Safeguarding and Child Protection Policy

St. Peter's Academy fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	**September 2017**
Policy published (including on website) **(date):**	**September 2017**
Next review (date):	**September 2018**

Key Safeguarding Personnel			
Role	**Name**	**Tel.**	**Email**
Headteacher	**Mark Everett**	**01249 653537**	**head@st-peters-wilts.sch.uk**
Designated Safeguarding Lead (DSL)	**Mark Everett**	**01249 653537**	**head@st-peters-wilts.sch.uk**
Deputy DSL(s) (DDSL)	**Gordon Nunn (Assistant Head)**	**01249 653537**	**gnunn@st-peters-wilts.sch.uk**
Nominated Governor	**Daphne Brindle**	**01249 653537**	**admin@st-peters-wilts.sch.uk**
Chair of Governors	**Andrew Gubbins**	**01249 448530**	**admin@st-peters-wilts.sch.uk**
Designated Teacher for Looked After Children	**Gordon Nunn (Assistant Head)**	**01249 653537**	**gnunn@st-peters-wilts.sch.uk**

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2016)

Early Help - single point of entry:	
Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0845 6070 888

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

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

Introduction

St. Peter's 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 (2015)
- Keeping Children Safe in Education (2016)
- The Procedures of Wiltshire Safeguarding Children Board

See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure that:

- 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; and providing first aid and site security.

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

• Behaviour Policy	• Health and Safety Policy	• Staff Code of Conduct
• Equality Statement	• DBAT Whistleblowing Policy	• SEND Policy
• RSE (Relationships and Sex education) Policy	• E-safety Policy	• DBAT Central 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 voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

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

Expectations

All staff are:

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

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

Governors

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
Children taught about online safety Code of conduct DSL/DDSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Prevent Staff training Whistleblowing	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 (Wiltshire Children Safeguarding Board) procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the headteacher/principal.

Audit

The nominated governor (NG) for safeguarding will liaise with the headteacher and the DSL/DDSL 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. Peter's 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 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;

- all members of the local board.

See also Training.

Code of conduct

St. Peter's 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 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 (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

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

Curriculum – teaching about safeguarding

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

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:
- Developing pupil self-esteem and communication skills.
- Developing strategies for self-protection including online safety.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent).

Early help

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

The DSL/DDSL consults the Multi-Agency Thresholds for Safeguarding Children on the WSCB (Wiltshire Safeguarding Children Board) 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 DSL/DDSL using the standard form. It is the responsibility of each adult in school to ensure that the DSL/DDSL receives the record of concern without delay. In the absence of the DSL/DDSL, staff members know to speak directly to the MASH (Multi-agency Safeguarding Hub).

In some circumstances, the DSL/DDSL or member of staff seeks advice by ringing the MASH for advice (Appendix 3).

During term time, the DSL and 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 DSL/DDSL, 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 DSL/DDSL 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 DSL/DDSL immediately if they suspect a girl is at risk of FGM.
We will report 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. Occasionally, safeguarding allegations may be made against pupils by others in the school.
This is most likely to include, but not limited to:
- bullying (including cyber bullying);
- gender based violence/sexual assaults; or
- sexting.

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.

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 DSL/DDSL if they are concerned about a pupil. The DSL/DDSL 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 safeguarding concerns or allegations 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 DSL/DDSL 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 DSL/DDSL 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, set out in the DBAT Whistleblowing Policy are in place for concerns to be raised, initially with the Headteacher (Mark Everett).

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

- The Chair of the Local Board: Rev Andrew Gubbins;
- DBAT CEO (John Swainston);
- 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.

Managing allegations against adults

St. Peter's Academy 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 as this could jeopardise their colleague's career.

Training

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

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

Induction

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

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

Foundation training

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

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins or 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 DSL/DDSL has additional multi agency training which is updated every two years as a minimum. The DSL/DDSL also attends multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding fora with other DSLs/DDSLs.

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 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.

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 places 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) - Sets a clear baseline of expectations for the professional practice and conduct of teachers and defines 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 to 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; stress that he/she is not to blame.
- **Tell** the child that you know **how difficult** it must have been to confide in you.
- **Listen carefully.**
- Use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **Tell** the child **what you are going to do next**.
- **Tell only the Designated or Deputy Safeguarding Lead.**
- **Record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

DO NOT:

- Take photographs of any injuries.
- Postpone or delay the opportunity for the pupil to talk.
- Take notes while the pupil is speaking.
- Ask the pupil to write an account.
- Interview the pupil and try to investigate the allegation yourself.
- Ask another adult to witness the disclosure.
- Promise confidentiality e.g. Say you will keep 'the secret'.
- Approach or inform the alleged abuser.

Appendix 3

WILTSHIRE SAFEGUARDING CHILDREN BOARD

Wiltshire Safeguarding Children Board

What to do if you are worried a child is being abused or 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 Children's Social Care (number below). Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency /organisation.

In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact social care directly

Still have concerns: refer to Social Care

No longer has safeguarding concerns

Children's Social Care

During office hours, Monday – Friday

Multi-agency Safeguarding Hub (MASH)
0300 456 0108

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

Out of hours

Contact Emergency Duty Team on

0845 607 0888

Additional/ unmet needs

Children's Social Care
1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer e.g.:
   - Further Assessment including
   - Child protection enquiries/Strategy Discussion
   - No further action required for Children's Social care and Early Help assessment recommended
   - Referred to other agency for service provision

Consult with family and relevant agencies and undertake a Common Assessment(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) at: www.wiltshirelscb.org

A114/15 Updated Sept 2016/Review date Sept 2017

St. Peter's Academy Concern Form – Part A

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

Child's name	
Date of birth	
Name of member of staff reporting the concern	**PLEASE PRINT**
Signature	
Date		**Time**	

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

Children must not be undressed or photographs taken of any marks or injuries
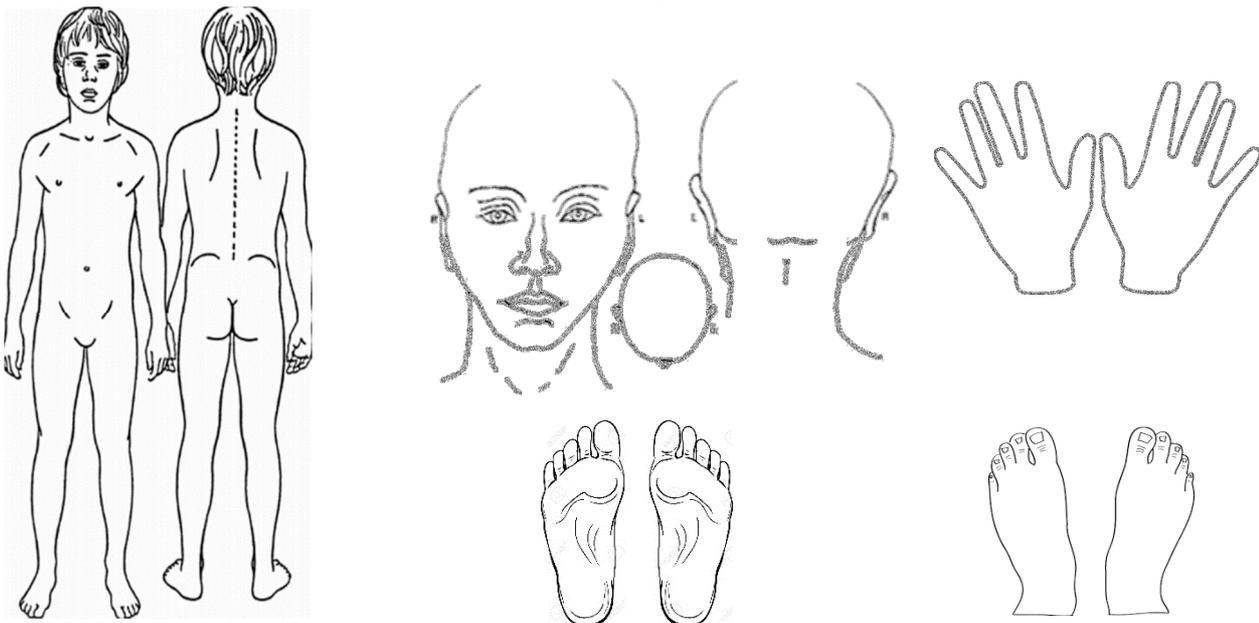
Concern Form – Part B

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

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

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

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

Appendix 5

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

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

A113/15   Allegations against staff and volunteers flowchart   Review Date: October 2017