GODOLPHIN

Policy for Safeguarding children and promoting welfare within the School including the Early Years Foundation Stage (EYFS)

(Regulatory)

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Policy reviewed (date):	**2 August 2023; updated 24 January 2024**
Policy valid from (date):	**1 September 2023**
Governors' approval:	**1 December 2023**
Next review (date):	**1 September 2024**

See also the following School policies and documents:

Anti-Bullying - Living Together at Godolphin
Attendance and Absence (incorporating Missing Child)
Behaviour and discipline
Data Protection Policy for Staff
Equality and Diversity Intimate Care (Prep, EYFS)
Health and Safety
Living Together at Godolphin – complaints by students
Missing Child (Prep)
Mobile phones and other devices
Multi-Agency Statutory Guidance on Female Genital Mutilation (April 2016)
Online Safety Acceptable Use policies
Online Safety Policy
Online Safety Committee Terms of Reference
Pastoral Care and Personal Development
Positive Mental Health
Preventing Extremism and Radicalisation
Provision for students with particular religious, dietary, language or cultural needs
PSHCEE scheme of work
Recruitment, selection and disclosure policy and procedures
SEND policy
Sex and Relationship Education / Relationship Education
Staff Code of Conduct
Student Code of Conduct
Teaching and Learning
Terms and Conditions of Hiring (Outside Lets agreement)
Whole School Welfare and Safeguarding Risk Assessment
Whistleblowing

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Safeguarding and Child Protection Policy

Godolphin fully recognises its responsibilities for safeguarding and child protection.

Key Safeguarding Personnel			
Role	**Name**	**Tel.**	**Email**
Head	Mrs Jenny Price	01722 430511	Head@godolphin.org
Designated Safeguarding Lead (DSL)	Mr Richard Dain	01722 430513	DainR@godolphin.org
Deputy Designated Safeguarding Lead (DDSL)	Mrs Nicola Daubeney	01722 430613	DaubeneyN@godolphin.org
Deputy Designated Safeguarding Lead (DDSL) inc EYFS	Miss Julia Miller	01722 430652	MillerJ@godolphin.org
Nominated Governor	Mrs Lucy Beney	07510 081445	BeneyL@godolphin.org
Clerk to the Chair of Governors	Ms Alex D'Arcy-Irvine	01722 430522	D'Arcy-IrvineA@godolphin.org
Designated Teacher for Looked After Children	Mr Richard Dain	01722 430513	DainR@godolphin.org
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (September 2023)			
Children's Social Care referrals: Wiltshire Multi-Agency Safeguarding Hub (MASH): Out of hours: Hampshire Multi-Agency Safeguarding Hub (MASH): Out of hours: Wiltshire Prevent team			 0300 456 0108 0300 456 0100 0300 555 1384 0300 555 1373 01278 647466
If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.			

Outbreaks of infectious diseases

Godolphin takes the safeguarding of our community very seriously and to this end we have drawn up management plans and procedures, as well as risk assessing activities which take place in School.

At all times we seek to implement Government Guidance and that of national bodies such as the NHS in the drawing up and implementation of the above procedures. Staff receive additional guidelines and students are reminded frequently about what to do to help ensure their health and wellbeing. Parents are given advice, for example, through the bulletins posted on the Parent Portal or in the Blue Pinny or through emails.

If the Designated Safeguarding Lead is not available, the Deputy Designated Safeguarding Leads will assume responsibility for Safeguarding.

GODOLPHIN

Contents

1. Introduction 9
2. Scope 9
3. Expectations 10
4. Governors 10
5. Audit 11
6. Safer Recruitment 11
7. Staff Behaviour Policy, known at Godolphin as the Staff Code of Conduct 11
8. Visitors 11
9. Out-of-hours contractors (Outside Lets) 12
10. EYFS (Early Years Foundation Stage) and the Prep 12
11. Children with Special Education Needs and Disabilities (SEND) 12
12. Children who are lesbian, gay, bi, or trans (LGBT) 12
13. Mental Health 13
14. Curriculum – teaching about safeguarding 13
15. Identifying the signs 14
16. Specific Safeguarding issues 15

15.1 Children Absent from education repeatedly or for prolonged periods 15
15.2 Child on Child abuse 16
15.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) 17
15.4 Sexual violence and sexual harassment 17
15.5 Sending of nudes or semi-nudes 17
15.6 County Lines 18
15.7 Child abduction and community safety incidents 18
15.8 Children and the Court System 18
15.9 Children with family members in prison 18
15.10 Female Genital Mutilation (FGM) 18
15.11 Honour-based Abuse, including Forced Marriage 18
15.12 Domestic Abuse 19
15.13 Modern Slavery and the National Referral Mechanism 19
15.14 Cybercrime 19
15.15 Homelessness 19
15.16 Radicalisation 20
15.17 Serious violence 20

17. Responding to concerns/disclosures of abuse 20
18. Early Help 21
19. Making a referral 21
20. Off site visits and exchange visits 22
21. Record keeping and information sharing 22
22. Escalation of concerns 23
23. Whistleblowing 23
24. Disclosing information 24
25. Managing allegations against adults 24
26. Referrals to official bodies following an allegation 25
27. Training 26
26.1 Induction 26
26.2 Advanced training 26
25.3 Training for governors 26
28. Monitoring and review 27
Appendix 1: Related legislation and key documents 28
Appendix 2: DART assessment tool 29
Appendix 3: The role and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads for Child Protection 30
Appendix 4: Glossary of acronyms used in this policy 33

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

for staff, volunteers and visitors in all agencies and settings

Wiltshire Safeguarding Vulnerable People Partnership

Be alert to signs of abuse and question unusual behaviour

If you have concerns about a child's welfare…

Where a child also discloses abuse or neglect:

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

Report concerns to the Designated/Named Safeguarding Lead or their deputy:

NAME: RICHARD DAIN; JULIA MILLER; JENNY PRICE; NIKKI DAUBENEY

The Designated/Named Safeguarding Lead will:

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

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

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

If concerns continue

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

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

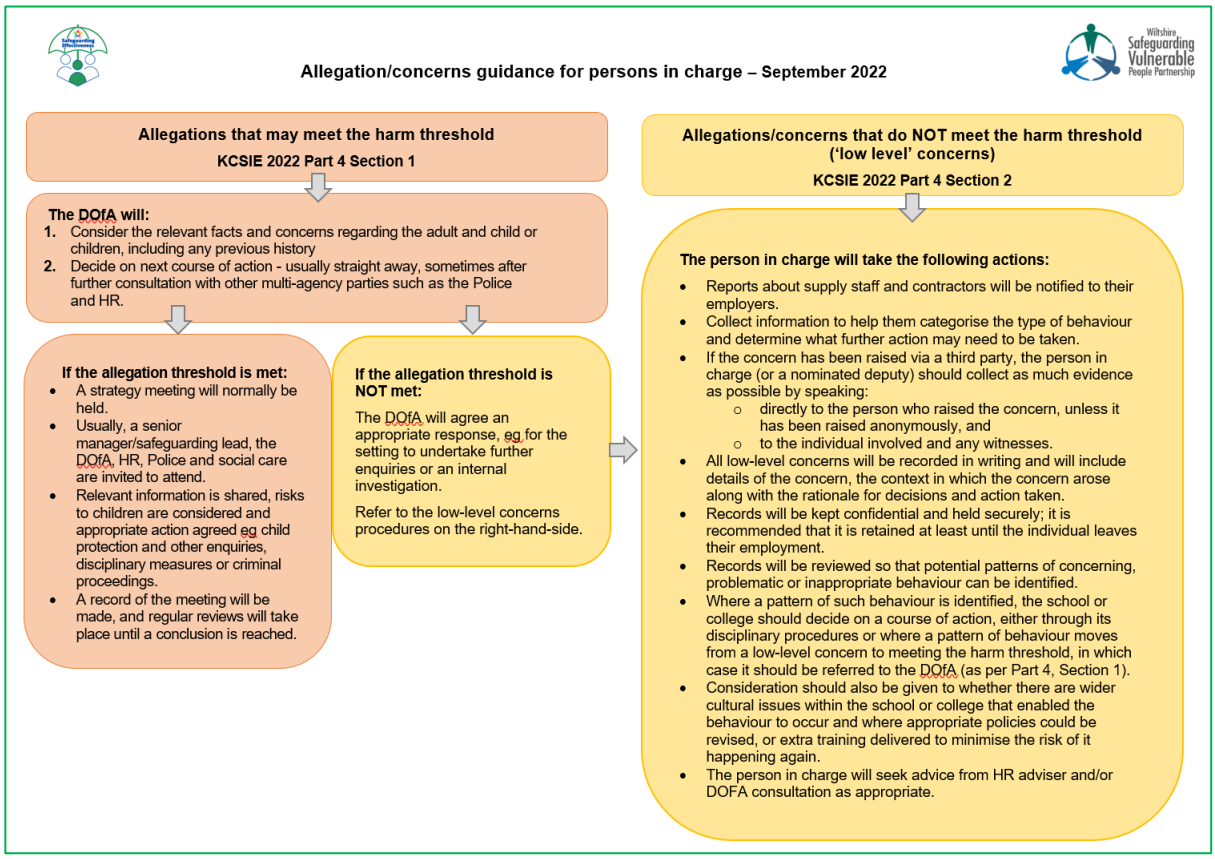
- **Multi-Agency Safeguarding Hub (MASH):** 0300 456 0108
- **Out of Hours Emergency Duty Service:** 0300 456 0100 (5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)
- If the child is in **immediate risk**, dial 999 and ask for police assistance

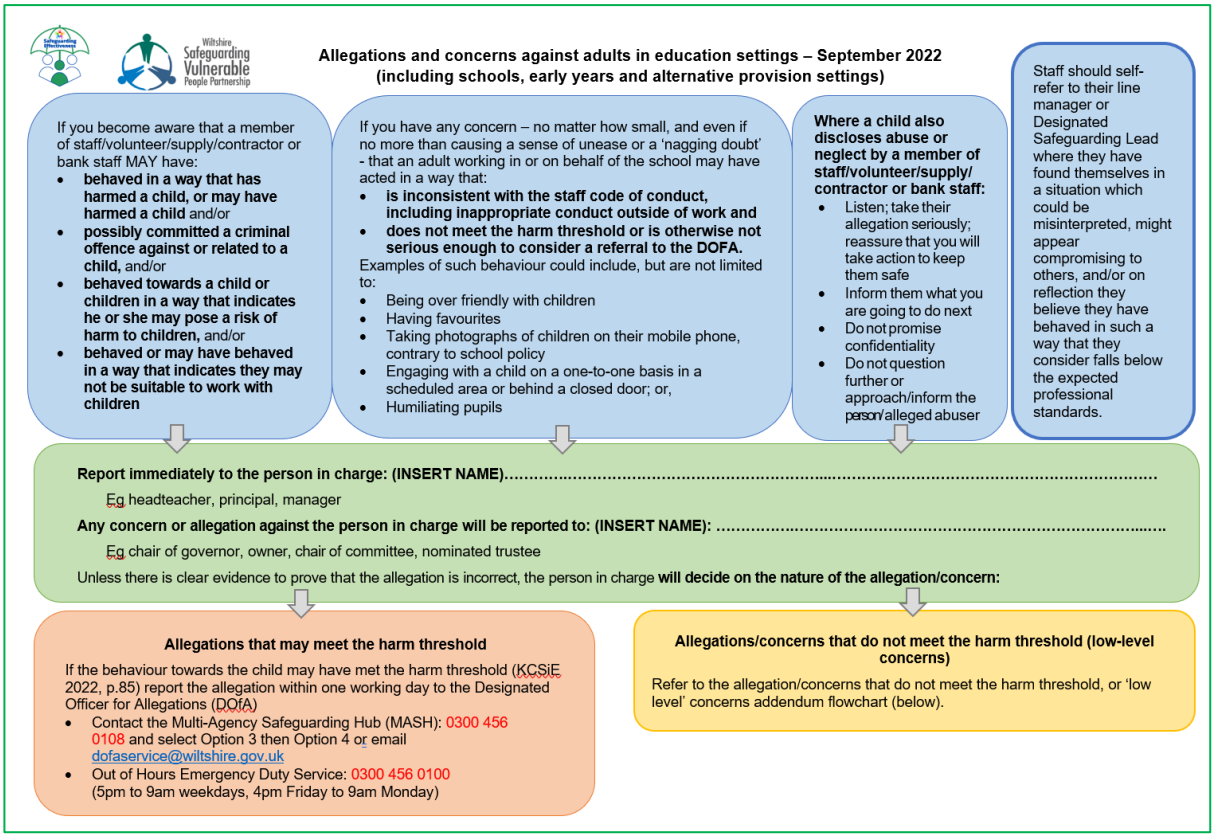
MASH will:

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

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

SVPP website: www.wiltshirescb.org.uk


Allegation/concerns guidance for persons in charge – September 2022
Wiltshire Safeguarding Vulnerable People Partnership
Allegations that may meet the harm threshold
KCSIE 2022 Part 4 Section 1
The DOfA will:
1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.
If the allegation threshold is met:
A strategy meeting will normally be held.
Usually, a senior manager/safeguarding lead, the DOfA, HR, Police and social care are invited to attend.
Relevant information is shared, risks to children are considered and appropriate action agreed eg child protection and other enquiries, disciplinary measures or criminal proceedings.
A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.
If the allegation threshold is NOT met:
The DOfA will agree an appropriate response, eg for the setting to undertake further enquiries or an internal investigation.
Refer to the low-level concerns procedures on the right-hand-side.
Allegations/concerns that do NOT meet the harm threshold ('low level' concerns)
KCSIE 2022 Part 4 Section 2
The person in charge will take the following actions:
Reports about supply staff and contractors will be notified to their employers.
Collect information to help them categorise the type of behaviour and determine what further action may need to be taken.
If the concern has been raised via a third party, the person in charge (or a nominated deputy) should collect as much evidence as possible by speaking:
directly to the person who raised the concern, unless it has been raised anonymously, and
to the individual involved and any witnesses.
All low-level concerns will be recorded in writing and will include details of the concern, the context in which the concern arose along with the rationale for decisions and action taken.
Records will be kept confidential and held securely; it is recommended that it is retained at least until the individual leaves their employment.
Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the DOfA (as per Part 4, Section 1).
Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.
The person in charge will seek advice from HR adviser and/or DOFA consultation as appropriate.


Wiltshire Safeguarding Vulnerable People Partnership
Allegations and concerns against adults in education settings – September 2022
(including schools, early years and alternative provision settings)
If you become aware that a member of staff/volunteer/supply/contractor or bank staff MAY have:
behaved in a way that has harmed a child, or may have harmed a child and/or
possibly committed a criminal offence against or related to a child, and/or
behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
behaved or may have behaved in a way that indicates they may not be suitable to work with children
If you have any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:
is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
does not meet the harm threshold or is otherwise not serious enough to consider a referral to the DOFA.
Examples of such behaviour could include, but are not limited to:
Being over friendly with children
Having favourites
Taking photographs of children on their mobile phone, contrary to school policy
Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,
Humiliating pupils
Where a child also discloses abuse or neglect by a member of staff/volunteer/supply/ contractor or bank staff:
Listen; take their allegation seriously; reassure that you will take action to keep them safe
Inform them what you are going to do next
Do not promise confidentiality
Do not question further or approach/inform the person/alleged abuser
Staff should self-refer to their line manager or Designated Safeguarding Lead where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
Report immediately to the person in charge: (INSERT NAME).....
Eg headteacher, principal, manager
Any concern or allegation against the person in charge will be reported to: (INSERT NAME): .....
Eg chair of governor, owner, chair of committee, nominated trustee
Unless there is clear evidence to prove that the allegation is incorrect, the person in charge will decide on the nature of the allegation/concern:
Allegations that may meet the harm threshold
If the behaviour towards the child may have met the harm threshold (KCSiE 2022, p.85) report the allegation within one working day to the Designated Officer for Allegations (DOfA)
Contact the Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 and select Option 3 then Option 4 or email dofaservice@wiltshire.gov.uk
Out of Hours Emergency Duty Service: 0300 456 0100 (5pm to 9am weekdays, 4pm Friday to 9am Monday)
Allegations/concerns that do not meet the harm threshold (low-level concerns)
Refer to the allegation/concerns that do not meet the harm threshold, or 'low level' concerns addendum flowchart (below).

1. Introduction

Godolphin is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Keeping Children Safe in Education (DfE, September 2023)
- Working Together to Safeguard Children (2023)
- What to do if you're worried a child is being abused (DfE, 2015)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (DfE, 2019)
- Prevent duty guidance: for England and Wales (accessible) - GOV.UK (www.gov.uk) (Dec 2023)
- The procedures of the Wiltshire Safeguarding Vulnerable People Partnership (SVPP)
- See also: Appendix 1: **Related legislation and key documents**

The aim of this policy is to ensure that:

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

2. Scope

Safeguarding is defined as:

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

This policy applies to all staff, coaches, trainers, supply staff and volunteers at our School.

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

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the School, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in School (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on the School roll and any child under the age of 18 who comes into contact with our School. This includes unborn babies.

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

3. Expectations

That all staff and volunteers are:

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

In addition, that all staff and volunteers working directly with children have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSIE 2023) and be aware of the contents of other sections, especially Annex B; and that all other staff and volunteers have read and understood Annex A of KCSIE (2023).

4. Governors

The governors ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, keeping the best interests of the child at heart. They make sure that our policies and procedures are in line with national and local safeguarding requirements, including the need to limit children's exposure to online risks. Governors work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children given education in Relationships, Health and Sex; online safety; how to report abuse DSL/DDSL training Looked After Children (LAC) Safer Recruitment Staff training in KCSIE and Child Protection, with at least annual updates Online safety Preventing Radicalisation Whistleblowing	Child voice Children Absent from Education (CAfE) Passing on concerns about staff conduct Dealing with a child at immediate risk Provision of Early Help Female Genital Mutilation (FGM) Honour Based Abuse (HBA) Child on Child abuse Reporting abuse SVPP* procedures SEND and safeguarding Staff contribution to policy Staff Code of Conduct, including safer working practices Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Leads (DDSL) Designated LAC teacher (even if there are no LAC on roll)

***** Safeguarding Vulnerable People Partnership

Governors also ensure the School has an appropriate filtering system which is monitored and relevant actions taken, and that the leadership team and all staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified.

5. Audit

The nominated governor (NG) for safeguarding liaises with the Head, the DSL and the DDSLs to complete an annual safeguarding audit return to the local authority.

6. Safer Recruitment

Our governors monitor the School's safer recruitment practice.
All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSIE (2023). All interview panels have at least one member of staff trained in safer recruitment procedures. This training is updated every five years as a minimum.
At Godolphin, we scrutinise all applications for paid and voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSIE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and trainee teachers on salaried routes) who work at the School
- all governors/members of the proprietor body

See also Training.

Confirmation that contractors have all checks in place are made with their companies.
See: *Recruitment, selection and disclosure policy and procedures*

7. Staff Behaviour Policy, known at Godolphin as the Staff Code of Conduct

Godolphin is committed to positive academic, social and emotional outcomes for our students underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.
The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

8. Visitors

All visitors complete the signing in/out process, wear a School ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in School.
Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at School. Speakers are asked to confirm where applicable that they will adhere to the School's Prevent strategies.

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

9. Out-of-hours contractors (Outside Lets)

The School hires out some of its premises to other contractors for their use. These contractors must sign the Terms of Conditions for Hire agreements which states that Hirers who use the premises for activities with children must also comply with the relevant statutory guidance, including Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk). Contractors must have processes and procedures in place for raising and making referrals when there are safeguarding concerns. When an allegation is received by the School relating to out-of-hours contracts, Godolphin follows this safeguarding policy, including informing the LADO where appropriate.

10. EYFS (Early Years Foundation Stage) and the Prep

Only pupils who travel on the bus are permitted to bring mobile phones to School. These must be handed in to the Prep Secretary for safekeeping during the school day. Parents and visitors are not permitted to use cameras or other devices to take photographs or images in the Prep setting and especially in the EYFS setting. In the Prep, digital images may only be captured by staff on School devices and not on personal devices. Images must only be used within the Prep building and in School publications or on the website or as determined by the Marketing department in conjunction with the Head of the Prep.

Where relevant in respect of any allegation of child abuse or significant harm, the use of mobile phones, cameras and other electronic devices is subject to this and the School's other policies.

11. Children with Special Education Needs and Disabilities (SEND)

Students with additional needs statistically face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We do not assume that behaviour, mood or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when identifying abuse and neglect in students with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of child group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra support is provided for children with SEND and they are also encouraged to discuss their concerns. The Safeguarding Leads work with the Special Educational Needs Co-ordinator (SENCo) to identify students with additional communication needs and, whenever possible, these students are given the chance to express themselves to a member of staff with appropriate communication skills.

12. Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Godolphin has a member of staff who leads on Equality, Diversity and Inclusion (EDI) who is known to the students and who, in addition to

staff at the Health Centre, is a trusted adult to whom they may turn. In addition, EDI activities provide a safe space for children to speak out and share their concerns.

13. Mental Health

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, all staff must 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. If staff have concerns, they must make an immediate referral to the DSL or DDSL in the usual way. The School has a Mental Health policy and all staff are trained in mental health awareness. In addition, many staff are given training in Youth Mental Health First Aid.

14. Curriculum – teaching about safeguarding

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

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

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

The DSL has oversight of online safety across the whole School and chairs the online safety committee which includes governor, parent, staff and student representatives. The DSL monitors the School filtering system, Smoothwall, which sends alerts to the DSL of all attempted access to the internet through the School systems which have potential welfare concerns. On receipt of an alert, the DSL may contact the student's tutor, Head of Year of the DDSLs in order to respond to the alert as may best benefit the student, including 1-1 advice and/or blocking harmful and inappropriate content without unreasonably impacting teaching and learning.

Staff and governors are trained in the School's expectations, applicable roles, and responsibilities in relation to filtering and monitoring. They may send requests for sites to be unblocked by using an IT ticket which is shared with the DSL for review and action. Where staff find inappropriate use of the IT systems, they must report this to the DSL.

The online safety committee discusses e-safety issues, reviews the School's policies and practice, monitors the filtering system and may also suggest activities for events such as the national online safety day in February each year.

It should be noted that Smoothwall does not capture data which uses other digital systems such as 3G, 4G AND 5G. Many children have substantial access to such technologies on their smart devices and which potentially exposes them to more abuse, or enables them to harass or abuse others, see and send pornographic images or bullying messages and other harmful content. Education is key.

PSHCEE lessons include teaching about online safety including education about fake news and prejudice; radicalism and extremism; harmful content and conduct; harmful online

challenges; commercial harm, hoaxes and scams. Speakers come to Godolphin annually to raise student awareness of current issues and how to deal with them.
Parents are also given guidance in online safety and contemporary issues through bulletins in the Parent Portal and/or talks offered at School. Parents are aware that teaching may be conducted online and that staff may contact their child through official School channels.

15. Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, are set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2023) and, along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 and Annex B or Annex A of KCSIE (as appropriate to their role) which they are required to read and which also includes supporting guidance about several specific safeguarding issues.

What is child abuse?

Abuse is a form 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 a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Part One of Keeping Children Safe in Education (2023) defines the types of abuse laid out below; however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues do overlap with one another.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse
This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual abuse does not always involve physical contact; it can also occur through the use of technology. Sexual abuse can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images or watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). It can happen online. Sexual exploitation is perpetrated by and to people from all different walks of life. It can be perpetrated by women and by children. It could happen here.

16. Specific Safeguarding issues

https://www.gov.uk/government/policies/violence-against-women-and-girls The government has a strategy looking at specific issues faced by women and girls. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour-based abuse and teenage relationship abuse all fall under this strategy.

15.1 Children Absent from education repeatedly or for prolonged periods

Children who do not attend School regularly can be at increased risk of abuse and neglect. This is monitored by staff responsible for the register, form teachers and tutors and the Heads of Year. Staff must report immediately to the D/DSL, if they know of any child who may be:

- Absent – whereabouts unknown or
- Absent from school for ten or more days – (when not in dual education or electively home educated) or
- Absent repeatedly

The designated teacher for Looked After Children (LAC) and care leavers discusses any unauthorised or unexplained absence of Looked After Children with Virtual School when required.
The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker with that professional within 24 hours of being notified.

Where there is unauthorised/unexplained absence and, after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/makes a referral to the MASH team, as appropriate. When there are no known welfare concerns about a student, the School follows its internal procedures for unauthorised absence and reports any concerns to the Education Welfare Service.

15.2 Child on Child abuse

All children have a right to attend school and learn in a safe environment. All child on child abuse is unacceptable and a zero tolerance position is taken by the School. Child on child abuse is not tolerated, passed off as "banter" or seen as "part of growing up" and must be challenged by all staff. It may take place in or outside School and also online. Even if no cases are reported, this does not mean that child on child abuse is not happening and staff must be alert to the signs and symptoms associated with abuse. Statistically, it is more likely that girls will be victims of abuse and boys perpetrators, meaning staff must be alert to situations which take place online or outside school as well as those in school.
Staff are made aware that safeguarding incidents and/or behaviours can be associated with factors outside School and can occur between children outside their families. Children may be vulnerable to, for example, sexual exploitation, criminal exploitation and serious youth violence. Staff must ensure that in their assessments they consider risks posed by any wider environmental factors present in a child's life.

Child or child abuse is likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- gender based violence
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual assaults, including rape (see Annex B of KSCIE for more information)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- sexual harassment such as sexual comments, remarks, jokes and online activity
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'upskirting' or any picture taken under a person's clothing obtain sexual gratification or cause humiliation, alarm or distress; upskirting is a criminal offence
- initiation/hazing type violence and rituals.

We seek to minimise the risk of child on child abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, for example that 'upskirting' is a criminal offence
- established/publicised systems for students to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- a pastoral system which facilitates students to report abuse to staff; the student hub on Sharepoint informs students who to go to if they have a concern, and posters in locker rooms and boarding houses signpost how to access support. The Hub has a 'My Concern' button for students to use to share concerns, as well as a link to Teen Tips
- training for prefects and also for some Lower Sixth students through the Peer Education Project which enables them to become active listeners for younger students and also to know how and when to pass on concerns they receive.

Child on child abuse is dealt with as a safeguarding issue and must be reported to the DSL who will record it as such and manage the abuse through the systems set out in the School behaviour and discipline policy. In addition, any student who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child on child abuse, is supported through the School's pastoral system and the support is regularly reviewed. The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for students who are identified as posing a potential risk to other children.

15.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of child sexual abuse. They occur when an individual or group takes advantage of an imbalance of power (such as age, physical power, gender or status) to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator(s) or facilitator(s). The victim may have been exploited even where the activity appears consensual. Such exploitation does not always involve physical contact; it can also occur through the use of technology.
Further detail can be found in KCSIE (2023) paragraphs 36 - 42.
Staff are given training and support in identifying situations of sexual harassment and violence and how to deal with them. The School has a zero tolerance approach to both.

15.4 Sexual violence and sexual harassment

Sexual violence is, in essence, causing someone to engage in sexual activity without consent. This would include rape; assault by penetration; sexual assault (touching another person in a sexual manner without their consent). Sexual violence can also be committed online, coercing the victim to commit sexual acts which they do not want to do.
Sexual harassment can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of School. It can include: sexual comments, such as making lewd comments, making sexual remarks about clothes and appearance; calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (which can very easily become sexual violence); and displaying pictures, photos or drawings of a sexual nature; online sexual harassment, such as activities mentioned in the next section.
Consent:

- a child under the age of 13 can never consent to any sexual activity;
- the legal age of consent is 16;
- sexual intercourse without consent is rape, whatever the victim's age.

If a child discloses, or if you discover, that they have been the victim of sexual harassment or violence, report this immediately to the DSL using the Welfare Concern Form. The School will seek to protect the victim by, for example, helping the student manage their online accounts, in-school mentoring, helping them liaise with their parents, seeking medical support and /or counselling and, if necessary, contacting Children's Services.

15.5 Sending of nudes or semi-nudes

(formerly known as 'sexting') occurs when a person sends or posts a sexually indecent image or message via a digital device. This may concern themselves or may be sending on images or messages about a third party. Sexting is illegal.

Students are taught about the pressures they may come under to be involved in sexting, and how to protect themselves through PSHCEE lessons or workshops on online safety. Childline offers useful advice: Sexting and Sending Nudes
When a child is coerced into sending indecent pictures of themselves, this is an example of abuse if it comes from a child, or could be Child Sexual Exploitation (CSE), and is extremely serious. Child on child abuse of this type is dealt with in line with the School's child protection procedures and the victim of exploitation offered appropriate support.
Grooming, namely ingratiating oneself with a child in order to perpetrate any of the activities above, whether physical or non-physical, is a criminal offence when carried out with a child under 16. The Child Exploitation and Online Protection unit (CEOP) can be contacted when staff have concerns that a student has had or fears she may have had inappropriate contact with someone online, whether an adult or someone of their own age.

15.6 County Lines

Some children who go missing regularly or permanently may be being used to traffic drugs, sometimes known as 'county lines' or may be being subjected to another form of abuse.. Staff need to be alert to detect patterns of absence to help this and raise concerns with the D/DSL immediately.

15.7 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child, or by people not related to the child. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All such issues must be treated seriously and reported to the DSL.

15.8 Children and the Court System

When children have to appear in court, this can be stressful for the child. KCSIE Annex B contains useful guides to support such children.

15.9 Children with family members in prison

Similarly, this can be stressful for a child and they may be more at risk of isolation and abuse by their children as well as poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals.

15.10 Female Genital Mutilation (FGM)

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

15.11 Honour-based Abuse, including Forced Marriage

So-called **'honour-based' abuse (HBA)** is a crime or incident which has or may have been committed allegedly to protect or defend the honour of the family and/or community. It encompasses crimes such as FGM, forced marriage, and practices such as breast ironing. Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence,

threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
All forms of so called HBA are abuse (regardless of the motivation) and must be handled and escalated as such. If in any doubts, staff must speak to the Designated Safeguarding Lead and collaborate with the police and other professional agencies.

15.12 Domestic Abuse

Domestic Violence can also be a form of abuse when witnessed by a child as well as when they experience it directly; it can have a long-term adverse effect on a child's health, well-being, development and ability to learn.
Domestic abuse captures a range of different abusive behaviours, including physical, sexual, emotional and economic abuse and coercive and controlling behaviour. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Operation Encompass

Godolphin is signed onto Operation Encompass, whereby the police will inform the School before school on the following day after a crime of domestic abuse has taken place which was experienced or witnessed by the child. Godolphin will then put appropriate support in place for the child, which may include a referral to social care.

15.13 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Support for staff (signs of slavery and guidance on supporting a child) can be found here.

15.14 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet and may include hacking, creating, supplying or using malicious software such as viruses, spyware and Trojans with a view to committing a further offence. Advice can be found at Cyber Choices, and the NSPCC (when to call the police), for example.

15.15 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL must be informed if staff become aware of this risk either to the child as an individual or to their wider family.

15.16 Radicalisation

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting students from other forms of harm and abuse. Staff use their judgement in identifying students who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a student. The D/DSLs act proportionately and this may include making a referral to the Channel programme or to the MASH. The government has produced updated guidance and support for schools here. If staff are concerned that a student may be being radicalised, they can:

- Call the National Prevent Advice Line on 0800 011 3764 for friends, families and community members
- Speak to one of the designated safeguarding leads
- Call the Wiltshire Prevent team on 01278 647466
- Call 101 and state you would like some advice regarding a Prevent concern
- If you see or hear something that could be terrorist related call the anti-terrorist hotline on 0800 789 321
- If you require urgent police assistance dial 999

15.17 Serious violence

We are committed to success in learning for all our students as this is one of the most powerful indicators in the prevention of youth crime.
Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.
Staff are trained to recognise both the early warning signs that students may be at risk of getting involved in gangs as well as indicators that a student is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

17. Responding to concerns/disclosures of abuse

The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.
Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffrooms for easy reference; they can also be found on the opening pages of this policy.
Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- **create a safe environment by offering** the child a private and safe place if possible
- **stay calm** and reassure the child and stress that he/she is not to blame
- **reassure** victims that they are being taken seriously, will be supported and kept safe
- **tell** the child that you know how difficult it must have been to confide in you
- **listen carefully** and **tell** the child what you are going to do next
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy
- where appropriate, explain explained in such a way that avoids alarming or distressing them that the law is in place to protect children and young people rather than criminalise them
- **tell only the Designated or Deputy Safeguarding Lead immediately**

- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible

Don'ts:

- give the impression that a child is creating a problem by reporting abuse, sexual violence or sexual harassment
- take photographs of any injuries
- postpone or delay the opportunity for the student to talk
- take notes while the student is speaking or ask the student to write an account
- try to investigate the allegation yourself
- promise confidentiality eg say you will keep 'the secret'
- approach or inform the alleged abuser.

Staff must also be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

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

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

18. Early Help

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

The D/DSL uses:

- The (DART) as appropriate as part of a holistic assessment of the child's needs. The DART matrix can be seen in Appendix 2.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a student has been identified as making inadequate progress or having an unmet need.

19. Making a referral

The DSL is normally responsible for referrals to Children's Social Care. However, **any person may make a referral to Children's Social Care where they have a concern that a pupil is suffering from or is likely to suffer from immediate significant harm or in exceptional circumstances**, such as in an emergency or where there is a genuine concern that

appropriate action has not been taken. The DSL must be informed as soon as possible after such a referral has been made.

On being notified of a concern the DSL will consider the appropriate type of response in accordance with the Wiltshire Safeguarding Children Board referral threshold document. Such action may include early help or a referral to Children's Social Care. For a Child at Risk, the D/DSL will make a referral to Children's Social Care within 24 hours and/or to the police if a crime has been committed.

If it is decided that a referral is not required, the DSL records the decisions and the reasons for this, keeps the matter under review and consideration is given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.

A child's experiences of adversity and trauma can leave them vulnerable to further harm and can create further difficulties in attendance, learning, behaviour and mental health. Staff should be alert to this and pass on any concerns in the usual way.

20. Off site visits and exchange visits

We carry out risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
Where the School uses external providers, we check that all the staff have current enhanced level DBS and other relevant employment checks or, where this is not possible, that they are always under supervision of a Godolphin member of staff.
Where there are safeguarding concerns or allegations that happen offsite, staff follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts may be taken on off-site visits for reference.
Any adult over 16 in a host family is subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our students.

21. Record keeping and information sharing

The School:

- keeps clear written records of all student safeguarding and child protection concerns both as overall logs in order to spot trends or patterns and also individual records pertaining to particular students
- Uses a standard recording form, with a body map where appropriate in accordance with the Wiltshire SVPP protocols, including discussions held, decisions reached, actions taken and outcomes as appropriate
- ensures all student safeguarding and child protection records are kept separately from the main files and are kept securely in a locked location
- ensures the records incorporate the wishes and views of the student
- ensures that the records are passed in a timely manner to the student's next school if she leaves before the end of the Upper Sixth, and within 5 days of the child starting at her new school
- maintains records of 'low level concerns' of allegations against adults working with our students which do not meet the threshold for referral to the local authority.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about students at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.
We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them.
However, the D/DSL does not share information where there are concerns that if so doing would:

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

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

22. Escalation of concerns

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

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

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

23. Whistleblowing

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

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

- The NSPCC whistleblowing helpline
  Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk
- A member of the governing body: the safeguarding governor (see contact details on page 2, above)

24. Disclosing information

Staff have due regard for the relevant data protection principles which allow them to share and withhold personal information as provided for in the Data Protection Act 2018 and the General Data Protection Regulation UK (GDPR). See paragraph 60 of KCSIE (2023).

25. Managing allegations against adults

All members of staff and volunteers are asked to read and confirm they have understood the School's Staff Code of Conduct Policy, Safeguarding Policy and the relevant section of KCSIE 2023.

Godolphin follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffrooms for easy reference.

Where any staff member in the School has a concern about the behaviour or an adult who works or volunteers at the School, they must immediately consult the Head who refers the matter to the Designated Officer for Allegations (DOFA) sometimes known as the Local Authority Designated Officer (LADO). Any concern or allegation against the Head must be reported to the Chair of Governors without informing the Head. The Chair will then report the allegation to the DOFA or LADO, without informing the Head, and will liaise with other partner agencies. Where a situation arises where there is a conflict of interest in reporting the matter to the head, this should be reported directly to the DOFA or LADO.

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

When an allegation of abuse is made concerning a member of staff, he or she will not automatically be suspended. All options are considered prior to taking this step. The School will follow the guidelines laid down in Part 4 of KCSIE, recognising that not all allegations will meet the threshold for a referral.

Where the threshold is not met, such 'low level' concerns are recorded on the staff member's file and any appropriate measures taken – see below and section 2 of Part 4 of KCSIE.

If an allegation is made against a member of the boarding staff and that member of staff is suspended pending investigation of a child protection nature, the School makes arrangements for alternative accommodation for that member of staff away from children. If suspension is deemed appropriate, the reasons and justification are recorded by the School and the individual notified of the reasons.

Allegations found to be malicious are removed from the personnel files of the person accused. The pupil making malicious allegations may then be subject to sanctions in accordance with the School's Behaviour and Discipline policy (as well as referral to the police if there are grounds for believing that a criminal offence has been committed).

Allegations that are found not to be malicious but which are false, unsubstantiated or unfounded are retained, but no reference is made to them in employer references.

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

Low level concerns about staff

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DOFA.
Examples of such behaviour could include, but are not limited to:
• being over friendly with children;
• having favourites;
• taking photographs of children on their mobile phone;
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
• using inappropriate sexualised, intimidating or offensive language.

These concerns must be reported in order to maintain an open ethos in the School with respect to Safeguarding, a sense of trust from all sectors of the community and so that appropriate action can be taken to prevent situations escalating.
Concerns should be reported to the Head where possible or to the DSL who will inform the Head. This should be done in writing and the name of the person raising the concern recorded, although the person may wish to remain anonymous. This person investigating will speak with the person raising the concern and any other witnesses as well as to the individual involved. The investigations and conclusions of such concerns will be recorded and the course of action taken, including whether or not a referral was made to the DOFA or other disciplinary measures taken. The Head is the ultimate decision maker in respect of all low-level concerns.
The Head will review low level concerns to identify and respond to any potential patterns, including a reconsideration of the School's ethos, related policies and procedures in order to reduce the possibility of future events occurring.
Low-level concerns about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

26. Referrals to official bodies following an allegation

If a member of staff tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, or is suspended, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Separate consideration must also be given to making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. Where there are concerns about a member of staff from a supply agency or contractors, the agency will be informed and involved in the decisions and actions to be taken.

27. Training

26.1 Induction

The welfare of all our students is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding procedures including online safety, at induction.

All staff, including temporary staff and volunteers, are provided with induction training that includes:

- the School's welfare and safeguarding policy, including child protection
- the School's behaviour and discipline policy
- the School's IT filtering and monitoring procedures system, and their roles in this
- children who go are absent from education
- the School's staff code of conduct (including policies on online safety and acceptable use of social media)
- whistleblowing
- the identity and role of the Designated Safeguarding Lead and Deputies
- copies of Part 1 and Annex B of KCSIE for School leaders and those who work directly with children, including volunteers; copies of Annex A for other staff
- Preventing people being drawn into terrorism and the Prevent awareness strategies

Our induction for staff also includes:

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

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

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

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

26.2 Advanced training

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

25.3 Training for governors

As well as the School's safeguarding induction programme, governors are encouraged to attend the School safeguarding and child protection training sessions for staff. In addition,

governors may attend training for governors provided by Wiltshire Council. Safeguarding is provided for new governors by the Designated Safeguarding Lead and offered to all governors at least every three years.

28. Monitoring and review

The Head ensures that safeguarding and welfare is an agenda item for every staff meeting. The nominated governor meets the DSL and/or DDSLs every term to monitor the effectiveness of this policy.

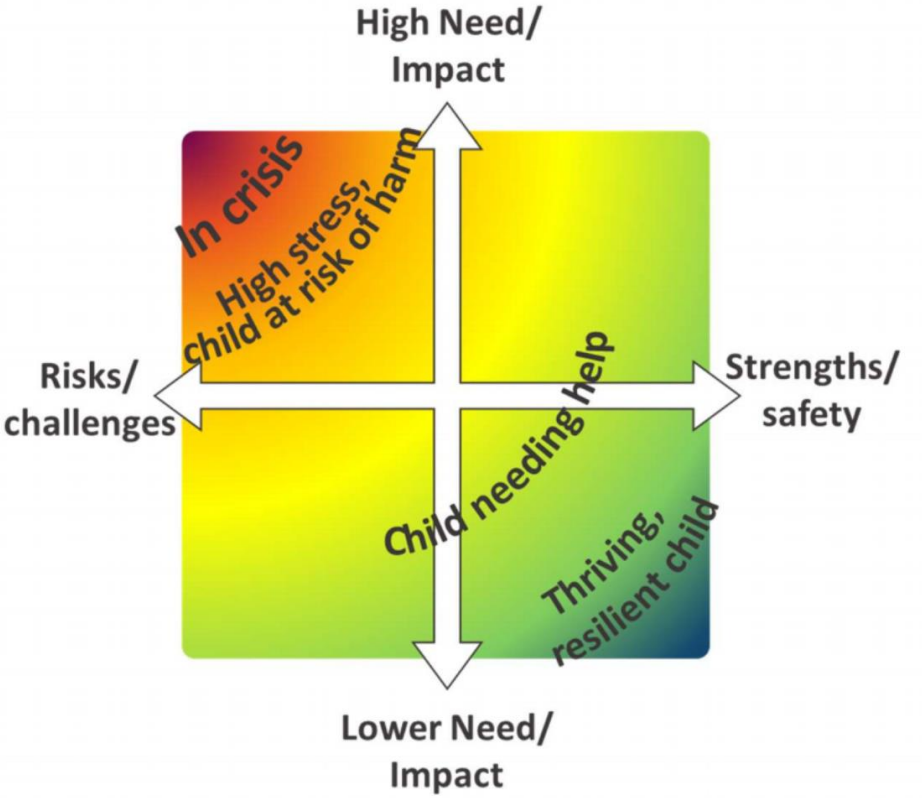
Governors ensure that safeguarding is an agenda item on every full governing body meeting.

This policy is reviewed annually or earlier as required by changes to legislation, statutory guidance or issues that arise – including lessons learnt - so that it is kept up-to-date with safeguarding matters as they emerge and evolve.

Appendix 1: Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).
Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.
Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.
Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018). This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.
Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.
The Teachers' Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.
Working together to improve school attendance (2022) Non-statutory guidance for local authorities and schools.
Sexual violence and sexual harassment between children in schools and colleges (2021) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children. This is available here.
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 This statutory guidance aims to enable students to embrace the challenges of creating a happy and successful adult life, and the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
The Right to Choose: government guidance on forced marriage (2023): multi-agency statutory guidance for dealing with forced marriage

Appendix 2: DART assessment tool



Appendix 3: The role and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads for Child Protection

In line with KCSIE (September 2023), the DSL:

- Acts as a point of contact with the safeguarding partners;
- Liaises with and act as a source of support, advice and expertise to all staff on matters of safety and safeguarding;
- Liaises with staff (especially support staff, School nurse, IT technicians and the SENCO on matters of safety and safeguarding (including online and digital strategy) and when deciding whether to make a referral by liaising with relevant agencies;
- Liaises with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Liaises with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Refers all cases of suspected abuse to:
    - the local authority Children's Services; and
    - the Disclosure and Barring Service (cases where a person is dismissed or left due to actual or potential risk or harm to a child); and/or
    - the police (cases where a crime may have been committed);
- Promotes supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Works with the head, DDSLs and other pastoral staff, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school;
- Ensures that children who have or have had a social worker are supported in their progress and that high aspirations for their achievements are maintained, including supporting provisions of reasonable adjustments in school where there is still an impact on the student's educational outcomes;
- Has oversight of online safety across the whole School, including filtering and monitoring of the School's filtering systems;
- Stores securely and maintains up-to-date records of child protection concerns, the actions and decisions taken and the outcomes and ensuring access is only given to those who need to see it, in accordance with the guidelines set out in KCSIE parts 1 and 2.

In accordance with the 'Prevent duty Guidance for England and Wales' (December 2023), the DSL has, in addition, the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- co-ordinating Prevent duty procedures in the School;
- liaising with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;

- undergoing Workshop to Raise Awareness of Prevent (WRAP) or other appropriate training;
- maintaining ongoing training programme for all School employees including induction training for all new employees and keeping records of staff training;
- making referrals to the Children's Service, Safeguarding Vulnerable People Partnership (SVPP), Channel programme or the police, as appropriate, concerns of those students suspected of engaging in radicalisation; and
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

During term time the DSL is always available during the teaching day for staff in the School to discuss any safeguarding concerns. During the evening and at weekends or when there are School trips, the DSL may be contacted via phone or email. The Deputy DSLs carry out this role where the DSL is unavailable.

Raising Awareness

The Designated Safeguarding Lead ensures the School's policies are known and used appropriately. He or she:

- Ensures the School's safeguarding and child protection policy is reviewed at least annually, that the procedures and implementation are updated and reviewed regularly, and works with the School governors regarding this
- Ensures that all staff members receive safeguarding and child protection updates at least annually to help them safeguard children effectively
- Ensures the child protection policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made; and the role of the School in this
- Links with SVPP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the School, ensures that their child protection file is copied for any new school or college within five days of their arrival at their new school or college but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt from the new school or college.

Training

The Designated Safeguarding Lead (and any deputies) undergo training in accordance with Annex C of KCSIE (2023), including Prevent training for the DSL, and in line with SVPP agreed procedures in multi-agency training, to provide them with the knowledge and skills required to carry out the role**.** In addition to the formal training set out above, their knowledge and skills are refreshed (via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

The DSL and Deputy DSLs are trained to the same level in order to be able to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Promote a culture of listening to children and taking account of their wishes and feelings in any measures the School may put in place to protect them

- Understand the importance of information sharing, both within the School and with other agencies, organisations and practitioners
- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how SVPPs operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- Liaise and act as a point of contact with Local Safeguarding Partners (LSPs)
- Understand the unique risks associated with online safety
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new or part time staff
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- Be alert to the specific needs of children in need, such as those with mental health difficulties, those with special educational needs (SEND), young carers and those who have suffered trauma
- Recognise that children with SEND face additional risks online, for example from bullying, grooming and radicalisation; and are confident in their ability to support them;
- Keep detailed, accurate, secure written records of referrals and or concerns
- Obtain access to resources and attend any relevant refresher training courses
- Encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings in any measures the School may put in place to protect them
- Understand and support the School with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation including undergoing WRAP or other appropriate training in accordance with the Home Office WRAP (Workshop to Raise Awareness of Prevent) training.

Appendix 4: Glossary of acronyms used in this policy

CCE	Child Criminal Exploitation
CEOP	Child Exploitation and Online Protection unit
CME	Children Missing Education
CSE	Child Sexual Exploitation
CTSA	Counter-Terrorism and Security Act
DART	Digital Assessment and Referral Tool
DfE	Department for Education
DOFA	Designated Officer for Allegations
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
EDI	Equality, Diversity and Inclusion
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
GDPR	General Data Protection Regulation
HBA	Honour Based Abuse
ID	Identity
KCSIE	Keeping Children Safe in Education
LAC	Looked After Children
LADO	Local Authority Designated Officer
LGBT	Lesbian, Gaym Bisexual or Trans
LSP	Local Safeguarding Partners
MASH	Multi-Agency Safeguarding Hub
NG	Nominated Governor
NSPCC	National Society for the Prevention of Cruelty to Children
PSHCEE	Personal, Social, Health, Cultural and Economic Education
SCR	Single Central Register
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SVPP	Safeguarding Vulnerable People Partnership
TRA	Teaching Regulation Agency
WRAP	Workshop to Raise Awareness of Prevent
WSCB	Wiltshire Safeguarding Children's Board