

# Holt VC Primary School

## Safeguarding and Child Protection Policy (v3) (Policy / Procedure document 28)

Holt Primary School fully recognises its responsibilities for Safeguarding and Child Protection.

Policy agreed (date):	September 23rd 2020
Policy published (including on website) (date):	September 23rd 2020
Next review (date):	September 1 <sup>st</sup> 2021

### Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher (Acting)	Jo Hodge	01225 782315	head@holt.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Jo Hodge	01225 782315	head@holt.wilts.sch.uk
Deputy DSL(s) (DDSL)	Hannah Greenman Jane Smith	01225 782315	hgreenman@holt.wilts.sch.uk senco@holt.wilts.sch.uk
Nominated Governor	Ruth Mecredy	01225 782315	rmec@holt.wilts.sch.uk
Chair of Governors	Mark Brown	01225 782315	mbrown@holt.wilts.sch.uk
Designated Teacher for Looked After Children	Hannah Greenman	01225 782315	hgreenman@holt.wilts.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)

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

Holt Primary 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 (2020)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)

See Appendix 1 for the legislative framework and key documents on which this policy is based

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 importance of safeguarding pupils, of their responsibilities for identifying and reporting actual or suspected abuse and the school's legal responsibilities in relation to safeguarding and child protection.

We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that they can approach and talk to any adult in the school if they are worried, and that they are aware of those adults with overall responsibility i.e. the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (D/DSL).
- include opportunities throughout the curriculum, including Information and Communication Technology (and online safety) Health, Relationships and Sex Education and Personal Social and Health Education, for children to develop the skills they need to recognise, and stay safe from abuse
- take advantage of experts outside school to reinforce those messages (e.g. NSPCC and Police regarding 'Stranger Danger')

## Scope

Safeguarding 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
- 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.

These areas have specific policies and guidance which should be read in conjunction with this document:

- |   |   |                                |
|---|---|--------------------------------|
| • Sex and Relationship/Health Education | • Staff Behaviour Policy (for safer working practice) | • Teaching and Learning Policy |
| • Equality Statement                    | • Staff Code of Conduct                               | • SEND Policy                  |
| • Behaviour Policy                      | • Whistleblowing Policy                               | • Health and Safety Policy     |

**This policy applies to all staff, governors and volunteers working in the school and to all volunteers, visitors and those on work experience, student placements and contractors.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time, part time or supply staff, 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 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.
- alert to 'it could happen here' as far as safeguarding is concerned.
- 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.
- able to identify children who may benefit from 'early help'

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2020), including Annex A.

## 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. As well as the school's safeguarding induction programme, governors are encouraged to complete whole school safeguarding and child protection training. 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 Staff Behaviour Policy (for safer working practice) DSL/DDSL training KCSiE 2020 Part 1 and Annex A Training for DTLAC Online safety training for staff Preventing Radicalisation 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) Physical and mental health and emotional well being Peer on Peer Abuse Prevent duty Reporting abuse /SVPP procedures	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher Nominated governor

Training for governors	SEND and Safeguarding Safeguarding policy review Safer recruitment procedures Procedures for the effective support of anyone facing an allegation	
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### **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.

See also 'Managing allegations against adults'.

### **Audit**

The nominated governor (NG) for Safeguarding (Ruth Mecredy) liaises 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.  
Two Governors have attended Safer Recruitment Training.

## 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 (2020).

At Holt Primary School we scrutinise all applications for paid or voluntary posts. Volunteers who work at the school are checked in line with current legislation and LA guidance. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS) for paid posts. We complete all required checks and obtain certificates in line with current legislation and accurately record all such checks on a Single Central Register (SCR) as legally required. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all governors/members of the Governing Body

See also Training.

### Safer working practise and staff behaviour

Holt Primary 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 Staff Behaviour Policy 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.

- All staff who are legally required to complete a 'Declaration of Disqualification Form' must do so annually.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they should seek medical advice. Schools must ensure that staff only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Staff medication on the school premises must be stored securely and out of reach of children at all times.

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incident of decisions made

### 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**

Early Help' means providing support as soon as a problem emerges, which can be at any point in a child's life, from the foundation years through to the teenage years and can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care. Providing 'Early Help' is more effective in promoting the welfare of children than reacting later.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has specific educational needs (whether or not they have a statutory Education Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in a family which presents challenges for the child (e.g. drug/alcohol abuse, adult mental health problems and/or domestic abuse)
- is misusing drugs or alcohol
- has returned home to their family from care
- is at risk of honour bases abuse, FGM or forced marriage
- is privately fostered
- is persistently absent from school

At Holt Primary School all 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 for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

## **Identifying the signs of child abuse or neglect**

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' (2020). 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 several specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2019).

KCSiE identifies four categories of abuse but acknowledges that these rarely stand alone and that in most cases of abuse multiple issues will overlap one with another. A more detailed explanation together with examples can be found in KCSiE (2020). The four 'categories' of abuse are defined as:

- **physical abuse**
- **emotional abuse**
- **sexual abuse**
- **neglect**

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, but especially the D/DSL should be considering the context within which such incidents and/or behaviours occur. Children's social care assessments should consider such factors as it is important that schools provide as much information as possible as part of the referral process, particularly in the case of peer-on-peer abuse.

### **Specific safeguarding concerns**

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

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, an/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

CSE does not always involve physical contact; it can also occur through the use of technology.<sup>1</sup>

The victim may have been sexually exploited even if the sexual activity appears consensual. Consent cannot be given, even where a child may believe that they are voluntarily engaging in sexual activity with the person who is exploiting them.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

There are several other signs that might be indicators of sexual exploitation and these are detailed in Annex A, KCSiE – Part 1.

#### **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 head when required.

The DSL/DDSL 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.

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

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<sup>1</sup> Extract from DfE 'Child sexual exploitation' – February 2017

## **Children with Special Education Needs and Disabilities (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. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND 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.

## **Looked after children and previously looked after children**

The most common reason for children becoming looked after is a result of abuse and/or neglect and it is therefore important that the DTLAC provides appropriate staff within school the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility.

- The DTLAC should also have information about a child's care arrangements and the levels of authority delegated to the carer.
- The D/DSL and DTLAC should have details of the child's social worker and the name of the virtual school head designated to each child.
- As previously looked after children potentially remain vulnerable, all staff should have the skills, knowledge and understanding to keep them safe.
- Many looked after and previously looked after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs and/or disabilities (SEND). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress.
- The support that DTLAC and the school give to children who are looked after and previously looked after should not be seen in isolation. All looked after and previously looked after children will have a wide range of support mechanisms that will assist in promoting their educational achievement.

## **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 school 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.

## **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. There is a statutory duty upon individual teachers (along with regulated health and social care professionals) to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18. Information regarding the specific duties of members of staff and on when and how to make a report can be found at '[Mandatory reporting of female genital mutilation – procedural information](#)' together with a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

## **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
- 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.

## **Peer on Peer abuse**

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. 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. 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
- 'upskirting' or any picture taken under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer 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 peer on peer abuse, will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

- a relevant 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, specifically this year pupils will be taught for the first time that 'upskirting' is now a criminal offence.
- an updated curriculum 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.

The D/DSL liaises with other professionals to develop robust risk assessments and 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.

## **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 judgment 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.

## 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 that pupils may be at risk of 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.

## 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 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.

## Exceptional operating circumstances

If the school is required to change the way we offer our provision to children due to exceptional circumstances e.g. during a pandemic lockdown, 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 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 (for example 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.

## 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 following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

### Dos:

- **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** and **tell** the child what you are going to do next.
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **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.

**Don'ts:**

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you 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.

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.

The child should be kept informed regarding the process and the D/DSL should ensure that they are supported.

As a school we are also aware that the member of staff or volunteer to whom the disclosure has been made may also be in need of support and the school's senior management team will ensure that such support is given.

**Designated Safeguarding Lead and deputy/deputies (D/DSL)**

During term time, the D/DSL and /or their D/DSL should always be available (during school hours) for staff in school to discuss any safeguarding concerns.

The role of the D/DSL is outlined in detail in Annex B of KCSiE (2020) and the D/DSL must have a clear understanding of all their responsibilities. Key responsibilities include:

- managing all types of referrals to external agencies as appropriate
- being identified as point of contact to external agencies, including the police when they wish to contact schools regarding incidences of domestic violence
- working with others both within the school structure (governors, head teacher etc) and external agencies
- acting as a source of support, advice and expertise for all staff
- ensuring that when a pupil is placed with alternative provision provider that provider meets the needs of the pupil and also obtains written confirmation from that provider that all appropriate safeguarding checks have been carried out
- ensuring all staff are trained at the appropriate level
- maintaining responsibility for Child Protection Files and their transfer to other schools when required

The D/DSL must take responsibility for ensuring that any additional procedures or changes to communication and practice are followed in the event of an 'exceptional circumstance' (see 'Exceptional Operating Circumstances')

The D/DSL is also aware of the protocols to be followed in the event that a child is not collected from school as expected and that parents have been informed of the protocol to be followed

## **Designated Teacher for Looked After Children and previously Looked After Children (DTLAC):**

The DTLAC is the central point of initial contact within the school for looked after children. They take lead responsibility for ensuring that school staff understand the things that can affect how looked after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these pupils. This means ensuring that all staff:

- have high expectations for their learning and set targets to accelerate educational progress
- are aware of the emotional, psychological and social effects of loss and separation from birth families and the impact this might have on their behaviour
- understand the need to treat each child as an individual
- appreciate the central importance of the looked after child's PEP
- understand the role of other professionals involved in a child's care
- be a contact for parents or guardians
- More detailed information regarding their role can be found in '[The designated teacher for looked after and previously looked-after children](#)' (DfE Feb 2018)

## **Record keeping and Information Sharing**

The school:

- keeps 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.
- 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.
- liaises with partner organisations to ensure any safeguarding records for learners are shared on transition:
  - by the setting/school/organisation previously attended by the child
  - by our DSL when the child leaves school

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly 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.

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.

Members of staff will be informed on a 'need to know' basis. The D/DSL will make a judgement on each individual case about who needs to know and who has a right to access particular information.

## **Sharing concerns with parents**

We are committed to working with parents positively, openly and honestly. We respect the rights' of parents to confidentiality and privacy and will not share sensitive information until we have their permission or it is necessary to do so to protect a child. The school will share with parents any concerns that we may have about their child unless to do so would:

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

As a school we ensure that parents are aware of our responsibility with regard to child protection as part of our Foundation Stage Induction and also through the school website. We encourage parents to disclose any concerns they may have with us and make them aware of our Safeguarding and Child Protection Policy, which is on the school website. We understand that we also have a role to play in the area of domestic violence as this not only has an impact on the victim but also on the whole family, including the children and can therefore constitute a safeguarding issue for the child as well as any concerns we might have for the victim of such abuse. The school will deal with any concerns by seeking advice from appropriate agencies.

### **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.

### **Welcoming other professionals**

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

Visitors with a professional role (e.g. school nurse, social worker, educational psychologist or members of the Police) will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school are asked to provide evidence of their professional role and employment details (an identity badge for example).

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.

### **Photography and Images**

Staff and volunteers *should*:

- seek parental consent for photographs to be taken or published (for example, on the school's website or in newspapers or publications)
- use school equipment
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school

Staff and volunteers *should not*

- take images in one to one situations
- take images of pupils for their personal use

The school will ensure that parents/carers are aware of the need to respect the privacy of other parents/carers by requesting that any image taken at school events are just for personal use and should not be shared on social media.

### **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 Senior leadership role in school.

If a staff member feels unable to raise an issue with Senior leadership role in school 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](mailto:help@nspcc.org.uk).
- A member of the governing body: Ruth Mecredy

### **Managing Allegations against adults**

Holt Primary School 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 who works or volunteer at the school, they must immediately consult the Headteacher who will refer to the Designated Officer for Allegations (DOFA).

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

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.

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.

All members of staff and volunteers have read, signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice).

## **Training**

### **Induction**

The welfare of all our pupils is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding 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
- 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 eg via e-bulletins or safeguarding networking events 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.

### **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.

### **Governors**

As well as the school’s safeguarding induction programme, governors are encouraged to complete face to whole school safeguarding and child protection training. In addition, governors may attend face training for governors provided by Wiltshire Council.

## **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 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.

**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 (2017)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

**Mental health and behaviour in schools (2018)** This advice is 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

**Multi-agency statutory guidance on female genital mutilation (July 2020)**

**Child Sexual Exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017) and annexes**