeguarding and Child Protection Policy
September 2022

Acorn Education Trust

Safeguarding and Child Protection Policy

Keevil CofE Academy fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	**September 2022**
Policy published (including on website) **(date):**	**September 2022**
Next review (date):	**September 2023**

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	**Lindsey Hermon**	**01380 870376**	**lh@keevil.wilts.sch.uk**
Designated Safeguarding Lead (DSL)	**Lindsey Hermon**	**01380 870376**	**lh@keevil.wilts.sch.uk**
Deputy DSL(s) (DDSL)	**Aaron McCaldon Maria O'Brien**	**01380 870376**	**am@keevil.wilts.sch.uk maria@acorneducationtrust.com**
Nominated Safeguarding Academy Council Member	**Ben Gunstone**		**gu@kingdown.wilts.sch.uk**
Academy Council Chair	**Ben Gunstone Hannah Wright**		**gu@kingdown.wilts.sch.uk hwt@keevil.wilts.sch.uk**
Designated Teacher for Looked After Children	**Aaron McCaldon**	**01380 870376**	**am@keevil.wilts.sch.uk**
Senior Mental Health Lead (non-mandatory)	**Lindsey Hermon**	**01380 870376**	**lh@keevil.wilts.sch.uk**

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2022)

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

If you believe a child is **at immediate risk** of significant harm or injury,

you **must** call the police on 999.

Introduction

Keevil CofE Academy 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 (2022)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

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 children is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

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

- Relationships, Sex and Health Education/PSHE
- Online safety policy
- Behaviour policy, incl. pupil use of mobile and smart technology
- Staff Code of Conduct
- Whistleblowing policy
- Complaints policy
- SEND policy
- Health and safety policy
- Equality Statement
- Administration of medicines
- Acorn Education Trust Child Protection & Safeguarding 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 regular 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, outside of school and online 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 and wider safeguarding issues.
- aware of the importance of professional curiosity.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- 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 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2022). School leaders and staff who work directly with children have also read Annex B and Part 5.

Academy Council and Trust Senior Executive

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

Training/Teaching	Policy/Procedures	Staffing
Whole school approach to broad and balanced curriculum embedding safeguarding teaching D/DSL training Designated teacher training KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) Staff training, including regular safeguarding updates Children taught about keeping safe online Online safety training for staff Preventing radicalisation Teaching staff confidence to deliver RSHE/PSHE to all pupils Annual review of online safety arrangements	Child-on-child abuse Pupil voice Online safety Whistleblowing Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct Early help Mental Health Multi-agency working Children missing out on education (CMOE) and Children Missing Education (CME) Children with SEND and a physical health issue Reporting abuse, incl. dealing with a child at immediate risk / SVPP procedures Honour based abuse (HBA) Female Genital Mutilation (FGM) Behaviour policy	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team. Deputy Designated Safeguarding Lead (DDSL) Designated teacher for children looked-after (even if there are no LAC on roll) Senior mental health lead Pastoral and well-being staff - ELSA

	Relationships, Sex and Health Education (RSHE) policy Staff contribution to policy Safeguarding policy review	

Concerns and allegations management

Our Academy Council Chair is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the Headteacher.

See also 'Managing concerns and allegations against staff'.

Audit

The nominated Academy Council member for safeguarding collaborates with the Headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

The Trust and the Academy Council monitor the school's safer recruitment practice, including the Single Central Record.

Monitoring and review

The headteacher ensures that the policies and procedures, adopted by the Trust (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents.

The Academy Council ensure that safeguarding is an agenda item for every full Academy Council 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 Academy Council member for safeguarding meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Mandatory procedures – Staff and adults at school

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2022).

At Keevil CofE Academy, 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 the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all academy council members and Acorn Education Staff.

See also Training.

Staff Behaviour Policy/Code of Conduct (for safer working practice)

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

The Staff Behaviour Policy (Code of Conduct) sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

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

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse and exploitation, 'all' risks outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2022) and Sexual violence and sexual harassment between children in schools (2021) 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 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2022).

Responding to concerns/disclosures of abuse

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

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

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

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

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

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

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.

Online safety

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or

contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Keevil CofE Academy ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Keevil CofE Academy acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors)

Keevil CofE Academy follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

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

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

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Keevil CofE Academy promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

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

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the School's (Trust's) Staff Code of Conduct (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

Keevil CofE Academy will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the headteacher or where the headteacher is the subject of an allegation, the chair of Academy Council.

Managing low-level concerns about adults

Keevil CofE Academy operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy (Code of Conduct), including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All low-level concerns will be reported to the headteacher; low-level concerns about the headteacher will be reported to the chair of the Academy Council.

Keevil CofE Academy will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Code of Conduct), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
    - directly to the person who raised the concern, unless it has been raised anonymously;
    - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

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

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

- The NSPCC whistleblowing helpline
  Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the Academy Council: Ben Gunstone

Escalation of concerns

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

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

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

Record keeping and information sharing

The school:

- liaises with partner organisations (alternative provisions, Wiltshire Council, other schools) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
    - by the setting/school/organisation previously attended by the child.

- by our DSL when the child leaves our school.

  For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.
- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

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

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 child 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.

Visitors

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

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

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

Site safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy.

Off site visits and exchange visits

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

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

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

Mandatory procedures – Supporting children

A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum (age appropriate) 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, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

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

Specific mandatory topics:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Remote learning

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
    - amended DSL arrangements as required (names, location and contact details)
    - temporary changes to procedures for working with children e.g. online.
    - amended procedures for reporting concerns
    - safeguarding training arrangements

- timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Early help

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

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

Children with Special Education Needs and Disabilities (SEND) or physical health issues

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

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

The use of 'reasonable force' in school

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

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

Mandatory procedures – Specific forms of abuse and safeguarding issues

Child-on-child abuse

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

Child-on-child sexual violence and sexual harassment

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a

child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

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 and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

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

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

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

Mental health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing radicalisation

Protecting children from the risk of radicalisation is 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 Prevent referral to the Channel support programme or to the MASH.

Female Genital Mutilation (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.

Staff training

Induction

The welfare of all our pupils is of paramount importance. All staff including the Academy Council and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy (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 undertake this statutory training requirement on their return.

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

Advanced training

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

Safer Recruitment

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

Designated Teacher for Looked After Children

The designated teacher for looked after children has attended training specific to the role.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

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

further support as appropriate.

Academy Council

As well as the school's safeguarding induction programme, all Academy Council members and trustees receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated annually. Academy Council members are also encouraged to attend whole school safeguarding and child protection training.

Appendix 1

Related legislation and key documents

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

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

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

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

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

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

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

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

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

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

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

Behaviour and Discipline in Schools (2016) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

Appendix 2

Allegations against adults in education settings: risk of harm to children (including schools, early years and alternative provision settings)

If you become aware that a member of staff/volunteer/supply or bank staff MAY have:

- Behaved in a way that **has harmed** a child, or **may have harmed** a child;
- 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where a child also discloses abuse or neglect by a member of staff, volunteer or supply/bank staff:

- 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 the person in charge: Lindsey Hermon (DSL/Headteacher)
E.g. headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: Ben Gunstone (AC

E.g. chair of governor, owner, chair of committee, nominated trustee

Unless there is clear evidence to prove that the allegation is incorrect, the person to whom the allegation was reported **must:**

Report the allegation within one working day to the Designated Officer for Allegations (DOfA)

- **Contact the Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 and select Option 3 then Option 4**
- **Or email dofaservice@wiltshire.gov.uk**
- **Out of Hours Emergency Duty Service: 0300 456 0100**
  (5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)

The DOfA will:

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

If the allegation threshold is NOT met, the DOfA will agree an appropriate response e.g. for your setting to undertake further enquiries or an internal investigation.

If the allegation threshold is met a strategy meeting will normally be held. Normally a senior manager/safeguarding lead, the DOfA, 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

Reviewed: September 2020

Appendix 3

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

for staff, volunteers and visitors in all agencies and settings

Be alert to signs of abuse and question unusual behaviour

If you have concerns about a child's welfare…

Where a child also 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 concerns to the Designated/Named Safeguarding Lead or their deputy:

Lindsey Hermon (DSL); Aaron McCaldon (DDSL); Maria O'Brien

The Designated/Named Safeguarding Lead will:

- **consider further actions required, including consultation with MASH (number below)**
- **record in writing the discussions, decisions and reasons for decisions.**

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

If a referral is not required: The Designated Safeguarding Lead will oversee relevant action, eg pastoral support, and/or early help assessment and monitor locally.

If concerns continue

The Designated/Named Safeguarding Lead (or staff) will contact MASH to make a referral

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

- **Multi-Agency Safeguarding Hub (MASH):** 0300 456 0108
- **Out of Hours Emergency Duty Service:** 0300 456 0100 (5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)
- If the child is in **immediate risk**, dial 999 and ask for police assistance

MASH will:

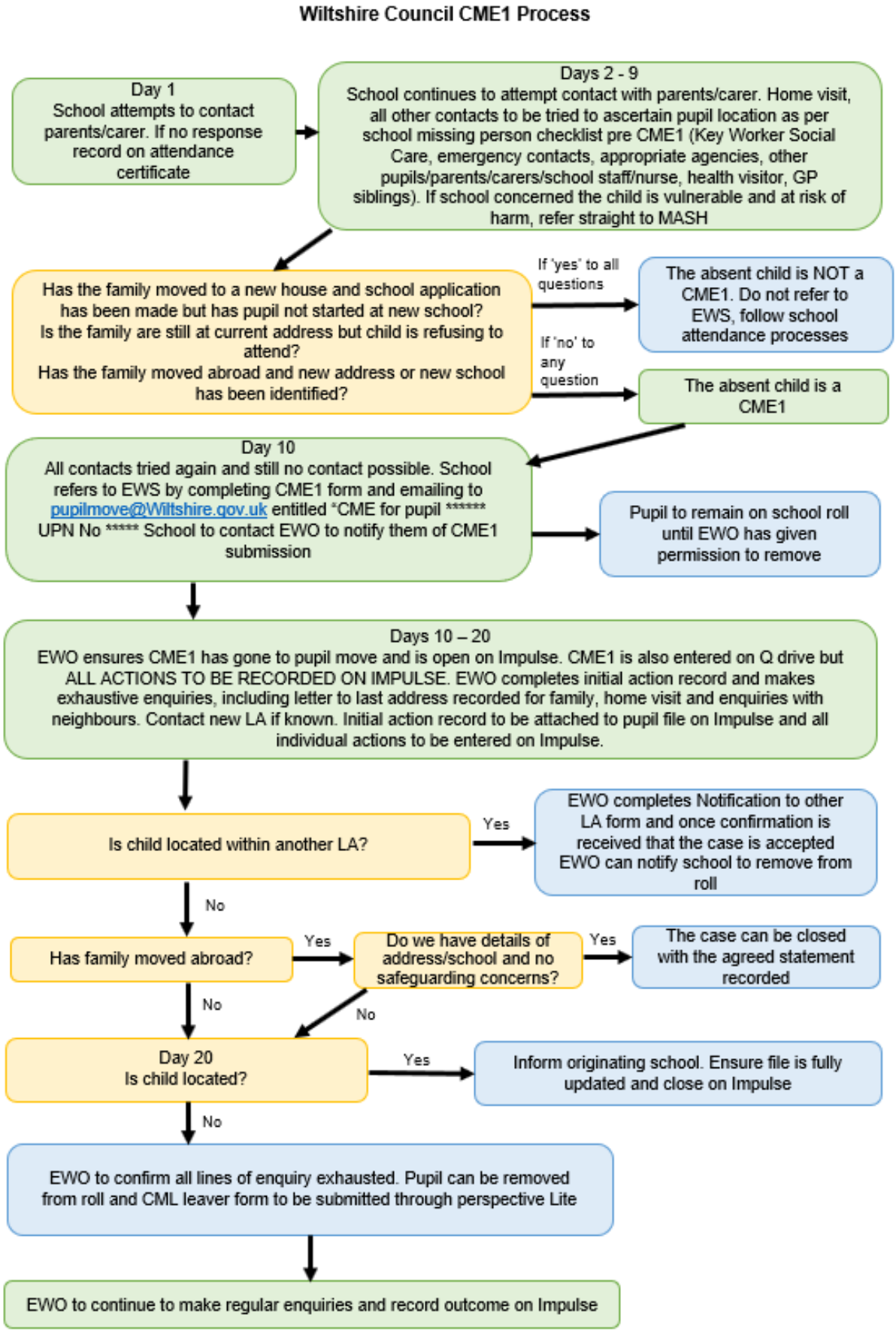
1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Provide feedback decision to referrer (e.g. further assessment including: strategy discussion/child protection enquiries; no further action required for children's social care and early help assessment/CAF recommended; referral to other agency for service provision).

This flowchart is intended for use as a brief guide. Refer to the DfE Guidance What to do if you are worried a child is being abused for more information, definitions and possible indicators of abuse (including child sexual exploitation).

SVPP website: www.wiltshirescb.org.uk

Reviewed: September 2020

Appendix 4


Wiltshire Council CME1 Process
Day 1
School attempts to contact parents/carer. If no response record on attendance certificate
Days 2 - 9
School continues to attempt contact with parents/carer. Home visit, all other contacts to be tried to ascertain pupil location as per school missing person checklist pre CME1 (Key Worker Social Care, emergency contacts, appropriate agencies, other pupils/parents/carers/school staff/nurse, health visitor, GP siblings). If school concerned the child is vulnerable and at risk of harm, refer straight to MASH
Has the family moved to a new house and school application has been made but has pupil not started at new school?
Is the family are still at current address but child is refusing to attend?
Has the family moved abroad and new address or new school has been identified?
If 'yes' to all questions
The absent child is NOT a CME1. Do not refer to EWS, follow school attendance processes
If 'no' to any question
The absent child is a CME1
Day 10
All contacts tried again and still no contact possible. School refers to EWS by completing CME1 form and emailing to pupilmove@Wiltshire.gov.uk entitled "CME for pupil ****** UPN No ***** School to contact EWO to notify them of CME1 submission
Pupil to remain on school roll until EWO has given permission to remove
Days 10 – 20
EWO ensures CME1 has gone to pupil move and is open on Impulse. CME1 is also entered on Q drive but ALL ACTIONS TO BE RECORDED ON IMPULSE. EWO completes initial action record and makes exhaustive enquiries, including letter to last address recorded for family, home visit and enquiries with neighbours. Contact new LA if known. Initial action record to be attached to pupil file on Impulse and all individual actions to be entered on Impulse.
Is child located within another LA?
Yes
EWO completes Notification to other LA form and once confirmation is received that the case is accepted EWO can notify school to remove from roll
No
Has family moved abroad?
Yes
Do we have details of address/school and no safeguarding concerns?
Yes
The case can be closed with the agreed statement recorded
No
No
Day 20
Is child located?
Yes
Inform originating school. Ensure file is fully updated and close on Impulse
No
EWO to confirm all lines of enquiry exhausted. Pupil can be removed from roll and CML leaver form to be submitted through perspective Lite
EWO to continue to make regular enquiries and record outcome on Impulse

Appendix 5

Holistic Safeguarding

Holistic safeguarding within all Acorn Education Trust schools and nurseries moves beyond responding to single, specific incidents and all settings adopt a strategic approach to the physical, spiritual, moral and emotional wellbeing of all children and young people.

Safeguarding is embedded in the culture of each school/nursery so that it pervades all our work, thinking and everything we do.

Acorn Education Trust settings value the role that they have in working with the community and multi agencies and understand how this is integral to the wellbeing of children and young people both in and out of school and online.

The curriculum within each setting supports and equips all of our children and young people to have the knowledge and skills required for personal safeguarding. All settings are sensitive in their approach to teaching and ensure that subjects taught are age appropriate and challenge the children to think deeply about their own personal physical and mental wellbeing.

Listening Culture

Acorn Education Trust schools and nurseries will acknowledge and respond to all experiences and situations without views or discrimination. We pride ourselves on a culture which is open, transparent and responsive and one that also provides many opportunities for communication and input from all stakeholders.

Staff are trained to take an active role in observing and responding promptly to reported issues from victims and third parties as well as those which are based upon ‘gut’ feelings.

Our schools and nurseries build trusted relationships with the children, their families, the staff and the wider community and at the heart of this is the act of taking notice, acting upon what someone says or does and responding with a timely, non-judgemental action.