

SAFEGUARDING AND CHILD PROTECTION POLICY

Date: May 2021

Meadowpark School fully recognises its responsibilities for
Safeguarding and Child Protection

Key Safeguarding Personnel: Meadowpark School

Role	Name	Tel.	Email
Headteacher	Gareth Thomas	01793 752700	thomasg@meadowparkschool.co.uk
Designated Safeguarding Lead (DSL)	Debbie Brown	01793 752700	brownd@meadowparkschool.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Jane Beaumont	01793 752700	beaumontj@meadowparkschool.co.uk
Nominated Safeguarding Governor	Charlotte Rowe	Mobile: 07990353337 Work: 02087306001	charlotte.rowe@markel.com
Designated Teacher for Looked After Children	Jane Beaumont	01793 752700	beaumontj@meadowparkschool.co.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH):

0300 456 0108

Out of hours:

0845 6070 888

If you believe a child is **at immediate risk** of significant harm or injury,
you **must** call the police on 999.

Introduction

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

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Non-Statutory interim guidance: COVID-19: Safeguarding in schools, colleges and other
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Legislative framework and key documents on which this policy is based can be found at the end of this policy.

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm;
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe;
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.
- how we work together with other agencies, escalate concerns, share information and refer to other agencies.

Also see Meadow Park School Safeguarding Mission Statement – Appendix 1.

Scope

This policy applies to all staff in our school.

For the purposes of this policy:

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

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

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

- Behaviour policy
- SEND policy
- Health and Safety
- Staff Behaviour and Code of Conduct Policy
- Whistleblowing policy
- Allegations policy
- Mobile Phones, Electronic Devices, Cameras & Photos Policy

Expectations

All staff are:

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

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

Safeguarding and Child Protection Definitions

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- To protect children from abuse and maltreatment.
- To prevent harm to a child's health or development.
- To ensure children grow up with the provision of safe and effective care.
- To take actions to enable all children and young people to have the best outcomes.

Identifying the signs

Staff receive training and can recognise, and are alert to, the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2020). Safeguarding training is mandatory and is refreshed annually or when there is new legislation or when updates are required.

Teachers and school staff are well positioned to spot the signs of abuse and neglect. A full table to signs and types of abuse can be found in the Appendix 2

Categories of Abuse include:

- **Physical Abuse,**
- **Emotional Abuse,**
- **Sexual Child Abuse**
- **and Neglect.**

However, these can include and are not limited to:

Female Genital Mutilation, Honour Based Violence, Child Sexual Exploitation, Fabricated Induced Illness, Bully/ Cyber Bulling, Radicalisation, Serious Violence, Gang/Youth Crime and Peer on Peer Abuse.

As a school we seek to reduce some of the key factors which impact on the wellbeing, welfare and safety of our children 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 and the mandatory teaching of Relationships Education, Relationship and Sex Education and Health Education.

- Established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- Established/ publicised systems for our parents to raise concerns with staff or seek support, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- Communicating with parents as to our concerns and any referrals, where this does not increase risk of significant harm
- Working with other key agencies and professionals to support multiagency safeguarding principles and promote appropriate information sharing.
- Ensuring referrals and accessing support from specialist agencies and professionals, inclusive of health, Local Authority safeguarding, police, SEA, SEND, Early Help and local and national initiatives and services.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

Child Protection

Child protection is part of the safeguarding process, but not the only part of this process.

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

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

Early help

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

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Local or Specific Initiatives

Domestic abuse:

Where there are concern as to the exposure of a pupil to domestic abuse or coercive control then any staff or parent should report this to the DSL/DDSL. This also includes any concerns that a parent may be the victim of domestic abuse or coercive control.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's

circumstances and will ensure key staff provide emotional and practical support to the child according to their needs. Support for parents who may be experiencing domestic abuse is available <https://www.wiltshire.gov.uk/article/1033/Domestic-abuse-awareness-and-information>

Mental health:

Mental health problems can impact children whether it be adult mental health or a child experiencing emotional or mental health or wellbeing issues. Children can feel sad, stressed or lonely and local support is available for parents to support their child. Where there are concerns as to the impact or exposure of a child to mental health issues (their own or others) this should be reported to the D/DSL. Support is available through Barnardo's Healthy Mind's Wiltshire <https://www.onyourmind.org.uk/> or appropriate local services <https://www.wiltshirescb.org.uk/emotional-health-wellbeing/>

Drug and Alcohol Misuse:

The misuse of legal and illicit substances can impact on the welfare of children, parenting, consistency, engagement with education and children's ability to achieve in education. Meadow Park is committed to working with parents and families impacted by drug and alcohol misuse as part of local support services. Where there are concerns as to the impact or exposure of a child to drug and alcohol misuse this should be reported to the D/DSL who is able to make a referral to IMPACT Swindon & Wiltshire Turning Point (<https://www.turning-point.co.uk/services/impact> or Local Drug and Alcohol Service).

Young Carers:

Child sometimes take on the role of carers for their parents or siblings. Meadowpark feel that it is important that where appropriate support is offered to young carers, to support them to attend and achieve in Education. It is known that caring responsibilities can provide young carers additional stress when away from the person they care for or if the person they care for has a decline in health. Where a child may be in a role of a young carer specific support can be provided through the D/DSL who is able to contact Carer Support Wiltshire who has a young carers service. If staff are concerned that a pupil is a young carer they should alert the D/DSL. Support for young carers can be found <https://carersupportwiltshire.co.uk/young-carers/>

Preventing radicalisation:

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse. Staff will be vigilant to the signs of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH. <https://www.wiltshire.gov.uk/article/1038/PREVENT-Safeguarding>

Serious violence:

Can involve criminality, gang culture, drug misuse and county lines. We understand that these factors can impact on children's ability to attend and engage in education, and to achieve both now and in adulthood. We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime. Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive. If staff believe that a child, sibling or parent is being negatively impacted by mental health then they will report this concern using the agreed reporting mechanisms and alert the D/DSL. <https://www.wiltshirescb.org.uk/county-lines/>

Pupil Safety and Additional Needs

Missing children and children missing education - refer to Attendance/Children Missing in Education Policies

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or

- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

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

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

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

Children with Special Education Needs and Disabilities (SEND)

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

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

Safeguarding Teaching

Curriculum – teaching about safeguarding

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

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

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

Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. The risk assessment are written by class teachers and approved by the Headteacher. A copy of the risk assessment is held centrally by the headteacher. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate.

Online safety

'Keeping children safe in Education (Sept 20) highlights that:- 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'

Meadowpark school recognises the increasing role technology has to play in education and children's daily lives, the wide range of content available to children via the internet, alongside the benefits of technology there are also risks. The importance of delivering a broad and relevant online safety

curriculum which provides progression across the year groups, the delivery of this curriculum must be provided via regular lessons which take place throughout each term through our computing and PSHE/RSE curriculums. Key online safety messages are reinforced, such as the Childnet's SMART rules.

The school has appropriate filters on all IT equipment used by pupils to ensure they are not able to access any inappropriate material.

Our Safeguarding Processes

At Meadow Park all our staff have undertaken Safeguarding Training. It is all staff's responsibility to ensure that they report wellbeing or safeguarding concerns appropriately and to the appropriate person. It is everyone's responsibility to safeguarding the children and families who attend the school.

Our safeguarding flowchart is provided in Appendix 4 at the end of this policy.

Our Safeguarding Team DSL & DDSL

Meadow Park School's Safeguarding Team

- Our Designated Safeguarding Lead is Mrs Debbie Brown
- Our deputy DSL is Mrs Jane Beaumont who is available in the absence of the DSL
- Our Nominated Safeguarding Governor is Ms Charlotte Rowe
- The Head Teacher is Mr Gareth Thomas

The Safeguarding Team undertake the requirements of their roles, as set out in Annex B of Keeping Children Safe in Education Sept 2020.

In the event that both the DSL and deputy DSL are uncontactable for staff working remotely, this will be communicated via email and details of who to contact will be provided. The members of our safeguarding team continue to work in partnership with a range of other agencies, including Children's social care, to keep pupils safe. They also keep up to date with local advice from the Local Safeguarding Partnership on a regular basis.

At Meadow Park there are regularly Safeguarding Team Meetings which consider any concerns, referrals, wellbeing alerts with the DSL, DDSL, NSG and Head Teacher to ensure that all concerns are identified, appropriate referrals and consents are sought and that multiagency working is ensured to support our pupils, families and communities' wellbeing.

Reporting a Concern

Any staff, child or parent is able to report a concern as to a child's wellbeing or safeguarding. It is important that we are transparent as to our safeguarding process and detail this below. All staff record any concern about, or disclosure by, a pupil, parent or public of abuse or neglect and report this to the D/DSL using the standard form – Appendix 3. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. Staff also record minor incidents and observations of concerns relating to behaviour and mental well-being on a separate form - Appendix 6. These are shared with the D/DSL and a discussion and decision will be made with regard to the most appropriate action to take in the best interests of the child.

In the absence of the D/DSL, staff members know to speak directly to the MASH. The staff member making the referral should seek to discuss concerns with the family and, where possible seek the family's consent to making a referral unless this may place the child at increased risk of Significant Harm.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

During term time, the DSL or DDSL are always available during school hours for staff to discuss any safeguarding concerns. They are also contactable during hours when school holiday club takes place. The DSL and DDSL mobile phone numbers are shared with appropriate staff to cover this time frame where they may not be onsite.

Step 1

- If you are concerned that a pupil might be in immediate danger or at risk of significant harm you must act immediately. Whether a member of staff, parent or public.
- Report your concerns directly to a member of the safeguarding team, as soon as you are able.
- A trained DSL or deputy DSL will be available and contactable on 01793 752700 brownd@meadowparkschool.co.uk and in person at the school site.

Step 2

- The staff member should record your concerns using the school's safeguarding/child protection concern/incident form as soon as possible. Appendix 3
- Record the full date and time, location, your name and role and keep your record as factual as possible. Make it clear whether you have seen the child first hand or whether this is a concern arising from remote working (C19).
- Use full names, not initials as we need to be able to identify who individuals are.
- Use the pupil's or adults own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed, record these on a body map. (Do not take photographs)

Step 3

- Record what action you are taking on the safeguarding concern form, for example whether or not parents/carers have already been spoken to.
- The concern form should be passed to the D/DSL in person as soon as possible. If there is child protection concerns, this must be shared immediately. If the concern has been raised remotely, the concern form should be password protected and emailed to the DSL/Deputy DSL. The DSL/deputy DSL/senior staff should be alerted of the password for the document via text message. Once you have received confirmation that the document has been successfully received you should delete the record. Copies should not be retained by you.

Step 4

- In line with the school's main safeguarding policy, you should receive feedback about what action, if any is being taken in response to your concern. A recommended timescale for this is within 24 hours. However please be mindful that this timescale may not be met depending on circumstance. If you do not receive feedback or you feel that the situation is not improving for the pupil, you have a duty to challenge the DSL / deputy DSL.

Responding to concerns/disclosures of abuse by a child

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom, staff kitchen and adult cloakrooms for easy reference. Appendix 4

Dos:

- create a safe environment by offering the child a private and safe place if possible.
- stay calm and reassure the child and stress that he/she is not to blame.
- tell the child that you know how difficult it must have been to confide in you.

- listen carefully and tell the child what you are going to do next.
- use the 'tell me', 'explain', 'describe' and/or mirroring strategy.
- tell only the Designated or Deputy Safeguarding Lead.
- record in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don't:

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

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Reporting a Concern about a Member of Staff

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training, our Staff behaviour and Code of Conduct policy and Whistleblowing policy, are in place for such concerns to be raised with the Headteacher.

If a staff member feels unable to raise an issue with the Headteacher in school 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.
- An external member acting as the Safeguarding Governor.

Managing allegations against adults

Meadowpark School follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference. Appendix 5

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, including supply staff or parents they must immediately inform the Headteacher who will refer to the Designated Officer for Allegations (DOFA) for advice or direction and will inform Ofsted if appropriate. In relation to our EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. In all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, the Headteacher will refer to the Designated Officer for Allegations (DOFA) within 24 hours.

Any concern or allegation against the Headteacher should be reported to the Nominated Safeguarding governor, without informing the Headteacher.

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

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

Worried About the Actions Of An Adult Who Works/Volunteers With Children

The principles of the school's allegations procedures are in line with Part 4 of 'Keeping Children Safe In Education' 2020. These procedures apply to situations :-

- which arise on school site. You may be worried about the actions of an adult who is working/volunteering with children because you have seen or heard something which makes you feel uncomfortable.
- where you have concerns about an adult who is working remotely with children online.
- Where a pupil discloses worrying behaviour displayed by an adult (staff/volunteer/parent who works with children)

All concerns about the behaviour/actions of an adult working or volunteering with children must be reported following the steps below:-

Step 1

- If you are concerned that a pupil might be in immediate danger or at risk of significant harm you must act immediately.
- Report your concerns directly to the Headteacher immediately.
- If the Headteacher is not contactable, report to the most senior member of staff on site, or refer to DOFA.
- If your concerns are about the Headteacher report to the Nominated Safeguarding governor, who will refer to the DOFA

Step 2

- Record your concerns using the school's safeguarding/child protection concern/incident form as soon as possible.
- Record the full date and time, location, your name and role and keep your record as factual as possible. Make it clear whether your concern/allegation is in relation to working on school site or whether this is a concern arising from remote working.
- Use full names, not initials as we need to be able to identify who individuals are.

Step 3

- The concern form should be passed to the Headteacher in person as soon as possible. Where there has been or deemed to be significant risk to a child, this must be done immediately. If the concern is raised remotely, the concern form should be password protected and emailed to the Headteacher. They should be alerted of the password for the document via text message. Once you have received confirmation that the document has been successfully received you should delete the record. Copies should not be retained by you.

What happens once a report about an adult working/volunteering with children is reported?

- The Headteacher will consider the information in the report in line with Part 4 of 'Keeping Children safe In Education' and also in line with local procedures laid out by the Local Safeguarding Partnership.
- The DSL and deputy DSL will endeavour to keep up to date with local advice from the Local Partners, via the local authority safeguarding partnership website, on a regular basis, to ensure any emergency changes to procedures are followed.

What Happens After a Concern/Disclosure has been Reported

The DSL/deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the pupil:-

Step 1

- **If there is concern that the pupil is in immediate danger contact Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108 Out of Hours Service on 0300 456 0100**
- **If there is immediate danger, phone the police or emergency services on 999**

- If the pupil is not currently open to social care a referral will be completed in line with local safeguarding partnership advice. Parental consent will be sought prior to the referral being made unless doing so would put the child at risk of significant harm.
- If the pupil is already an open case to social care, the child's allocated social worker will be contacted by the DSL/deputy and the information of concern shared. If the allocated social worker is unavailable contact will be made with a team Manager to alert them to the concern. Safeguarding team members will ensure they keep up to date with local safeguarding partnership advice and guidance, as it may change.
- The DSL/deputy DSL will record the names of external staff involved in communications. This is particularly important where the child's social worker is unavailable and school have to share information with an alternative member of social care staff.

Step 2

- Contact the parent/s or carer/s of the pupil concerned, if this has not already been done. You may wish to take advice from Children's Services before contacting the parent/carer. All communications with parents and/or other professionals should be recorded on the Record of conversations form, Appendix 7.
- If, having sought advice, you believe that sharing this information may increase the risk of harm to the pupil do not share with parents at this stage. The additional stresses need to be considered here, to ensure that a child is not being placed at greater risk by informing parents/carers.
- You must document your decision-making on the concern form if the decision is made not to share information with parents/carers.
- When speaking to a parent/carer ensure that they understand that a record will be kept by the school.
- If the child has not previously been identified as a vulnerable child, a new safeguarding file for the child will be created.

Step 3

- If the concern does not require immediate contact with MASH, consider this latest concern within the context of any wider concerns / disclosures.
- Discuss and share information, on a 'need to know' basis with the pupil's teacher. What additional safeguards can the teacher put in place to safeguard the pupil?
- Are there any wider environmental factors present in the pupil's life which pose a threat to their safety/welfare? Are there any external agencies who may be able to offer support? Is it appropriate to communicate concerns to the police?
- Review what additional safeguards need to be put in place in light of this new concern.

Step 4

- Ensure that the member of staff reporting the initial concern has received feedback about actions and outcomes (if applicable).

Step 5

- Update record-keeping with information about identified actions, completed actions, decision-making (where applicable) and outcomes (if appropriate). Records should be stored confidentially according to normal procedures on school site and not 'offsite'.

Keeping pupils safe at school – Re Covid 19

The school and staff work in line with DfE guidance 'Implementing Social Distancing in education and childcare settings'. There is an Annex in this document which highlights any change of safeguarding process whilst under Covid 19 restrictions and pupil's are at home

In particular the school are:-

- Encouraging regular hand-washing more often

- Reminders to avoid touching your eyes, nose, and mouth with unwashed hands
- Reminders to cover your cough or sneeze with a tissue, then throw the tissue in a bin and wash your hands
- Surfaces and equipment cleaned and disinfected frequently
- Social distancing is maintained between adults in school and face masks are worn by adults in communal areas. It remains optional for pupils to wear a face covering.
- Lunch times, break times and the movement of pupils staggered around the school to reduce large groups of children gathering
- Parents discouraged from gathering at school gates

Arrangements to support vulnerable pupils

Vulnerable children have been identified following the government outlines:

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Safeguarding Governance

Oversight of Safeguarding

The headteacher ensures that safeguarding is an agenda item for regular staff training/meetings. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the D/DSL weekly, to monitor the effectiveness of this policy. The Headteacher will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training	Policy	Staffing
Safer recruitment training for appropriate adults Safeguarding induction Understanding Safeguarding training Awareness of child abuse and neglect training DSL training for appropriate adults Prevent training Domestic Abuse training Restraint training (where applicable) First aid training Fire safety	Child protection and Safeguarding policy Staff Behaviour Policy and Code of conduct policy Attendance policy (including CME) Allegations against adults policy SEND Policy Whistleblowing policy Health and safety policy Risk assessment policy Behaviour policy Mobile phones and electronic devices policy GDPR policy	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Lead (DDSL) Designated LAC teacher (even if there are no LAC on roll) Nominated Safeguarding Lead Advisory Panel SENCO Headteacher

Allegations management

Our Nominated Safeguarding Governor is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Headteacher.

Audit

The DSL liaises with the Headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority and a termly review which is monitored by the NSG and/or the advisory board.

Safeguarding Meetings

These are held weekly during term-time to support safeguarding consistency, all decision making is reviewed as part of this process which involves the Safeguarding Team. Consideration is made to any areas of knowledge or training which requires development, any policy or process issues are reviewed in this forum.

Multiagency Working, Record keeping and Information Sharing

Effective working together depends on an open approach and honest relationships between colleagues and between agencies. This is supported by Working Together to Safeguard Children Guidance.

The school:

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

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

The DSL:

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

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

Professional Challenge

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

Professional challenge Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if 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.

Staff Conduct

See Staff Behaviour and Code of conduct policy

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. Not only are we committed to the safeguarding of the pupils but also the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour. Meadowpark School is committed to positive academic, social and emotional outcomes for our pupils underpinned by an embedded strong safeguarding ethos supported by policy and process. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Staff medication

In line with the Statutory Framework for the Early Years Foundation Stage (April 2017), staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they must seek medical advice and inform the DSL as necessary. The School will only allow staff to work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be kept out of the reach of children at all times and staff working within the EYFS must ensure they follow the guidelines for safe storage of medication.

Staff use of mobile phones/cameras/devices

In line with the requirements set out in Early Years Foundation Stage (EYFS) Statutory Framework (April 2017) Meadowpark school provides an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn. In line with the school's Mobile Phones, Electronic Devices, Cameras & Photo Policy, the personal use of mobile phones in school are only permitted in staff only areas during non-contact time and are to be kept out of sight of pupils. Only school devices are permitted to be used when taking photographs of pupils for the purposes of a pupil's learning journal, celebration displays and marketing for the school. In the instance where a personal mobile phone is needed for use in school, e.g. on a school visit, then written permission from the headteacher must be sought.

Onsite Safety and Visitors

Visitors

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

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

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

Parental use of mobile phones/cameras

Parents and visitors are not permitted to use their cameras, mobile phones or other devices while they are in the school building. Parents may take photographs of their own children during school events, e.g.

musical performances and sports day events, where permission is given by the headteacher and these must not be shared on social media sites.

Recruitment and Training: Safeguarding

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2020).

At Meadowpark School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks, as set out in KCSiE, that have been carried out and certificates are obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all members of the proprietor body.

The Bursar oversees the school's safer recruitment practice.

Training

Induction

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

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

Safeguarding training

School staff receive in house staff training annually and external training for all staff is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return. In addition, safeguarding discussions and quizzes form part of the weekly staff training/meeting in school and all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually.

Advanced training

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

Safer Recruitment

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

Preventing Radicalisation

All staff undertake Prevent training.

Staff support

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

Exceptional operating circumstances

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

The DSL will:

- Work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- Use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children and families are provided with written:
 - amended DSL arrangements as required (name, location and contact details)
 - temporary changes to procedures for working with children e.g. online
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

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

Additional information and references

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 a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

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

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

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

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

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

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

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

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

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

Approval and Review

This policy was written and reviewed by Debbie Brown DSL, Charlotte Rowe NSG, Gareth Thomas Headteacher on 14th May 2021.

The renewal date is annually or earlier if there is a change in legislation.

Appendix 1: Safeguarding Mission Statement

All children at Meadowpark School have the right to protection from abuse.

Staff at Meadowpark school are committed to and take seriously our responsibility to safeguard and promote the welfare of children, supporting their happiness and learning.

Safeguarding children is our priority and everyone's responsibility. An active safeguarding culture is embedded within the school. Everyone at Meadowpark school is listened to, valued and respected and pupils know that there are adults in school who they can talk to. We will provide and maintain an environment where our pupils and school staff feel safe and secure and are encouraged and confident to share concerns.

All Meadowpark staff who come into contact with the children and their families will:

- Be able to identify potential indicators of abuse or neglect
- Have read the Safeguarding Policy
- Know their role and responsibilities within their team
- Know how to communicate and record concerns
- Know to act upon concerns in line with the principles and procedures for local child protection management.

Therefore, all children at Meadowpark will:

- Be treated with respect and afforded full civil and legal rights
- Be listened to and taken seriously, whatever their level of development or communication
- Be given time to do things for themselves, to understand and be understood
- Be involved in decisions that affect them
- Have their privacy respected at all times and in all places
- Have a right to confidentiality – all information about them will be treated carefully, be kept safe and only shared with those people who need to know.

The wellbeing of a child is the paramount consideration in all circumstances. Safeguarding children is everybody's responsibility.

Appendix 2 – types of abuse and indicators

Types of abuse	Examples	Indicators
Physical Abuse,	<ul style="list-style-type: none"> ▪ Hitting, slapping, punching, kicking, hair-pulling, biting, pushing, rough handling. ▪ Scalding/burning. ▪ Physical punishments. ▪ Inappropriate or unlawful use of restraint. ▪ Fabricated induced illness – by a parent or carer fabricating symptoms or inducing illness. 	<ul style="list-style-type: none"> ▪ Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck ▪ Bleeding, pain or itching in the genital area ▪ Difficulty in walking or sitting ▪ Sudden change in behaviour or school performance ▪ Displays of affection that are sexual or not age-appropriate ▪ Use of sexually explicit language that is not age-appropriate ▪ Alluding to having a secret that cannot be revealed ▪ Bedwetting or incontinence ▪ Reluctance to undress around others (e.g. for PE lessons) ▪ Infections, unexplained genital discharge, or sexually transmitted diseases ▪ Unexplained gifts or money ▪ Self-harming ▪ Poor concentration, withdrawal, sleep disturbance ▪ Reluctance to be alone with a particular person
Emotional Abuse,	<ul style="list-style-type: none"> ▪ Overprotection – preventing someone accessing educational and social opportunities and seeing friends ▪ Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse ▪ Conveying feeling of worthlessness, inadequacy or that a child is unloved ▪ Threats of harm or abandonment ▪ Placing inappropriate expectations on children ▪ Witnessing or hearing the abuse or ill-treatment of others (including domestic violence) <p>This includes bullying and cyber bullying.</p>	<ul style="list-style-type: none"> ▪ Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection) ▪ Lack of self-confidence or self-esteem ▪ Sudden speech disorders ▪ Self-harm or eating disorders ▪ Lack of empathy shown to others (including cruelty to animals) ▪ Drug, alcohol or other substance misuse ▪ Change of appetite, weight loss/gain ▪ Signs of distress: tearfulness, anger
Neglect	<ul style="list-style-type: none"> ▪ Failing to provide adequate shelter, clothing or food ▪ Failing to protect a child from harm or danger ▪ Failing to ensure that a child is supervised appropriately ▪ Failing to access medical care or treatment for a child when it is needed 	<ul style="list-style-type: none"> ▪ Excessive hunger ▪ Inadequate or insufficient clothing ▪ Poor personal or dental hygiene ▪ Untreated medical issues ▪ Changes in weight or being excessively under or overweight ▪ Low self-esteem, attachment issues, depression or self-harm ▪ Poor relationships with peers

		<ul style="list-style-type: none"> Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking) Changes to school performance or attendance
Sexual child abuse	<ul style="list-style-type: none"> Forcing or enticing to take part in sexual activities which may or may not involve violence. Penetrative acts Non penetrative acts *kissing/masturbation, rubbing or inappropriate touching * Child Sexual Exploitation 	<ul style="list-style-type: none"> If a child is being or has been sexually abused online, they might: <ul style="list-style-type: none"> spend a lot more or a lot less time than usual online, texting, gaming or using social media seem distant, upset or angry after using the internet or texting be secretive about who they're talking to and what they're doing online or on their mobile phone have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet. Children and young people might also drop hints and clues about the abuse.
Disguised Compliance	<p>Disguised compliance involves parents and carers appearing to co-operate with professionals in order to allay concerns and stop professional engagement .</p>	<ul style="list-style-type: none"> No significant change at reviews despite significant input Persistent failure to keep appointments Parents/carers agreeing with professionals regarding required changes but put little effort into making changes work Change occurs but as a result of external agencies/resources, not parent/carer efforts Parents/carers engaging with certain aspects of a plan only Change in one area of functioning is not matched by change in other areas Parents/carers aligning themselves with certain professionals Parents/carers attempting to refocus the attention of professionals, such as through repeated lodging of complaints or presenting a pattern of crises which detract from planned interventions Child's report of the situation is in conflict with report from parent/carer
Violence Against Women and Girls (VAWG)	<p>VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of</p>	<ul style="list-style-type: none"> Includes: "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution

	liberty, whether occurring in public or private life.	
Honour Based Violence	<p>Honour-Based Violence is the term used to describe violent or threatening behaviour which is committed to protect or defend perceived cultural beliefs or the honour of the family.</p> <p>Self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment.</p> <p>Other warning signs may be FGM, sexual abuse and forced marriage.</p>	<ul style="list-style-type: none"> ▪ Lengthy or repeated absence from school, decline in academic performance ▪ Depression, anxiety, self-harm, substance misuse, suicidal thoughts ▪ Poor attendance at work, drop in performance, failure to turn up for business trips ▪ Restrictions on friends, disapproval of adopting 'western' clothing and make-up ▪
Female Genital Mutilation (FGM)	<ul style="list-style-type: none"> ▪ FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. here are no medical reasons to carry out FGM ▪ it's often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades ▪ children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained ▪ it's used to control female sexuality and can cause long-lasting damage to physical and emotional health. 	<ul style="list-style-type: none"> ▪ severe and/or constant pain ▪ infections, such as tetanus, HIV and hepatitis B and C ▪ pain or difficulty having sex ▪ infertility ▪ bleeding, cysts and abscesses ▪ difficulties urinating or incontinence ▪ organ damage ▪ problems during pregnancy and childbirth, which can be life-threatening for the mother and baby ▪ mental health problems, such as depression, flashbacks and self-harm ▪ death from blood loss or infections.
Peer on Peer abuse	<ul style="list-style-type: none"> ▪ bullying (including cyber bullying) ▪ gender based violence/sexual assaults ▪ sexting ▪ 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress. ▪ Initiation / hazing type violence and rituals. 	<ul style="list-style-type: none"> ▪ Indicators that a child has experienced peer-on-peer sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual.
Domestic abuse	<ul style="list-style-type: none"> ▪ The abuse can encompass but is not limited to: psychological; ▪ physical; ▪ sexual; ▪ financial; ▪ and emotional harm. 	<p>Is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.</p>

<p>Child Sexual Exploitation</p>	<ul style="list-style-type: none"> ▪ abusers ‘groom’ a child for sexual exploitation by breaking down defences to gain trust or forming an emotional relationship with them. There are different models of grooming: ▪ Peer on peer – Young people befriend other young people and make them believe they are in a loving ‘relationship’ or friendship and then coerce them to have sex with friends or associates. ▪ Organised/Networked CSE (Trafficking) – Young people are trafficked through networks, locally and across the country, and coerced or forced into having sex, often with multiple men. This may take place at “parties”. ▪ Inappropriate relationships – The abuser has inappropriate power or control over a young person (physical, emotional or financial). ▪ Boyfriend – The abuser grooms a young person into a ‘relationship’ and then coerces or forces them to have sex with friends or associates. ▪ Gang – Gangs can use sex to exert power and control over members, for initiation, in exchange for status or protection, to entrap rival gang members or use sexual assault as a weapon in conflict. ▪ 	<ul style="list-style-type: none"> ▪ The Wiltshire CSE Tool can be used to support any referral or concern as to CSE.
<p>Serious Violence and Gang/Youth Crime</p>	<ul style="list-style-type: none"> ▪ County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns 	<ul style="list-style-type: none"> ▪ What are the signs of criminal exploitation and county lines? ▪ Returning home late, staying out all night or going missing ▪ Being found in areas away from home ▪ Increasing drug use, or being found to have large amounts of drugs on them ▪ Being secretive about who they are talking to and where they are going ▪ Unexplained absences from school, college, training or work ▪ Unexplained money, phone(s), clothes or jewelry ▪ Increasingly disruptive or aggressive behavior ▪ Using sexual, drug-related or violent language you wouldn’t expect them to know ▪ Coming home with injuries or looking particularly disheveled ▪ Having hotel cards or keys to unknown places

<p>Radicalisation</p>	<ul style="list-style-type: none"> ▪ Radicalisation is the process by which a person comes to support terrorism and extremist ideologies 	<ul style="list-style-type: none"> ▪ There are many factors that could make someone vulnerable to radicalisation including: <ul style="list-style-type: none"> ▪ Feelings of grievance and injustice ▪ Being at a transitional time of life ▪ Experiencing a traumatic event ▪ A desire for political or moral change ▪ Struggling with a sense of identity, meaning and belonging or questioning their place in society ▪ A desire for status ▪ Being influenced or controlled by a group ▪ Experiencing racism or discrimination
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Appendix 3: Concern Form

Concern Form Part A

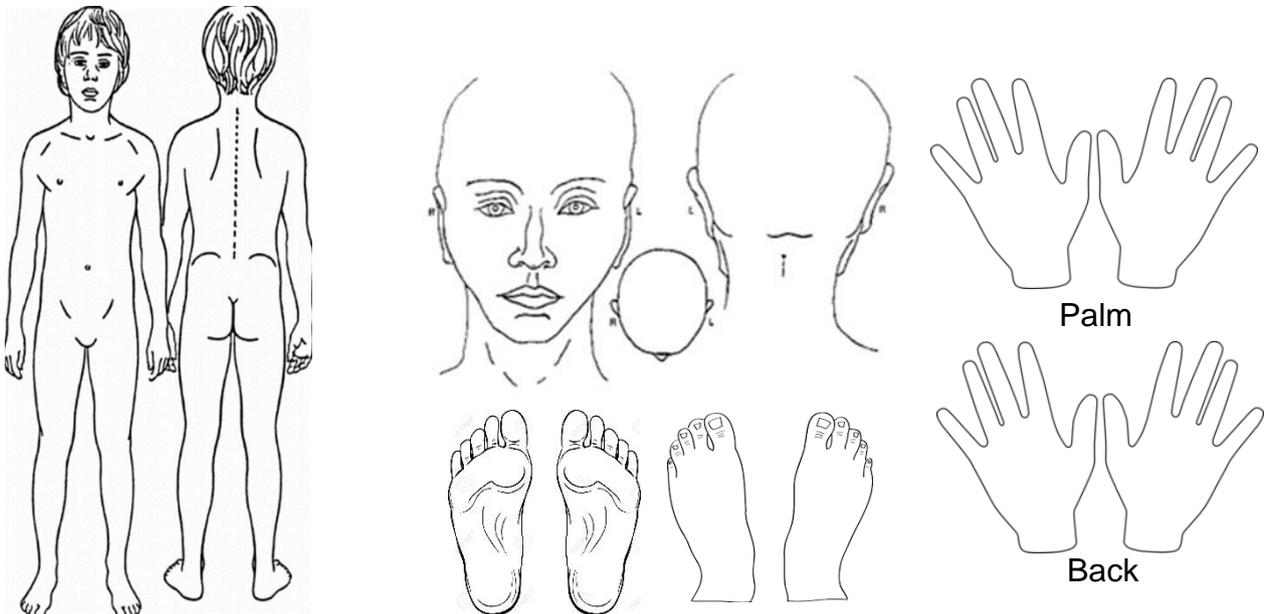
Part A is to be completed by the adult who first has a concern and reported to the Designated Safeguarding Lead (DSL) without delay
The DSL will complete **Part B**

Child's name			
Date of birth			
Address			
Name of member of staff reporting the concern	PRINT NAME		
	Signature		
Role			
Date DD/MM/YYYY		Time	

Concern- Use the body- map below to show any marks or injuries.

Additional form used?	Yes / No	Page of
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Children must not be undressed or photographs taken of any marks or injuries



Concern Form Part B

To be completed by the school's Designated Safeguarding Lead (D/DSL)

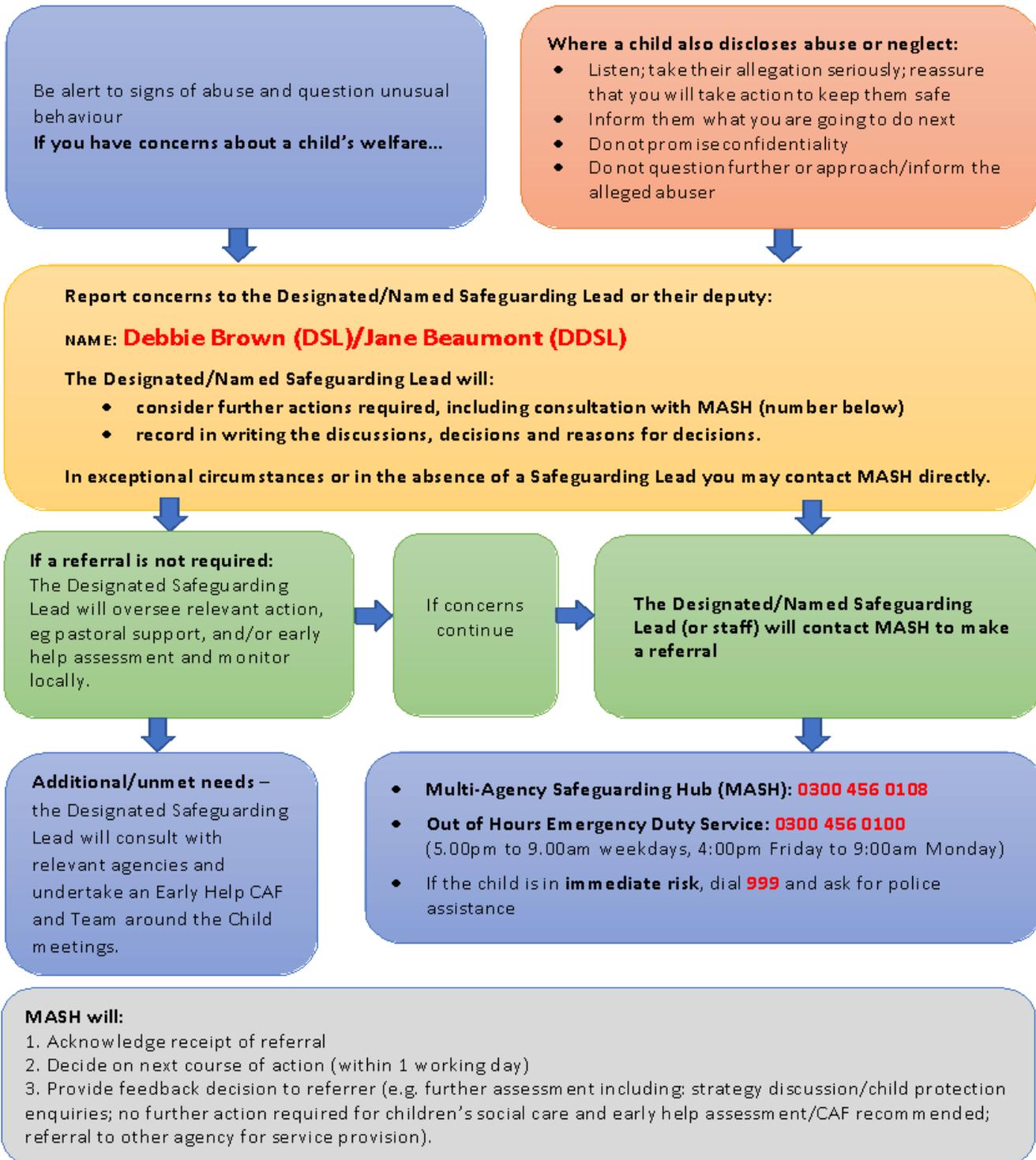
Child's status with Early Help or Children's Social Care. Tick and add name where known at time of initial report.				
None	CAF	Child in Need	Child Protection Plan	Previous social care involvement
Name of allocated worker				

Name of D/DSL reviewing the concern		
Name of person taking actions	Actions – include whether concerns were shared with parents/carers, MASH and if not outline reasons why	Date

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

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).

Appendix 5: Flow Chart – Wiltshire Meadowpark School

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



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

- Behaved in a way that **has harmed** a child, or **may have harmed** a child;
- Committed a **criminal offence** against or related to a child or
- Behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

Report immediately to the person in charge: (INSERT NAME)

Gareth Thomas (interim - Head Teacher)

E.g. headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: (INSERT NAME):

Charlotte Rowe (Nominated Safeguarding governor)

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

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

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

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

The DOFA will:

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

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

If the allegation threshold is met a strategy meeting will normally be held. Normally a senior manager/safeguarding lead, the DOFA, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is

Reviewed: September 2020

Appendix 6: Minor Incident/Observation Form

Minor incidents / behaviour / mental well-being and observations

Name of Child		
Date of record		
Name of person making the record		
Date of observation / incident		
Details of incident Observation		
Action Taken		
Discussed with Parent	Yes / No	Date
Parent Signature		
Signature of Person Making the record		Date
DSL signature		Date
Follow Up		

Appendix 7: Record of conversations form

Notes From Discussion / Telephone Call

Reason for record:	<ul style="list-style-type: none"> ● Telephone conversation with parent/s ● Telephone conversation with professional ● Face to face discussion with parent/s ● Face to face discussion with professional
Date of discussion/telephone call:	
Those involved	
Notes recorded by:	Name: Role: Date:
Name of pupil/student/family involved	

Notes:
Actions arising (including who is responsible for each action)
Does this pupil/student have a safeguarding /child protection file set up? If not, does one need to be established?

Safeguarding and Child Protection Policy

Annex

Coronavirus (COVID-19) Annex Safeguarding and Child Protection Policy and Procedures during partial closure

The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however a number of important safeguarding principles remain the same:-

- With regard to safeguarding, the best interests of pupils must always continue to come first
- If anyone in school or working remotely from home has a safeguarding concern about a pupil, they should continue to act and act immediately
- All safeguarding and child protection concerns should be reported to the Designated Safeguarding Lead or deputy DSL
- Recruitment of staff and/volunteers continues to follow safer recruitment procedures to ensure that unsuitable people are not allowed to enter the children's workforce or gain access to pupils.
- Pupils continue to be protected online

This annex summarises key COVID-19 related changes and sits alongside our main school safeguarding and child protection policy. The annex draws on existing statutory guidance and a number of additional COVID-19 documents published by the DfE, including 'COVID19 - Safeguarding in schools, colleges and other providers.'

Worried About A Pupil

These procedures apply to the following situations :-

- which arise on school site, where you may be worried about a pupil because you have seen or heard something. You may have noticed a change in their behaviour.
- where you are working remotely from home and have concerns about a pupil you are communicating with. This may include observations during 'live' teaching sessions, communications from a pupil via email or a lack of contact from a pupil.

Step 1

- If you are concerned that a pupil might be in immediate danger or at risk of significant harm you must act immediately.
- Report your concerns directly to a member of the safeguarding team, as soon as you are able.
- A trained DSL or deputy DSL will be available and contactable on and at the school site.

Step 2

- Record your concerns using the school's safeguarding/child protection concern/incident form as soon as possible.
- Record the full date and time, location, your name and role and keep your record as factual as possible. Make it clear whether you have seen the child first hand or whether this is a concern arising from remote working.
- Use full names, not initials as we need to be able to identify who individuals are. • Use the pupil's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed, record these on a body map. (Do not take photographs)

Step 3

- Record what action you are taking on the safeguarding concern form, for example whether or not parents/carers have already been spoken to.
- Where a school does not have access to an electronic recording system, the concern form should be password protected and emailed to the DSL/Deputy DSL. The DSL/deputy DSL/senior staff should be alerted of the password for the document via text message. Once you have received confirmation that the document has been successfully received you should delete the record. Copies should not be retained by you.

Step 4

- In line with the school's main safeguarding policy, you should receive feedback about what action, if any is being taken in response to your concern. A recommended timescale for this is within 24 hours. However please be mindful that this timescale may not be met under the current circumstances. If you do not receive feedback or you feel that the situation is not improving for the pupil, you have a duty to challenge the DSL / deputy DSL.

The Role of the Designated Safeguarding Lead and Deputy DSL

In Our School Our Designated Safeguarding Lead is Mrs Debbie Brown who works in line with the requirements of the role, as set out in Annex B of Keeping Children Safe in Education Sept 2020. Our deputy DSL is Mrs Jane Beaumont who is available in the absence of the DSL. In the event that both the DSL and deputy DSL are uncontactable for staff working remotely, this will be communicated via email and details of who to contact will be provided. The members of our safeguarding team continue to work in partnership with a range of other agencies, including Children's social care, to keep pupils safe. They will also endeavour to keep up to date with local advice from the Local Safeguarding Partnership on a regular basis.

What happens once a concern /disclosure has been reported to a member of the safeguarding team?

The DSL/deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the pupil:-

Step 1

- If there is concern that the pupil is in immediate danger contact
Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108
Out of Hours Service on 0300 456 0100
- If there is immediate danger, phone the police or emergency services on 999
- If the pupil is not currently open to social care a referral will be completed in line with local safeguarding partnership advice
- If the pupil is already an open case to social care, the child's allocated social worker will be contacted by the DSL/deputy and the information of concern shared. If the allocated social worker is unavailable contact will be made with a team Manager to alert them to the concern. Safeguarding team members will ensure they keep up to date with local safeguarding partnership advice and guidance, as it may change.
- The DSL/deputy DSL will record the names of external staff involved in communications. This is particularly important where the child's social worker is unavailable and school have to share information with an alternative member of social care staff.

Step 2

- Contact the parent/s or carer/s of the pupil concerned, if this has not already been done. You may wish to take advice from Children's Services before contacting the parent/carer.
- If, having sought advice, you believe that sharing this information may increase the risk of harm to the pupil do not share with parents at this stage. The additional stresses on families at this time will need to be considered here, to ensure that a child is not being placed at greater risk by informing parents/carers.

- You must document your decision-making here, if the decision is made not to share information with parents/carers. In the majority of cases informing the parents/carers of the concern / disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable.
- Ensure that the parent/carer understands that a record will be kept by the school.
- Re-visit the school's overall risk assessment (put in place for COVID-19 period) and review what additional safeguards need to be put in place in light of this new concern. If the child has not previously been identified as a vulnerable child, create a new individual risk assessment accordingly. Consider whether this child needs to be provided with a place to attend school.

Step 3

- If the concern does not require immediate contact with MASH, consider this latest concern within the context of any wider concerns / disclosures.
- Discuss and share information, on a 'need to know' basis with the pupil's teacher. What additional safeguards can the teacher put in place to safeguard the pupil?
- Are there any wider environmental factors present in the pupil's life which pose a threat to their safety/welfare? Are there any external agencies who may be able to offer support? Is it appropriate to communicate concerns to the police?
- Re-visit the school's overall risk assessment (put in place for COVID-19 period) and review what additional safeguards need to be put in place in light of this new concern. If the child has not previously been identified as a vulnerable child, create a new individual risk assessment accordingly. Consider whether this child needs to be provided with a place to attend school.

Step 4

- Ensure that the member of staff reporting the initial concern has received feedback about actions and outcomes (if applicable).

Step 5

- Update record-keeping with information about identified actions, completed actions, decision-making (where applicable) and outcomes (if appropriate). Records should be stored confidentially according to normal procedures on school site and not 'offsite'.

Escalation

During the period covered by this annex, the school's policy on escalation still applies to ensure that safeguarding procedures continue to operate effectively and robustly. Staff should refer to the main policy for escalation procedures to follow.

Identifying support for pupils

A risk assessment has been completed to identify a graduated offer of support for any pupils requiring additional support and any additional pupils and students whose welfare and safety may be at risk as a result of the partial closure of school, but who may previously not have been on the school's safeguarding overview.

Arrangements to support vulnerable pupils

Vulnerable children have been identified following the government outlines:

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Support for vulnerable children who remain at home will continue to be offered and will include:

- Regular communication with and agreed support from lead professional/social worker/Virtual Headteacher

- Continued involvement with Children's Services and other external professionals as part of review cycle e.g. Child protection conference involvement and core group reviews. These will take place in line with local safeguarding partners' advice.
- Sign-posting respite available for families with children who have special educational needs and disabilities
- Telephone contact weekly unless agreed otherwise with social worker where applicable.
- Links to support available made available on school website, including Links to including, Kidscape, Young Minds and Childline and contact numbers for National Domestic Abuse Helpline
- Ensuring victims of DV are aware of the Government advice that they are able to leave their house to seek refuge if their safety is at risk
- Regular review to monitor whether risk is increasing by pupil remaining at home and provision of school place if required.
- Clear communication with parents/carers about the importance of keeping their children safe whilst they are at home, including appropriate supervision, both in the 'real world' and online
- Support from the school's pastoral team (child's class teacher and Mrs Brown)

Keeping pupils safe onsite

The school and staff work in line with DfE guidance 'Implementing Social Distancing in education and childcare settings'.

In particular the school are:-

- Encouraging regular hand-washing more often
- Reminders to avoid touching your eyes, nose, and mouth with unwashed hands
- Reminders to cover your cough or sneeze with a tissue, then throw the tissue in a bin and wash your hands
- Surfaces and equipment cleaned and disinfected frequently
- Social distancing is maintained between adults in school and face masks are worn by adults in communal areas. It remains optional for pupils to wear a face covering.
- lunch times, break times and the movement of pupils staggered around the school to reduce large groups of children gathering
- parents discouraged from gathering at school gates

Worried About the Actions Of An Adult Who Works/Volunteers With Children

The principles of the school's allegations procedures continue to apply for the period this annex covers and we continue to work in line with Part 4 of 'Keeping Children Safe In Education' 2020. These procedures apply to situations :-

- which arise on school site. You may be worried about the actions of an adult who is working/volunteering with children because you have seen or heard something which makes you feel uncomfortable.
- where you have concerns about an adult who is working remotely with children online.
- Where a pupil discloses worrying behaviour displayed by an adult (staff/volunteer)

All concerns about the behaviour/actions of an adult working or volunteering with children must be reported following the steps below:-

Step 1

- If you are concerned that a pupil might be in immediate danger or at risk of significant harm you must act immediately.
- Report your concerns directly to the Headteacher immediately.
- If the Headteacher is not contactable, report to the most senior member of staff on site, or refer to DOFA.
- If your concerns are about the Headteacher report to the Nominated Safeguarding governor, who will refer to the DOFA

Step 2

- Record your concerns using the school's safeguarding/child protection concern/incident form as soon as possible.
- Record the full date and time, location, your name and role and keep your record as factual as possible. Make it clear whether your concern/allegation is in relation to working on school site or whether this is a concern arising from remote working.
- Use full names, not initials as we need to be able to identify who individuals are.

Step 3

- Where a school does not have access to an electronic recording system, the concern form should be password protected and emailed to the Headteacher. They should be alerted of the password for the document via text message. Once you have received confirmation that the document has been successfully received you should delete the record. Copies should not be retained by you.

What happens once a report about an adult working/volunteering with children is reported?

- The Headteacher will consider the information in the report in line with Part 4 of 'Keeping Children safe In Education' Sept 19 and also in line with local procedures laid out by the Local Safeguarding Partnership.
- The DSL and deputy DSL will endeavour to keep up to date with local advice from the Local Partners, via the local authority safeguarding partnership website, on a regular basis, to ensure any emergency changes to procedures are followed.

Keeping Pupils/Students Safe Online

For those pupils/students who continue to attend school on site, the school's policies and procedures on online safety continue to apply. This school recognises:-

- the increasing role technology has to play in education and children's daily lives, and the increased use during this time of lockdown.
- the wide-range of content which is available to children via the internet
- that alongside the benefits of technology, there are also risks.

For those who are not physically attending school, we recognise that these pupils will be spending increased time online, either participating in school work, taking part in live streaming of lessons and/or as part of extended 'free-time' due to lockdown procedures in place nationally. We recognise that this will pose increased risk to children, including:-

- Grooming
- Exploitation, both criminal and sexual
- Radicalisation
- Peer on peer abuse, including cyber-bullying
- Sexual harassment

All staff who interact with pupils, including remote interactions, will continue to be vigilant and look out for signs that a child's safety and welfare might be at risk. Staff are reminded that further information about the safeguarding themes listed above can be found in Annex A of 'Keeping Children Safe In Education' (Sept 2020) In addition, pupils are sign-posted to age appropriate practical support should they have worries or concerns whilst online. Links to support are available via our school website and include:- UK Safer Internet Centre Hotline Child Exploitation and Online Protection Centre Parentzone

Keeping staff and volunteers safe on site

The school and staff work in line with DfE guidance 'Implementing Social Distancing in education and childcare settings'. Staff with serious underlying health conditions which put them at very high risk of severe illness from Covid-19 must inform the Headteacher/Principal so that shielding measures can be put in place. Staff in this position must not attend work. For staff who continue to attend the school site, the following steps have been taken:-

- Encouraging regular hand-washing throughout the day including on arrival and before leaving the school site and before eating.
- Reminders to avoid touching your eyes, nose, and mouth with unwashed hands
- Reminders to cover your cough or sneeze with a tissue, then throw the tissue in a bin and wash your hands
- Surfaces and equipment cleaned and disinfected frequently
- Lunch times, break times and the movement of pupils staggered around the school to reduce large groups of children gathering

Keeping staff safe online

Staff and volunteers will continue to work in line with our school's policy and procedures on online safety. Any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Safeguarding Supervision

We recognise that during this period of partial school closure the challenges faced by all staff and volunteers will be significant. In particular the members of the school's safeguarding team will also be faced with additional challenges. Where possible, opportunities for safeguarding supervision will be provided for the members of the safeguarding team and any additional staff who require further support. The aim of this supervision will be to support staff at a time when working to keep children safe is even more demanding and emotionally draining than usual. The opportunity for supervision recognises the need for resilience and determination and offers opportunity to reflect on the impact of the situation we are faced with and prevent this adversely affecting staff and their work.

Attendance

The school is recording attendance on a daily basis. If there is no attendance from pupils, parents will be contacted by the headteacher. The school will continue to communicate with parents and carers regularly to ensure emergency contact numbers are up to date.

Safer Recruitment Procedures

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Where schools are recruiting new staff, the principles of safer recruitment continue to be followed in line with Part 3 of Keeping Children Safe In Education (Sept 2020). Where volunteers are utilised to support the school, the usual 'recruitment' procedures apply. Under no circumstances are volunteers, who have not been checked, left unsupervised with pupils.

Checks completed on all staff and regular volunteers

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed

since 2002. Prior to this staff were checked against List 99 • Identity checks are completed, together with proof of right to work in the UK, via a video link (see 'Changes to DBS ID checking guidelines')

- The applicant will be required to produce the original documents above once they physically attend the school
- Qualifications are checked
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required. A check of visa/work permit will also be required here.

In addition, staff who have a teaching role will be checked, via the DfE Secure Access Website, for

- qualified teacher status
- prohibition check
- section 128 check (for any individual who has a managerial role, for Governors of maintained schools)
- completion of induction
- teacher not subject to a conditional offer/suspension
- European Economic Area sanctions

Visitors and externally employed staff

Where staff from external organisations continue to work remotely with our pupil/students, we ensure that the letter of assurance received confirms that the relevant checks are in place, including a barred list check if the individual is working in regulated activity.

Single Central Record

The school continues to maintain an up to date single central record of all safer recruitment checks. This is in line with the requirements as set out in Keeping Children Safe In Education (Sept 2020).

Induction of new staff

Where new staff and/or volunteers are recruited, they will continue to be provided with safeguarding induction. If a situation arises where the workforce moves between schools, the receiving school should judge on a case by case basis the level of safeguarding induction required. In most cases they will require information about the receiving school's safeguarding policy and procedures to follow if worried about a pupil/student and procedures to follow if worried about an adult working or volunteering with children.

Training For Adults Working/Volunteering In Our School

We continue to be committed to ensuring staff and volunteers know and understand:-

- the signs and symptoms of abuse;
- how to identify pupils who may be vulnerable or require additional support to stay safe;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children (allegations)

Training for Designated Safeguarding Leads and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. However, face to face DSL training is unavailable during this period and whilst COVID-19 measures are in place, a DSL or deputy who has been trained previously to the required standard will continue to be classed as a trained DSL/deputy, even if they miss their refresher/update training.

Appendix Completed by Debbie Brown 4th January 2021

Reviewed by: D Brown 22nd March 2021