



THE SALISBURY DIOCESAN
BOARD OF EDUCATION

'Working for children, young people, schools and parishes'

SAFEGUARDING AND CHILD PROTECTION POLICY

Our Designated Safeguarding Lead (DSL) is Mandy Christopher

Our Deputy Safeguarding Lead (DDSL) is Lizzie Whitbread

The Trust Board Director for Safeguarding is Amanda Aze

Policy Date: November 2022

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This is the Child Protection Policy for Salisbury Diocesan Board of Education

How we create a culture in which all children are safeguarded in our community

- Ensure that safeguarding has a high profile in the organisation through the use of safeguarding policy and training
- Ensure the high priority placed on safeguarding is reflected in the work environment
- Ensure the high priority placed on safeguarding is reflected in DBE practice, for example the advice on HT appointments

The partners we work with to ensure our children are safe

- DBF Safeguarding Officers ensuring communication and joint working in cases involving church schools and church employees or volunteers.
- LADO/DOFA ensuring communication about a specific referral is correctly directed to them and engaging in individual case conferences as invited
- LA social care ensuring communication about a specific referral is correctly directed to them
- LA school improvement to support them in their statutory safeguarding duty
- MAT: communication to support them in their statutory safeguarding duty

How we work with staff to ensure that this policy is followed

- All staff receive level 2 training, updated annually
- DSL and DDSL receive level 3 training updated every 2 years.
- Key staff receive safer recruitment training
- All staff new to post receive Safeguarding induction
- Additional training is provided linked to the current issues and government guidance
- Reading this policy annually
- Reading KCSIE Part 1 annually Safeguarding poster displayed in key locations

Glossary

CAF	Common Assessment Framework
CP	Child Protection
CSE	Child Sexual Exploitation
CTSA	Counterterrorism and Security Act
DBE	Salisbury Diocesan Board of Education
DCC	Dorset County Council
DCSB	Dorset Safeguarding Children Board
DDE	Diocesan Director of Education
DDSL	Deputy Designated Safeguarding Lead
DLA	Dorset Local Authority
DSL	Designated Safeguarding Lead
FGM	Female Genital Mutilation
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi-Agency Safeguarding Hub
SCR	Single Central Register
SLT	Senior Leadership Team
UKCCIS	UK Council for Child Internet Safety
WCSB	Wiltshire Safeguarding Children Board
WLA	Wiltshire Local Authority
WRAP	Workshop to Raise Awareness of Prevent

Introduction:

The child protection policy for Salisbury Diocesan Board of Education is based on a template provided by Devon Education Services DES (formerly Babcock) our safeguarding advisors; it reflects Inter-Agency Safeguarding Procedures and the latest versions of national statutory guidance: 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. It is adapted as required to suit the needs of our Wiltshire and Dorset Schools and to comply with the similar procedures of the Local Authority.

In addition to the contacts on the front page the DES Safeguarding Lead Adviser is Lara Stead.

The policy is intended for the use of DBE employees, Trust Board Members, and contractors in their work with schools and parishes.

This policy consists of three main documents:

- *the overarching safeguarding policy*
- *detailed child protection procedures and*
- *a child protection summary sheet. The latter is printed separately and provided routinely for those adults who will not have the opportunity to read this policy in its entirety*

The DBE appointed Professional Lead for Safeguarding is Mandy Christopher, Assistant Director of Education, Salisbury Diocesan Board of Education, Diocesan Education Centre, The Avenue, Wilton SP2 0FG Tel: **07467 958070**

The DBE appointed Deputy Professional Lead for Safeguarding is Lizzie Whitbread, Salisbury Diocesan Board of Education, Diocesan Education Centre, The Avenue, Wilton SP2 0FG Tel: **07500 828184**

The DBE Board Director with Responsibility for Safeguarding is Amanda Aze.

The DBE appointed Safeguarding admin leads are Geraldine Martin and Anna Tucker, Salisbury Diocesan Board of Education, Diocesan Education Centre, The Avenue, Wilton SP2 0FG Tel: **07436 339559 (Anna Tucker)**

A. Safeguarding Policy

The Salisbury Diocesan Board of Education (DBE) recognise that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

We take seriously our duty to safeguard and promote the welfare of the children and young people in our care.

Safeguarding children is everyone's responsibility. 'Working Together to Safeguard Children' 2015, HM Government statutory guidance, defines safeguarding as:

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

The Board of Trustees and our Senior Leadership Team (SLT) will act in accordance with the statutory guidance and as such the requirements on it from Working Together to Safeguard Children (2018 and update in Feb 2019) and Keeping Children Safe in Education (2022). The Board of Trustees and SLT has in place arrangements that reflect the importance of safeguarding and promoting the welfare of children:

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- A senior trustee level lead to take leadership responsibility for the organisation's safeguarding arrangements
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Authority (LA)
- A designated professional lead for safeguarding
- Safe recruitment practices for individuals whom the organisation will permit to work with children, including policies on when to obtain a criminal record check
- Appropriate supervision and support for staff, including undertaking regular and frequent safeguarding training
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- Staff will be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare
- All professionals should have regular reviews of their own practice to ensure they improve over time
- Clear policies in line with those from the LA for dealing with allegations against people who work with children

Therefore, the Board of Trustees will:

Appoint a senior member of the SLT as the professional lead for Safeguarding, with responsibility to oversee the implementation and management of this policy:

- Appoint a Trustee Member with the responsibility of overseeing of all safeguarding arrangements in the Board of Education
- Task the Professional lead for Safeguarding to review on a regular basis this policy and to amend it accordingly
- Co-ordinate through the Professional Lead for Safeguarding, termly meetings for the Designated Safeguarding Lead, Safeguard Admin Lead and the trustee member

The Board of Trustees will delegate the following functions to the SLT:

- Appoint a member of the SLT, to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against any of the DBE Staff
- Appointment of a Designated Safeguarding Lead
- Ensure there is an effective version of this child protection policy in place together with a staff behaviour policy (code of conduct). Both will be provided to all staff – including temporary staff and volunteers – on induction
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised
- Review training provision to ensure that appropriate training is in place so that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role

- Ensure that any referrals in relation to clergy and the wider parish team are shared with the Diocesan Safeguarding Officer

The professional lead for safeguarding shall report to the Director of Education, or if necessary, the Appointed Trustee Member immediately following any actions taken under the delegated responsibilities above.

The professional lead for safeguarding will report a safeguarding update to the senior leadership team, giving an overview of the compliance of safeguarding provision, training etc. and any safeguarding actions taken.

The trustees are accountable for ensuring that the DBE meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

It is expected (as recommended by the LA) that Trustee Members receive an annual report from the Designated Safeguarding Lead and Nominated Member to help monitor compliance with statutory responsibilities.

All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

Staff, Consultants and volunteers and trustees in DBE understand the importance of taking appropriate action and working in partnership with children, their parents/carers, and other agencies in order to safeguard children and promote their welfare.

The purpose of this policy is to:

- afford protection for all pupils and young people
- enable staff, Consultants, trustees, and volunteers to safeguard and promote the welfare of children
- promote a culture which makes schools and Parishes a safe place to learn and be, and in which children feel safe

This policy applies to all staff and Consultants including volunteers (i.e., those who come into schools or Parishes on behalf of the Salisbury Diocese Board of Education once a week or more or 3 times in a 30day period) or anyone working on behalf of the DBE.

We will endeavour to safeguard children and young people by:

- Always acting in their best interests
- Valuing them, listening to and respecting them
- Involving them in decisions which affect them
- Never tolerating bullying, homophobic behaviour, racism, sexism, or any other forms of discrimination, including through use of technology
- Ensuring our training affords a range of opportunities to learn about keeping themselves safe, particularly when using technology

- Exercising our duties under the Counterterrorism and Security Act 2015 by ensuring all relevant staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism
- Appointing a senior member of staff from our leadership team as the Designated Safeguarding Lead and ensuring this person has the time, funding, training, resources, and support to perform the role effectively
- Appointing at least one Deputy Designated Safeguarding Lead to ensure there is always someone available during working hours for staff to discuss any safeguarding concerns
- Making sure all staff and Consultants are aware of and committed to the safeguarding policy and child protection procedures and understand their individual responsibility to take action
- Ensuring that all those named above (i.e., DSLs and Deputy DSLs; all staff and regular volunteers) have training appropriate to their roles as set out in statutory guidance or recommended by the LA
- Identifying any concerns early and providing information to the appropriate school, school or Parish DSL and Deputy DSL
- Sharing information about child safeguarding concerns with agencies who need to know and involving children and their parents/carers appropriately
- Acknowledging and actively promoting that multi-agency working is the best way to promote the welfare of children and protect them from harm
- Taking the right action, in accordance with the relevant LA inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse
- Keeping clear, accurate and contemporaneous safeguarding incident records
- Recruiting staff and volunteers safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and making sure that at least one appointment panel member has undertaken safer recruitment training
- Providing effective management for the above through induction, support, and regular training appropriate to role
- Adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff / pupil relationships and communications including the use of social media
- Ensuring our online safety process includes appropriate filters and monitoring systems
- Ensuring staff and volunteers understand about 'whistle blowing' and how to escalate concerns about pupils or staff
- Promoting a culture in which staff feel able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the DBE Code of Conduct by their colleagues, having faith that they will be listened to, and appropriate action taken
- Dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance

This child protection policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the DBE. It should be read in conjunction with the Staff behaviour policy (code of conduct) – all staff should be familiar with this document:

- Recruitment policy and procedures, including safer recruitment
- Procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate)
- Whistle blowing policy
- Keeping Children Safe in Education (2022) – all staff are expected to have read Part One and Annex A

These policies and procedures are stored electronically within the DBE and are available on request from our offices.

Safeguarding Statement:

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expect all staff and trustees to share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We expect staff, trustees and the staff, governors of schools to be alert to the signs of abuse and neglect and follow procedures to ensure that children receive effective support, protection, and justice. We listen to young people and take seriously what they tell us. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. Child protection forms part of the organisations' s safeguarding responsibilities and we take a zero-tolerance approach to abuse. The Child Protection and Safeguarding policy underpins and guides the organisation's procedures and protocols to ensure children and staff are safe.

Terminology:

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working on behalf of the DBE, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents and LA corporate parents.

Safeguarding Legislation and Guidance:

The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguarding Children](#)
- [Keeping Children Safe in Education](#)
- [Information Sharing 2018](#)
- [What to do if you're worried a child is being abused](#)

B: Child Protection Procedures

Responsibilities and Roles:

All adults in the DBE have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes acting where there are child protection concerns.

Staff following this policy should in the first instance always contact the DSL or deputy DSL in the school or Parish in which they are working. The following contacts apply across the DBE.

- | |
|--|
| <ul style="list-style-type: none">• Designated Safeguarding Lead and Assistant Director of Education:
Mandy Christopher Mobile: 07467 958070
Email: mandy.christopher@salisbury.anglican.org• Deputy Designated Safeguarding Lead and Lead Advisor for Work with Children and Young People: Lizzie Whitbread Mobile: 07500 828184
Email: lizzie.whitbread@salisbury.anglican.org• Board Member with responsibility for safeguarding: Amanda Aze
Email: amanda.aze@salisbury.anglican.org |
|--|

The Board of Trustees and SLT are accountable for ensuring the DBE has an effective child protection policy which should be reviewed annually and available publicly on request.

All action is taken in line with the following guidance:

- DfE guidance (2021) – Keeping Children Safe in Education
- Working Together to Safeguard Children (2018 and updated Feb 2019) – published by HM Government
- Inter-Agency Safeguarding Procedures & Guidance, accessed through the following websites:
<https://www.dorsetlscb.co.uk> <http://www.wiltshirelscb.org>
- What to do if you're worried a child is being abused – Government Guidance

Introduction

Policy Principles:

The welfare of the child is paramount:

- All children regardless of age, gender, culture, language, race, ability, sexual identity, or religion have equal rights to protection, safeguarding and opportunities
- We recognise that all adults, including temporary staff, volunteers, and trustees, have a full and active part to play in protecting children from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- All staff believe that schools and education organisations should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child
- Pupils and staff involved in child protection issues will receive appropriate support and supervision

Policy Aims:

- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To demonstrate the organisation's commitment regarding safeguarding and child protection to pupils, parents and other partners
- To ensure the Designated Safeguarding Lead (or deputy) and all relevant staff will give full consideration to the use of appropriate assessments, resources and agency support when identifying the factors present in a child's life that are a threat to their safety and/or welfare (Familial or contextual.)
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the organisation which will be followed by all members of the organisation in cases of suspected abuse
- To develop and promote effective working relationships with other partnership agencies, especially the Police (health and CSC), and MASH/CHAD
- To ensure that all staff working within our organisation who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance, and a single central record is kept for audit)
- Provide clarity and expectations on professional behaviours and code of conduct.

Safe Organisation, Safe Staff:

We will ensure that:

- all staff read KCSiE Part 1 and Annex A annually and sign to say they read and understood it
- all staff receive information about the organisation's safeguarding arrangements, the safeguarding statement, staff behaviour policy (code of conduct), child protection and safeguarding policy the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read, understood, and will abide by it
- all staff receive safeguarding and child protection information at induction
- all staff receive safeguarding and child protection training, including online safety, in line with advice from the Local Authority Safeguarding Partnership which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually
- all staff have annual child protection awareness training (Level 2 or equivalent), updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- the Child Protection and Safeguarding policy is made available via the website or other means
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the organisation
- all trustees will be given a copy of Part 2 and Annex B of Keeping Children Safe in Education 2021 and will sign to say they have read, understood, and will abide by the information contained

Roles and Responsibilities:

Trustees:

All Trustees understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a code of Conduct.

The Trust Board should ensure that all trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place.

Roles and responsibilities will include:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with statutory requirements and are publicly available
- Ensures that all staff including temporary staff and volunteers are provided with the DBE's Safeguarding Policy and staff Code of Conduct
- All staff have read Keeping Children Safe in Education Part 1* and Annex B and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. (* or Annex A if not working directly with children)
- The DBE operates a safer recruitment procedure that includes online checks for shortlisted candidates, statutory checks on staff, disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- The DBE has procedures for dealing with allegations of abuse against staff (including the DDE), staff, volunteers and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned
- A member of the Board, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the DDE
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Board who will take lead responsibility
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by the Local Authority or other provider every two years
- All other staff have safeguarding training updated as appropriate; but at least annually
- At least one member of the governing body has completed safer recruitment training to be refreshed at least every five years
- Appropriate online filtering and monitoring systems are in place
- Enhanced DBS checks at the appropriate level are in place for all trustees
- Any weaknesses in Child Protection are remedied immediately
- A recheck of an individual's DBS will be undertaken if they move from a post that was not regulated activity with children into work which is considered to be regulated activity.

The role of the Nominated Trustee:

Ensure safeguarding is always a priority by:

- Championing child protection issues within the organisation and liaising with the Designated Safeguarding Lead and the DDE and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed annually accordingly
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Safeguarding Administration Support and reporting back to the Board of Trustees
- Ensuring that all Trustees understand and comply with their statutory duty to provide the services of the DBE in a way that safeguards and promotes the welfare of pupils

The DDE will ensure that:

- the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff
- sufficient time, training, support, resources, is allocated to the DSL and the DDSL to carry out their roles effectively
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures
- they liaise with the Local Authority Designated Officer (LADO), or Designated Officer for Allegations (DOFA) before taking any action and on an ongoing basis, where an allegation is made against a member of staff
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service

The Designated Safeguarding Lead:

- holds operational responsibility for safeguarding and child protection (including online safety) and is a member of the DBE's SLT
- acts as a source of support and expertise in carrying out safeguarding duties for the whole organisation
- will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation
- encourages a culture of listening to children and taking account of their wishes and feelings
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually
- Information sharing and managing the child protection files
- Raising Safeguarding and Child protection awareness
- Providing support to staff
- will liaise with the Local Authority, its safeguarding partners and work with other agencies and professionals in line with Working Together to Safeguard Children
- has a working knowledge of local safeguarding partner's procedures
- will ensure that either they, or another staff member, attend case conferences including DOFA/LADO, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required
- will ensure that all staff sign to say they have read, understood, and agree to work within the DBE's child protection policy, behaviour policy, staff Code of Conduct and Keeping Children Safe in Education Part 1 and Annex A and ensure that the policies are used appropriately

- will organise child protection and safeguarding induction, regularly updated training, and a minimum of annual updates (including online safety) for all staff, keep a record of attendance and address any absences
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the organisation.

The Deputy Designated Safeguarding Lead(s):

- is/ are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary. In the event of the long-term absence of the DSL the deputy will assume all of the functions above

All Staff:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information, and taking prompt action
- consider, at all times, what is in the best interests of the child
- will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms
- know how to respond to a child who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'
- will refer any safeguarding or child protection concerns into the school or parish system, and to the DSL or if necessary, where the child is at immediate risk to the police
- will provide a safe environment

Confidentiality:

- The organisation recognises that to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns
- All staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children and that the Data Protection Act 2018¹ is not a barrier to sharing information where the failure to do so would place a child at risk of harm
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential, and the DDE or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- In line with KCSIE all safeguarding files will be kept confidential and stored securely. Accessed by the DSL, DDSL, and Safeguarding Admin Support only

¹ The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

Child Protection Procedures:

Recognising:

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendix 1
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”

There are also several specific safeguarding concerns that we recognise our pupils may experience:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE), child criminal exploitation (CCE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- child on child abuse
- up skirting
- serious violence
- sexual harassment

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

We also recognise that abuse, neglect, and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

Responding:

Any disclosure or indicators of abuse by a young person to a member of DBE staff will be reported verbally to the relevant school or parish DSL or Deputy straight away then the DBE DSL or deputy or, where they are not available and concerns are immediate, ensure a referral is made without delay to the Children's Social Care team which covers the area in which the child and family live.

A written record will then be made (ideally on a standard 'concern' form) of what was said/observed, including the child's own words, as soon as possible and given to the DSL.

A child protection referral from a professional cannot be treated as anonymous.

A DBE member of staff who reports concerns to the school/parish and DBE DSL should expect some feedback within 48 hours, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he should speak to the DBE DSL in the first instance. If he or she still believes the correct action has not been taken they should refer their concerns to the Board member responsible for Safeguarding.

Responding to concerns reported by parents or others in the community:

Occasionally parents or other people in the local community tell DBE staff about an incident in or accumulation of concerns they have about the family life of a child.

If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the relevant DSL and DBE DSL in the usual way.

It is preferable if the parent / community member who witnessed or knows about the concerns or incident makes a call to Social Care themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The relevant DSL will advise accordingly and later confirm that this referral has been made.

If the parent / community member refuses to make the referral, the relevant DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

This process also applies to parent's / community members who are also DBE staff. As professionals who work with children, they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

Remember:

Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, MUST be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the relevant DSL or Deputy and DBE DSL. During term time the Designated Safeguarding Lead and/or a Deputy should always be available (during office hours) for staff to discuss any safeguarding concerns. However, if for whatever reason they are not available the staff member will discuss their concerns as soon as possible with either:

- Another senior member of staff or
- The duty worker in the Social Care Team responsible for the area where the child lives – single point of contact.

Anyone can make a referral to Social Care, not just the DSLs.

It is important that everyone is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral to them of concern about a child. The role of the individual is to act promptly on the information received.

This applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside school/parish, a member of staff or another child/pupil.

A careful record will be made of what has been seen/heard that has led to the concerns and the date, time, location and people who were present. As far as possible, staff should record verbatim what was said and by whom. The record will be passed to the school /parish DSL and the DBE DSL.

The DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form (available on the DSCB / WSCB website) as soon as possible and at least within 24 hours. Any pre-existing assessments such as through the Common Assessment Framework should be attached.

See Appendix 4 below for detailed record keeping guidance

Response from Children's Services Social Care to a DBE referral

Referral:

Once a referral is received by the relevant team, a manager will decide on the next course of action within one working day. When there is concern that a child is suffering, or likely to suffer significant harm, this will be decided more quickly, and a strategy discussion held with the Police and Health professionals and other agencies as appropriate (section 47 Children Act 1989).

The Designated Safeguarding Lead should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again.

Assessment:

All assessments should be planned and co-ordinated by qualified social worker. They should be holistic, involving other professionals, parents/carers, and the children themselves as far as practicable. Assessments should show analysis, be focused on outcomes, and usually take no longer than 45 working days from the point of referral. DBE staff have a responsibility to contribute fully to the assessment.

If the DSL disagrees with the decisions made by social workers regarding the outcome of the referral, the conclusions of the assessment or any actions taken, the matter should be discussed and if necessary escalated to more senior managers (under the escalation policy available on the DLA and WLA websites), *particularly* if the child's situation does not appear to be improving.

Joint Working with the DBF:

DBE and DBF Safeguarding team meet regularly (once a term) to share and develop ongoing practice and where appropriate information in relation to individual cases. Professional dialogue about individual cases and information sharing also continues between meetings DBE and DBF exchange and/or request information about individual cases where it is necessary and appropriate for the Safeguarding of children and vulnerable adults to do so.

In cases Safeguarding cases where church schools are involved it may be relevant to invite DBE staff into the core group

Responding to allegations or concerns about staff, consultants, or volunteers:

Rigorous recruitment and selection procedures and adhering to the DBE's code of conduct and safer practice guidance will hopefully mean that there are few allegations against or concerns about staff, Consultants, or volunteers in the DBE. However, if a member of staff, or any other person, has any reason to believe that another adult has acted inappropriately or abused a child or young person, they will take action in the first instance by reporting to the Diocesan Director of Education (DDE) (not the DSL if this is a different person) Even though it may seem difficult to believe that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

If the allegation / concern is about the DDE, the person with concerns will contact the Designated Officer (also known as the LADO) in the Local Authority and notify the DBE DSL or Deputy DSL. *See Appendix 1 below for contact numbers.*

In all cases of allegations against staff, Consultants or volunteers, the DBE DSL, will contact the Boards Designated Officer and follow the correct procedures as set out in Appendix 3. This must comply with Part Four of 'Keeping Children Safe in Education' 2022.

Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and the DDE will seek the advice of the LADO and HR in making this decision.

Staff and trustees are reminded that publication of material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

Safer Working Practice:

All staff should take care not to place themselves in a vulnerable position with a child. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. All adults who come into contact with children when working in schools and Parishes will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. Detailed advice on safer working practice can be found in the DBE's Code of Conduct.

We promote a culture whereby members of the DBE should feel able to raise with any member of the Senior Leadership Team, any concerns about staff conduct. If the reporter feels that the issue has not been addressed, they should contact someone outside of the DBE, such as the Trust Member or the LADO.

See Appendix 1 below for contact number.

Whistleblowing:

We recognise that children cannot be expected to raise concerns in environments where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the organisation's safeguarding arrangements. If it becomes necessary to consult outside the organisation, they should speak in the first instance to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285

The line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Whistle-blowing action in respect of the DDE should be made to the Chair of the Trust whose contact details are readily available to staff.

Training:

Child protection will be part of induction for all staff, consultants, and volunteers new to the DBE. They will be given a copy of this policy, the Code of Conduct, details about the role of the DSL and part one of 'Keeping Children Safe in Education: information for all school and college staff' plus Annex B.

This will be followed up by basic child protection training that equips individuals to recognise and respond appropriately to concerns about pupils if appropriate to their role.

A proportional risk-based approach will be taken regarding the level of information provided to all temporary staff. As a minimum they will be provided with, and will be expected to follow, the child protection summary sheet which forms part of this policy.

All staff who have direct contact with children and young people will have training in preventing radicalisation and extremism ('Prevent') –completing an on-line course. The DSL is the Prevent Lead.

In addition, all staff members will receive regular safeguarding and child protection updates from the DSL as required, but at least annually. This will include learning from local and national serious cases when the learning becomes available.

When DSLs and Deputies take up the role, they will attend enhanced (Level 3) training, or the equivalent in their LA area – provided through a multi-agency course. They must be updated at 2 yearly intervals after that.

In addition, their knowledge and skills will be updated regularly - at least annually. These individuals are expected to take responsibility for their own learning about safeguarding and child protection.

Specified individuals identified by the Director of Education and DSL will complete safer recruitment training online provided by the Safeguarding advisory consultants DES .

It is recommended that all Trustees attend training, briefings or other input which equips them to understand fully and comply with their legal safeguarding duties as Board members, set out in 'Keeping Children safe in Education' 2021. Attendance includes those who also work with children and have attended child protection training in that role.

Confidentiality, sharing information and GDPR:

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Staff should only discuss concerns with the DSL, DDE or chair of trust (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018² and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018. Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Linked policies:

This policy also links to our policies on:

- Staff Code of Conduct
- Whistleblowing
- Health & Safety
- Allegations against staff
- Risk Assessment
- Recruitment and Selection
- Data Protection/GDPR Guidance

² The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

C. Child Protection Summary for all Visiting Professionals to the DBE

As an adult working directly with children in the DBE you have a duty of care towards all pupils and young people. This means you must always act in a way that is consistent with their safety and welfare.

If you are an adult arriving at the DEC to work with children the DEC, as part of its risk assessment for the children's visit, will have confirmed with your organisation that you are fully registered with them on its single central record (SCR)

It is your responsibility to keep your child protection training up to date; you might be asked for evidence of this.

You must follow the principles of safer working practice, which include use of technology – on no account should you make contact or take images of pupils on personal equipment, including your mobile 'phone.

If the behaviour of another adult in the DBE gives rise to concern, you must report it to the DSL or Assistant DSL.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL) or the Assistant DSL who are Mandy Christopher and Lizzie Whitbread.

The following is not an exhaustive list, but you might become concerned as a result of:

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- a pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you must write down what you observed or heard, date and sign the account and give it to the DSL or Assistant DSL of the school or parish and inform the DBE DSL.

If a pupil or young person talks to you about (discloses) sexual or physical abuse, you:

- listen carefully without interruption, particularly if s/he is freely recalling significant events
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil/young person in any way so should only ask 'open' questions
- make it clear you are obliged to pass the information on, but only to those who need to know
- tell the DSL or assistant DSL without delay
- write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

Do not ask the pupil/young person to repeat the disclosure to anyone else, ask him/her or any other pupil/young person to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth.

Remember – share any concerns, don't keep them to yourself.

This page should be printed separately and given to all supply/peripatetic/ temporary staff who will be working with children, even if just for one day

Appendix 1: Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Risk Indicators:

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse:

The following are often regarded as indicators of concern:

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

Bruising:

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

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

Mongolian Blue Spot: Bruising in non-mobile children is rare and may indicate abuse or neglect. Birth marks, especially Mongolian Blue Spots, can mimic bruising. Mongolian Blue Spot can be identified (see below), however if in any doubt as to the cause of the bruise refer to [Southwest Child Protection Procedures \(proceduresonline.com\)](http://proceduresonline.com) local authority guidance and consultation.

Bite Marks:

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped.

Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds:

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures:

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars:

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

Recognising Emotional Abuse:

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

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

Recognising Signs of Sexual Abuse:

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes e.g., for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Recognising Neglect:

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

Indicators include:

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

Sexual Abuse & Sexual Harassment:

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

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- up skirting

Developmental Sexual Activity:

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

Inappropriate Sexual Behaviour:

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

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

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. To determine the nature of the incident the following factors more fully should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies
Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

Children who are particularly vulnerable:

The organisation recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs, or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

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 special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking, or exploitation

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- has an imprisoned parent
- is experiencing mental health, wellbeing difficulties
- is persistently absent from education (including persistently absent for part of the school day)
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

Anti-Bullying/Cyberbullying:

The organisation acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g., cyber, racist, homophobic and gender related bullying.

Racist Incidents:

Our organisation acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines):

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations

- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

SUPPORT AVAILABLE – WILTSHIRE

[Wiltshire Healthy Schools](#) is provided by Wiltshire Council's Children's Services to help schools effectively address the health and wellbeing of children and young people. All schools have an important role to play in addressing CSE through their programmes of PSHE education. Wiltshire schools can use the [Wiltshire Healthy Schools CSE teaching resources](#) to supplement their existing programmes.

[Wiltshire Children's Safeguarding Board](#) offers [information about CSE](#), a [CSE Handbook \(PDF\) \[598KB\] \(opens new window\)](#) for professionals and the [CSE Screening tool \(PDF\) \[133KB\] \(opens new window\)](#)

- Any practitioner working with a child who they think may be at risk of criminal exploitation should follow their local safeguarding guidance and refer concerns to the Multi-Agency Safeguarding Hub (MASH) mash@wiltshire.gov.uk or 03004 560108
- You can also use [Wiltshire Council's Risk Outside the Home form](#)
- If you believe a person is in immediate risk of harm, you should contact the police on 999
- If there is no immediate risk, you can also share information or concerns by contact the police on 101 if you want or complete their [Partner Agency information Sharing Form](#)
- Guidance on capturing and reporting intelligence can be found here: [Capturing and reporting intelligence: child sexual and /or criminal exploitation](#)
- Contact your local Police Community Coordinator [North East South West](#) who deal with local policing responses and they can highlight issues in weekly police tasking meetings
- You can also read [Wiltshire's Children Missing from Home and Care protocol 2022](#), which will help you know what to do if you are concerned about a child who goes missing

SUPPORT AVAILABLE - DORSET

[Local Resources \(proceduresonline.com\)](#)

This link provides access to the Dorset and BCP Child Exploitation Screening tool guidance, risk assessment and MACE meeting guidance.

CAROLE stands for *Children At Risk Of or Linked to Exploitation* and the CAROLE model is the way all partners across Dorset areas are working together to improve the effectiveness of our multi-agency response to child exploitation.

[Dorset Child Exploitation Toolkit - Pan-Dorset Safeguarding Children Partnership \(pdscp.co.uk\)](#)

BCP Child Exploitation Toolkit:

The Child Exploitation toolkit should be used in **any** instance where you are concerned that a child is being exploited, through sexual or criminal means. The Screening Tool and Risk Assessment helps you to identify and evaluate the cause of your concerns and reflect on whether further safeguarding investigations are needed. The tool should also be used to evidence improvement when you are working with a child and risk is assessed to be reduced. The toolkit is now available to use and replaces all previous CSE Tools.

[BCP Child Exploitation Toolkit - Pan-Dorset Safeguarding Children Partnership \(pdscp.co.uk\)](#)

For further information on signs of a child's involvement in sexual exploitation: [Child sexual exploitation: guide for practitioners](#)

For further information on County Lines: [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

Female Genital Mutilation (FGM):

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s, which are identified in the course of their professional work, to the police³.

The duty applies to all persons in our School who are employed or engaged to carry out ‘teaching work’ in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of

³ [FGM procedural information](#)

the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed. Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

Forced Marriage:

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse, and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Contact should be made with Children's Social Care.

Honour-based Abuse/Violence:

Honour based abuse/violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage

- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

Mental Health:

Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

How traumatic ACE's and experiences of abuse and neglect can impact on a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates.

Private Fostering Arrangements:

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

The organisation recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the school DSL or parish Safeguarding lead and the DSL will notify Children's Social Care of the circumstances.

Children Missing Education:

Attendance, absence, and exclusions are closely monitored. The school will hold more than one emergency contact number for pupils and students where reasonably possible. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'⁴.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Peer on peer Abuse (Child on Child) including sexual violence and sexual harassment:

The DSL, academy governors and Headteacher will take due regard to Section 5, KCSiE 2022. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy.

However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer-on-peer abuse are outlined below.

⁴ [CME Statutory Guidance for Local Authorities](#)

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others (For more information, please see Appendix 2)
- Up skirting – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Serious Youth Violence⁵ – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from, or involved with, serious violence and crime
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)

The term peer-on-peer abuse can refer to all these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer-on-peer abuse (i.e., girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

The school aims to reduce the likelihood of peer-on-peer abuse through

- the established ethos of respect, friendship, courtesy, and kindness
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- providing a developmentally appropriate PSHE curriculum which develops pupils’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, the school will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures, or allegations of peer-on-peer abuse in any form should be referred to the DSL using the school’s child protection procedures

⁵ [Preventing youth violence and gang involvement](#)

Youth produced sexual imagery (sexting)⁶

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'⁷, and 'Sharing nudes and semi nudes: how to respond to an incident'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy, or print the youth produced sexual imagery.

Appendix 2 Domestic Abuse (including Operation Encompass)

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

How does it affect children?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to

⁶ Youth refers to anyone under the age of 18

⁷ [Sexting in schools and colleges](#)

escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

WILTSHIRE RESOURCE HUB

In these pages you will find a central repository for information relating to policies and guidance, assessment tools and resources.

[Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Policies and guidance \(wiltshiresvpp.org.uk\)](http://wiltshiresvpp.org.uk)

DORSET RESOURCE HUB

In these pages you will find a central repository for information relating to policies and guidance, assessment tools and resources.

[Pan-Dorset Resources - Pan-Dorset Safeguarding Children Partnership \(pdscp.co.uk\)](http://pdscp.co.uk)

WHERE TO GO FOR FURTHER SUPPORT AND INFORMATION – WILTSHIRE

Out of Hours

- Wiltshire out of hours helpline: 01225 712880 (5pm - 8am Monday - Friday and 24 hours at the weekend)

National Domestic Violence Helpline

- Tel: 0808 2000 247 Free and confidential 24hr helpline run by Women's Aid and Refuge. This helpline will take calls from children & young people

Splitz Support Service

- Tel: 01225 775276 (Monday - Friday, 8am - 5pm)
- Online: www.splitz.org

The Hideout

- Tel: 0800 1111 24hr freephone (ChildLine)
- Website: www.thehideout.org.uk

Relate Mid Wiltshire

Relate Mid Wiltshire, 2 Prospect Place, Trowbridge. BA14 8QA

- Tel: 0300 003 1781
- Website: www.relatemidwiltshire.co.uk
- Email: appointments.midwilts@relate.org.uk

Relate Mid Wiltshire offers a counselling service for young people aged 7-19 years who are experiencing emotional distress including those who have witnessed or experienced domestic abuse. The aim is to improve self-esteem, resilience, and their ability to cope.

Splitz Support Service

Wiltshire Single Point of Access (SPA) Team

- Tel: 01225 775276 - Monday - Friday 8.00am - 5.00pm
- Wiltshire out of hours helpline: 01225 712880 (5.00pm - 8.00am Monday - Friday and 24hrs at the weekend)

- Web: [Splitz Support Service](#)

Splitz is an independent charity established in 1989.

We mend lives. We work free of charge with victims, children and perpetrators of domestic abuse. We work to encourage healthy relationships. We do this by offering one-to-one support:

- For adult victims of abuse
- Support services for young people who have witnessed abuse
- A scheme offering befriending and emotional support (Buddy Scheme)
- A voluntary programme for male perpetrators of domestic abuse to help change their harmful behaviour

Wiltshire's Domestic Abuse strategy can be found below:

[Draft Wiltshire Domestic Abuse Strategy \(gi.ui.mediatype.powerpoint\) \[2MB\] \(opens new window\)](#).

How to report an adult at risk

If you have any concerns about a vulnerable person being abused you should contact the [Advice and Contact](#) team at Wiltshire Council or complete a [safeguarding referral form](#) online.

WHERE TO GO FOR FURTHER SUPPORT AND INFORMATION – DORSET

HRDA

In Dorset, MARAC (Multi-Agency Risk Assessment Conference) has been replaced with HRDA (High Risk Domestic Abuse meetings). Further details and the referral form can be found [here](#)

Should you have concerns about a child or family you are working with, the Domestic Abuse Toolkit will signpost you appropriately.

TAKEN FROM

[Domestic Abuse \(proceduresonline.com\)](#)

[Domestic Abuse: Specialist Sources of Support \(GOV.UK\)](#) – **Nationalist Specialist Support Services contact details**

[Domestic Abuse help for children and young people](#)

[Domestic abuse: how to get help](#) – range of resources including, specialist services, guidance on Domestic Violence Disclosure Scheme and court orders, translated guidance and how to summon help and find a safe space.

[Safe Lives](#) - resources library for professionals working with victims of domestic abuse and their families including MARAC

[Operation Encompass Resources](#) - police and education partnership enabling schools to offer immediate support to children experiencing domestic abuse.

[Statutory Guidance Framework: controlling or coercive behaviour in an intimate or family relationship](#)

[Royal College of Nursing - Domestic Abuse: Professional Resources](#)

[Domestic Abuse Act 2021](#)

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge: <https://www.refuge.org.uk/>

Operation Encompass

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

Appendix 3: Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: the demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element

- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

[The Prevent Duty can be accessed via this link.](#) (School specific para's 57-76)

[Summary of The Prevent Duty for Schools and Childcare Providers \(June 2015\)](#)

[The Prevent Duty, for Further Education Institutions](#)

Guidance on Channel <https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the Home Office website.

Appendix 4: Record Keeping: Best Practice for DSLs

The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Review. It is the Designated Safeguarding Lead (DSL)'s responsibility to ensure that child protection files, access, storage, and transfer meet the required professional standards as detailed in this document.

The common law of confidentiality, Data Protection and Human Rights principles must be adhered to when obtaining, processing, or sharing personal or sensitive information or records. In summary, the Data Protection Act requires that records should be securely kept, accurate, relevant, up to date and kept for no longer than is necessary for the purpose for which they were made.

Any electronic record keeping system should comply with the general standards set out below.

Record to be made by an adult receiving a disclosure of abuse (when a child talks about abuse):

This record should be made as soon as possible **after** the individual hearing the disclosure has reported it verbally to the DSL. The facts, not opinions (unless of relevance), should be accurately recorded in a non-judgemental way. It is important to remember that expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds.

The record should ideally be on a standard "concerns" form but if this is not used, should include:

- The child's name, gender, and date of birth
- Date and time of the conversation
- What was the context and who was present during the disclosure?

- What did the child say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions –verbatim
- Any observations concerning child’s demeanour and any injuries
- The name of the person to whom the disclosure was reported
- Printed name and job title of the author, followed by signature and date on paper copies.

The record about disclosure of abuse should be passed to the school or parish DSL and retained in the pupil’s child protection file in its original and contemporaneous form (as it could be used as evidence in court proceedings), even if later typed or if the information is incorporated into a report.

Staff should never ask pupils, regardless of their involvement of a child protection matter (i.e. the subject of an allegation, a witness or the alleged “perpetrator”), to write out their “statements” of what has happened. In some cases, this could have the unintended consequence of jeopardising a child protection investigation. This applies regardless of whether the incident(s) took place within or outside school.

Records kept by the Designated Safeguarding Lead:

The concern form should be passed to the school DSL who will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures, using the Threshold Tool, if necessary. The decision about any action, whether or not a referral is made to Social Care, will be recorded clearly by the DSL.

Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the DSL with the parent, or, at the other end of the scale, could lead to matters being heard in a court.

It is never good practice to keep pupil welfare records in a diary or day-book system. Often it is only when a number of seemingly minor issues relating to an individual pupil over a period of time are seen as a whole that a pattern can be identified indicating a child protection concern.

Starting a DBE safeguarding file:

A DBE child protection file will usually relate to an individual case rather than an individual child.

It is the responsibility of the DSL to start a child safeguarding file when DOFA/LADO has opened a case and involved the DBE or a safeguarding case requiring the DBEs involvement is occurring for example:

- a) A formal referral is made by the DBE to Children’s Social Care on an inter-agency referral form; or
- b) DBE member of staff makes a referral to a parish/school DSL and DBE DSL
- c) DSL contacts the LA LADO

Child safeguarding files are never ‘closed’ or de-categorised. Once a file has started, it is always a DBE child safeguarding file and is maintained so that any future concerns can be considered in the context of past events.

The format of child protection files:

It is a multi-agency standard that children’s child protection files must have at the front an up-to-date chronology of *significant* incidents or events *and* subsequent actions/outcomes. Consequently, DBE safeguarding files also will

have a front sheet of key events. Maintaining the chronology is an important part of the DSL role; it aids the DSL, Deputy and others to see the central issues 'at a glance' and helps to identify patterns of events and behaviours.

The file should be well organised and include, as appropriate, DBE 'concern forms', copies of correspondence, school notes of visit, where relevant, notes of meetings and minutes of child protection conferences or DOFA/LADO meetings.

Storage:

All records relating to safeguarding concerns are sensitive and confidential so will be kept in a secure (i.e. locked at all times) filing cabinet or electronic file separate from other files, and accessible through the DSL, their Deputy or Safeguarding Administrators.

Sharing of and access to child protection records:

It is highly unlikely that all members of staff need to know the details of a safeguarding situation, or that there should be widespread access to the records. Access to, and sharing of, information should be on a need-to-know basis, decided case by case. The DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared.

The child who is the subject of a child protection record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person or would be likely to prejudice a criminal investigation or a Section 47 assessment (which relates to significant harm) under the Children Act 1989.

Parents (i.e., those with parental responsibility in law) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record. Note that an older pupil may be entitled to refuse access to the record by his/her parents. As a guide, this applies to pupils who are 12 years of age or above, if they are of normal development or maturity.

References by name to children other than the pupil who is the subject of the file should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parents/carer on their behalf). Care must be taken to ensure all identifying information is removed from the copy of the record to be shared.

If the record to be disclosed contains information about an adult professional, that information can be disclosed if it relates to the performance by that person of their job or other official duties e.g. a reference to a teacher in their teaching role or a school nurse in their nursing role. However, if the reference refers to that individual's private life, it should be removed (unless this relates to a child protection matter which is relevant to the record to be disclosed).

Child protection information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. Ofsted can view individual child protection files. Information should not be released to parents' solicitors on request; advice should be sought from the DBE's legal advisor in such cases.

Retention of records:

Records should be kept until any child involved in a case is of school age.

Electronic child protection records:

Electronic records must be password protected with access strictly controlled in the same way as paper records.

They should be in the same format as paper records.

Appendix 5: Generic Safeguarding Record

Safeguarding Record:

School _____ Start date _____

Date	Event/situation/incident	Further detail	Actions

Appendix 6: Record Keeping for individual children

Concern form:

School / Parish.....

For ALL visitors/volunteers logging a concern / disclosure about a child’s welfare

[A serious concern, such as a disclosure of abuse, should be passed on verbally, without delay, so that a referral can be made promptly to Family Support (Social Care) by your Designated Safeguarding Lead. You should then complete this form.] This form will be uploaded to the My Concern records of a school.

Child/young person’s Name:		Dob:	
Date (include year):		Time:	
Print your name	Signature		
Job title:			

Note the reason(s) for recording the incident / concern:
 (Be factual and include Who? What? Where? When? Any witnesses?)

How and why did this happen?
 Leave this blank if you are unsure.

Note the action you have taken, including names and positions of anyone to whom your information was passed and when:

Check to make sure your report is clear now – and will also be clear to someone else reading it next year.
Please now pass this completed form to the school / parish Designated Safeguarding Lead and DBE DSL.

Designated Safeguarding Lead checklist:

For DSL: A checklist for recording ACTIONS and OUTCOMES following child welfare concerns reported by staff or volunteers.
 (See CP policy - record keeping guidance)

Child's name	Address	Dob
Factual account of the incident or information, attached on concern form?	Yes	No

Opinion (substantiated), if appropriate?	Yes	No
Names and job titles of any other staff involved:	1. 2. 3.	
With whom and when has the information been shared? Give names and job titles: <i>(Do not inform parents if there is a disclosure of abuse or concern about significant harm, unless agreed by Family Support - Social Care. Referrals should be followed up in writing using the interagency referral form and a school child protection file started)</i>		
Outcomes: <i>(Call Family Support - Social Care if they have not told you the outcome of a referral within a reasonable time)</i>		
Chronology started on child's file. <i>(A chronology should be started if there is a referral to Family Support - Social Care)</i>	Yes	No
Where is the information to be filed? Any cross-reference to another file or child? <i>(Child protection files should be kept separately from the child's main school file)</i>		
DSL Name	Signature	

Appendix 7: Safeguarding Overview Sheet

SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

Nature of concern:

Other known names _____

Address _____

Other family members:

(include full name, relationship e.g., mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in School relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

Name and contact number of Social Worker (Children's Social Care) or CAF details:

Name and contact number of any other agency workers involved:

Name of lead person responsible for reviewing this record:

Child protection file chronology:

Name of pupil:

Date of birth:

Time and date of event (including year):	Source of information (including name):	Details of incident/event: :	Outcome (including time and date if appropriate):	Name of person recording:

DORSET – WHO TO CONTACT:

If you are concerned about a child's welfare or worried they are being abused, you can make a referral to Children's Social Care in Dorset by contacting:

Bournemouth, Christchurch & Poole – Children's First Response Hub:	<u>01202 123334</u> childrensfirstresponse@bcpcouncil.gov.uk
Dorset - Children's Advice and Duty Service (ChAD) Professionals Number: This is a professionals-only number to discuss your concerns, you will no longer complete a referral form.	<u>01305 228558</u>
Dorset Families and Members of the Public:	<u>01202 228866</u>

In an emergency or out of hours contact:

Bournemouth, Christchurch & Poole Out of Hours Service:	<u>01202 738256</u> childrensOOHS@bcpcouncil.gov.uk
Dorset Out of Hours Service:	<u>01305 228558</u>
Police Non-Emergency:	101
Police Emergency:	999

WILTSHIRE: WHO TO CONTACT

Who to contact if you are worried about a child:

If you think a child or young person is at risk of significant harm, or is injured, contact The Integrated Front Door:

- **Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108**

Monday - Thursday 8.45am - 5pm and Friday 8.45am - 4pm

- **Out of Hours Service on 0300 456 0100**

Monday to Thursday 5.00pm - midnight and Friday 4pm - midnight,

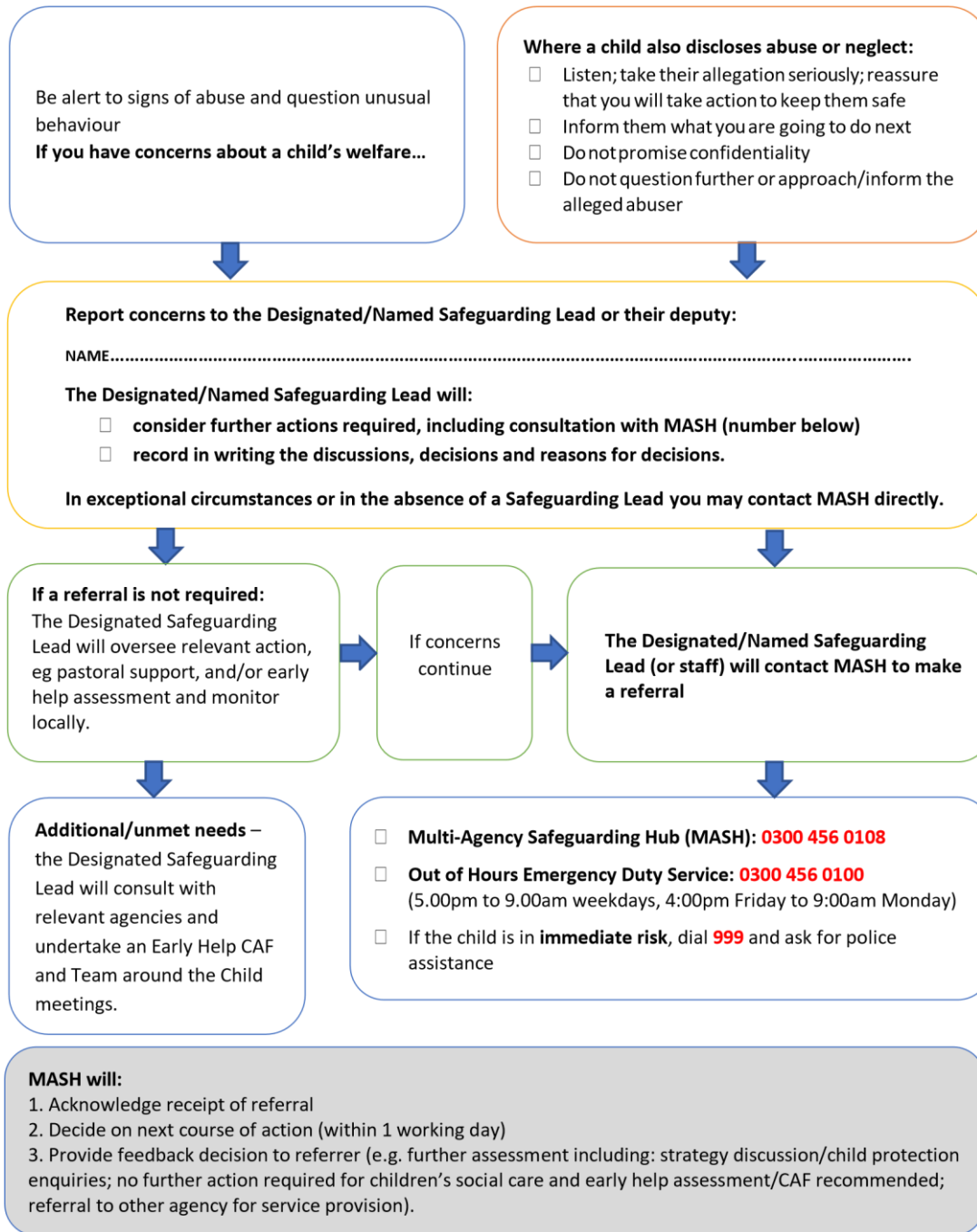
Weekends / Bank Holidays 9am - midnight

Phones are diverted to the Social Work Standby Service from midnight - 9am (7 days a week).

If there is immediate danger, phone the police or emergency services on 999

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

for staff, volunteers and visitors in all agencies and settings



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

Allegations Against Adults – risk of harm to children

GUIDANCE FLOWCHART

If you become aware that a member of staff/volunteer may have:

1. Behaved in a way that has harmed a child or may have harmed a child.
2. Possibly committed a criminal offence against or related to a child or,
3. behaved towards a child or children in a way that indicated they may pose a risk of harm to a child.

Where a young person discloses abuse or neglect:

1. Listen, take their allegation seriously; reassure that you will take action to keep them safe.
2. Inform them what you are going to do next. Do not promise confidentiality.
3. Do not question further or approach/inform the alleged abuser.

Report immediately to the DDE:

Unless there is clear evidence to prove that the allegation is incorrect, the DDE must: report the allegation within one working day to the Designated Officer for Allegations or LADO.

The Director of Education will report the incident to the DSL:

Any concern or allegation against the Director of Education will be reported to the Trustee Designated Safeguarding Lead.

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 the next course of action, usually straight away, sometimes after consultation with DBE’s HR Adviser.



If the allegation threshold is NOT met, the Designated Officer will agree an appropriate response (e.g., for the DBE Deputy Director to undertake further enquiries or undertake internal investigation).



If the allegation threshold is met, a strategy meeting will normally be held. Normally the safeguarding lead, Designated Officer, HR, Police and Social Care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed.