Peatmoor Community Primary School

Safeguarding and Child Protection Policy
2023-2024

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2023	Libby Matthews	September 2024

Ratification

Role	Name	Signature	Date
Chair of Trustees	Andrew Bourne	*A Bourne*	28.09.23
Head Teacher	Libby Matthews	*L Matthews*	28.09.23
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POLICY

This policy should be read in conjunction with the following policies

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- Anti-Bullying Child on Child Abuse
- Online Safety
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Definitions

- **Safeguarding** is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes;

- **Child Protection** refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

Introduction

At **Peatmoor Primary School** safeguarding and promoting the welfare of children is **everyone's** responsibility, whether staff or volunteers. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. **Peatmoor Primary School** recognises that we are an important part in the wider safeguarding system. **All staff** will understand and recognise that a one size fits all approach may not be appropriate for all children and a more personalised or contextualised approach for more vulnerable children, children who are victims of abuse and some SEND children may be needed. In order to fulfil this responsibility effectively, all staff will make sure their approach is child-centred. This means that they will consider, at all times, what is in the **best interests** of the child.

Peatmoor Primary School has an expectation that all staff have a responsibility to safeguard and promote the welfare of children by:

- The provision of a safe environment in which children and young people can learn;

- Reporting any concerns about a child's welfare

- Supporting social workers and other agencies following any referral

- Fulfilling our statutory responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

- Working to protect children from maltreatment, to prevent the impairment of children's mental and physical health or development

- Always taking action to enable all children to have the best outcomes

All action taken by **Peatmoor Primary School** will be in accordance with:

- **Current legislation and Statutory guidance:**

Working Together to Safeguard Children (2018) which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2023) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff and volunteers at **Peatmoor Primary School** have a duty and responsibility to safeguard children and young people attending our school, irrespective of their role:
- All staff will be responsible for identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or

likely to suffer significant harm). These concerns will be discussed with our school's Designated Safeguarding Lead (DSL) or their deputy.

- All staff will be aware of the systems within our school which support safeguarding, this includes the child protection/safeguarding policy, behaviour policy, staff behaviour policy and the safeguarding response to children who go missing from education

- All staff should be aware of the local early help process and understand their role within it.

- All staff have a responsibility to contribute to the Early Help Assessment and Plan as requested

- All staff will be aware of the process and principles for sharing information within the school, which supports safeguarding.

- All staff will have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems and processes in place

- All volunteers will have read and understood the volunteer safeguarding leaflet and will be able to refer to the safeguarding policy which is in the staff room

The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child's welfare should follow our school referral processes.

- All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside the home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of ethnicity, nationality, age, gender, race, disability and religion. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

All staff will recognise that a child being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.

Overall Aims

This policy will contribute to the safeguarding of pupils at **Peatmoor Primary School** by:

- Clarifying standards of behaviour for staff and pupils
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the school, built on mutual respect, and shared values
- Teaching children about safeguarding, including online safety, through teaching and learning opportunities, as part of broad and balanced curriculum
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect
- Ensuring early help and support is provided to children who are showing signs of being drawn into anti-social behaviour or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Developing staff awareness of the causes and consequences of abuse and neglect
- Developing staff awareness of the risks and vulnerabilities their pupils face by addressing concerns at the earliest possible stage
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with pupils, parents and agencies.

This policy will contribute to supporting the pupils at **Peatmoor Primary School** by:

- Identifying and protecting the most vulnerable
- Taking a contextual safeguarding approach to understanding the risks presenting to children outside the family home, taking into consideration extra familial harm
- Taking seriously the risks presented to children by children, with particular vigilance for child on child sexual harassment and sexual violence
- Assessing individual needs where possible
- Designing plans to meet those needs.

Expectations

All staff will:

- Be familiar with this safeguarding policy, in addition to this all staff will be aware of the systems in place which support safeguarding including

- o Reading the Behaviour Policy;
- o The Staff Behaviour Policy/Staff Handbook (code of conduct);
- o Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- o The role of the Designated Safeguarding Lead (DSL).

- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B.
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and inter-agency child protection plans
- Know who and how to contact the DSL and any deputies, the Chair of Trustees, and the Trustee responsible for safeguarding.
- Be alert to signs and indicators of possible abuse and neglect or at risk of harm and be able to identify vulnerable learners and take action to keep them safe.
- Understand what to do should a child tell them they are being abused, exploited or neglected, Staff will manage the requirement to maintain an appropriate level of confidentiality by involving only those who need to be involved.
  Staff will never promise a child that they will not tell anyone about a report of any form of abuse.
  Staff will understand that children may not be ready or know how to make a disclosure, and/or they may not recognise their experiences as harmful.
- Staff will act with professional curiosity and speak to the DSL if they have concerns about a child.

- All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude photos
- Be clear as to the school's policy and procedures with regard to child on child abuse, children absent from education, children who have persistently low and severe absence, and children requiring mental health support
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems (green forms given directly to the DSL/DDSL).

- Are aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.
- Adhere to the school's Staff Behaviour Policy/Staff Handbook (sometimes called Code of Conduct) and behaviour management policies;
- Have the skills, knowledge and understanding to keep Care Experienced children safe;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) and those with relevant health conditions and young carers;
- Be aware of their legal responsibility to report cases of FGM to the police. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.** If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Those failing to report such cases may face disciplinary sanctions. (KCSIE 2023)

    Regulated professionals have a mandatory reporting duty to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police. This cannot be delegated to the Designated Safeguarding Lead
- Aware that up skirting is a criminal offence.
- Aware of school whistleblowing procedures and policy;
    - o Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

    General guidance can be found at:

    Advice on whistleblowing https://www.gov.uk/whistleblowing

    The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Information or concerns about children will be shared with the DSL where it includes those:

- who need a social worker and may be experiencing abuse or neglect
- requiring mental health support,
- may benefit from early help
- where there is a radicalisation concern
- where a crime may have been committed
- where there is the potential for child on child abuse/child on child sexual harassment or sexual violence
- where there is potential for risk outside the home

If a child is in immediate danger or is at risk of harm, a referral should be made to MASH and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

See When to Call the Police

Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) within the school. The DSL carries a significant level of responsibility and they are given time, funding, resources and support to carry out the role effectively.

Details of our DSL and Deputy DSL are:
DSL: Libby Matthews (Headteacher)
DDSL: Donna McDonald (Deputy Headteacher/SENCO)
and can be found on **Peatmoor Primary School's** website and on the safeguarding boards in the staffroom and just inside the school entrance.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The DSL and DDSL at **Peatmoor Primary School** have the appropriate training, knowledge and skills to carry out this substantive role; this includes training on the Prevent Duty. The safeguarding team at **Peatmoor Primary School** understand the importance of providing information and support to children's social care in order to safeguard and promote the

welfare of children. They also understand the impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing.

The broad areas of responsibility for the DSL are:

- **Liaising** with the local authority and other agencies;
- **To hear** the voice and views of children, by developing a culture of listening to children, taking account of their wishes and feelings
- **Ensuring staff** understand the difficulties some children may have in approaching staff about their circumstances and fostering a culture within **Peatmoor Primary School** to overcome any barriers
- **Provide** advice and support to staff regarding child welfare, safeguarding and child protection matters.
- **Liaise** with staff, especially teachers, pastoral support staff, school nurses, IT technicians , senior mental health leads, special educational needs coordinators on matters of safety, safeguarding and welfare, including online and digital safety.
- **Refer cases and managing referrals** to other agencies to ensure a child's needs are considered holistically including:
  - o the local authority children's social care in cases of suspected abuse;
  - o Wiltshire Prevent Policing team where there is a radicalisation concern;
  - o the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding.
  - o The DSL will also support and advise other staff in making referrals to other agencies:
- **Refer** cases to the Police as required When to call the police
- **Liaise** with the Headteacher/Principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and when required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases, which concern a staff member.

- **Promote** supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- **Work** with relevant staff, including senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children may be experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at **Peatmoor Primary School**
- **Ensuring** the staff at **Peatmoor Primary School** know the cohort of children who have or had a social worker, and they understand the academic progress and attainment whilst maintaining a culture of high aspirations for these children. Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children to reach their potential.
- **Ensure** staff at **Peatmoor Primary School** understand that although statutory intervention may have ended for a child that there may be a lasting impact on the child's educational outcomes
- **The DSL** will act as a single point of contact for all matters of safeguarding and advice for staff, volunteers and Trustees.
- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant staff as appropriate;
- **Ensure** every member of staff at **Peatmoor Primary School** has access to the safeguarding and child protection policies and associated practices are known, understood and used appropriately. This includes part time and new staff.
- **Provide** safeguarding training and understanding of policy and practice for new staff at their induction
- **Link** with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- **Provide** an annual report to the Trustee Board on safeguarding and child protection activity within the school
- **Manage safeguarding** information confidentially and safely through:
    - o **Ensuring** that child protection records are kept up to date, and records are clear and comprehensive, that the record contains details of how concerns were followed up and resolved and that records note all actions taken and decisions made including outcomes.

- o **Ensuring** safeguarding records are shared **within 5 days** of a child leaving **Peatmoor Primary School** or within **5 days** of starting a new term with a signed receipt being obtained

- **The DSL** will understand that a lack of information about a child's circumstances can impact on a child's safety, welfare and educational outcomes, by providing information in a timely manner this will ensure the receiving school/college/educational setting can put in place the right support to safeguard this child and help the child to thrive. The DSL will share information in advance to the DSL at the new education setting prior to the child leaving to enable support to be available to safeguard the child.
- **Availability** of the DSL (or any deputies) during term time and school hours will be ensured for staff in the school or college to discuss any safeguarding concerns
- **Ensure** appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school to include support or attending child protection conferences and strategy discussions.
- **Help** promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
  - o know who these children are,
  - o understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
  - o are supported to identify the challenges that children in this group might face
  - o make reasonable adjustments so that they act to best support these children.

KCSIE 2023- Annex C provides more detail regarding the role of the DSL

Trustee Board and Chair of Trustees

The Trustee Board/Chair of Trustees at **Peatmoor Primary School** have a strategic leadership responsibility for **Peatmoor Primary School's** safeguarding arrangements. They will ensure that there is a whole school approach to safeguarding by ensuring safeguarding is at the forefront and underpins all relevant processes and policies. These systems, policies and processes will be readily available and easy to understand.

The Trustee Board/Chair of Trustees at **Peatmoor Primary School** will ensure that there is a senior board member lead to take responsibility of **Peatmoor Primary School's** safeguarding arrangements. This senior board member must ensure that the member of staff from the school leadership team is appointed to the role of Designated Safeguarding Lead (DSL). They will also ensure that the DSL has the additional time, funding, training, resources and support they need to carry out this substantial role effectively.

The Trustee Board/Chair of Trustees at **Peatmoor Primary School** will ensure:

- That safeguarding and child protection practice, process and policy (including online safety) is effective and is compliant with legislation, statutory guidance and local safeguarding arrangements.
- That the appointed Trustee with Safeguarding responsibilities will liaise with the DSL to produce an annual report for Trustees and complete the S.175/157 (annual safeguarding) audit for the Swindon Safeguarding Partnership
- That the school has a safeguarding policy
- That the school has key policies in place to cover:
    - o Behaviour
    - o Staff behaviour/Code of Conduct
    - o Appropriate safeguarding arrangements in place to respond to children who are absent from education
- That **Peatmoor Primary School** has policies and systems in place to prevent, identify and respond to Child on Child Abuse and Child on Child Sexual Harassment and Sexual Violence
- The Trustee Board reviews **Peatmoor Primary School's** safeguarding policies/procedures annually or as required due to changes in statutory guidance
- That where possible more than one emergency contact telephone number is recorded for each pupil and this is checked on a regular basis
- That there is an appropriately trained Designated Teacher appointed to promote the educational achievement for: looked after children; those children who have left care

through adoption; special guardianships or child care orders; or were adopted from state care outside England and Wales; and will work with the Virtual School Head

- That the staff at **Peatmoor Primary School** have the skills, knowledge and understanding to keep looked after children safe

- **Peatmoor Primary School** operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers. In line with School Staffing Regulations, at least one person on any recruitment panel will have undertaken safer recruitment training.

- That the school has procedures for dealing with allegations of abuse against staff/volunteers

- That the Chair of Trustees will liaise with the Local Authority Designated Officer, Police and other partner agencies in the event of allegations of abuse being made against the Headteacher

- That **Peatmoor Primary School** will maintain a Single Central Record of relevant pre-employment checks as detailed in KCSIE 2023 and that details of individuals should be removed from the single central record when they leave the employment of **Peatmoor Primary School**

- That all staff who work with children undergo safeguarding and child protection training, including online safety, at induction and this training is regularly updated.

- Staff will be aware that children can abuse children online and this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent images and the sharing of abusive images

- That all trustees receive appropriate safeguarding and child protection training, including online, at induction

- That **Peatmoor Primary School** will contribute to multi-agency working in line with statutory guidance (see Working Together to Safeguard Children 2018)

- That **Peatmoor Primary School** consider their duties as required in the Prevent Duty and has in place a Prevent risk assessment

- The Trustee Board will be aware of their obligations under Human Rights Act 1998 and the Public Sector Equality Duty and the Swindon multi agency safeguarding arrangements

- That children are taught how to keep themselves and others safe, including online safety

- That **Peatmoor Primary School** has appropriate filters and monitoring systems in place to support work online, but these will not act as an unreasonable restriction –

these filters and monitors will be informed by the [Filtering and Monitoring Standards for Schools and Colleges](#)

- That the school remedies any safeguarding deficiencies or weaknesses brought to its attention without delay

- That where **governing bodies or proprietors** hire or rent out the school or college facilities/premises to organisations or individuals, appropriate arrangements are in place to keep children safe as detailed in KCSIE 2023 the **"*Use of school or college premises for non-school/college activities*"**. **Peatmoor Primary School** will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless as to whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that these providers need to have in place.

Training

In addition to this policy, **all** staff working directly with children will read and understand Part One and Annex B of **Keeping Children Safe in Education (KCSIE) 2023.**

All staff members will receive appropriate safeguarding and child protection training on induction this will be refreshed annually taking into account current key learning points and trends from serious case reviews and local current and emerging issues and trends. In addition, **all** staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively

- Whistle blowing procedures will be covered in our whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school

- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. Deputies will be trained to the same level as the DSL.

- Trustee board will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Swindon Safeguarding Partnership

- **Peatmoor Primary School** will ensure that at least one person on any appointment panel will have undertaken safer recruitment training
- The Designated Teacher appointed to promote the educational achievement of children in care will undergo appropriate training
- The DSL will undertake relevant Prevent awareness, Prevent referral and Channel training and in turn will provide training, advice and support to staff on protecting children from the risk of radicalisation. All other school staff members will complete appropriate training, this will include FGM and Prevent training using quality assured provision such as the [Government Online Prevent E-training learning package.](#)
- Online and internet safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach
- All members of the governing board will be trained in safeguarding (including Prevent)

Safer Recruitment and Selection

Peatmoor Primary School has a culture that safeguards and promotes the welfare of children in our school. At **Peatmoor Primary School** we have robust recruitment procedures that deter or prevent people who are unsuitable to work with children from applying or securing employment with us, this includes volunteers who may work in our school.

- **Peatmoor Primary School** pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2023) including:
  - All our advertisements for positions in our school contain safeguarding statements,
  - Advert, job description, person specifications and application forms, include safeguarding information relating to regulated activity,
  - The safeguarding policy and associated processes will be provided within the applicant pack.
  - All applications including shortlisting will follow safer recruitment procedures and guidance within KCSIE 2023, which includes pre appointment vetting checks.
  - As part of the shortlisting process, **Peatmoor Primary School** will consider carrying out an online search as part of our due diligence on the shortlisted candidates. **Peatmoor Primary School** will inform shortlisted candidates that online searches may be undertaken as part of due diligence checks.

o   References will always be obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.

All recruitment materials will include reference to **Peatmoor Primary School's** commitment to safeguarding and promoting the wellbeing of pupils.

Staff Support

It is recognised the stressful and traumatic nature of safeguarding and child protection work. **Peatmoor Primary School** will support staff by providing an opportunity to talk through their anxieties with the DSL or DDSL and to seek further support, as appropriate. Furthermore, **Peatmoor Primary School** will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss matters that occur outside the workplace, which may have implications on their practice to safeguarding of children in our school.

Support for Children

Opportunities will be provided for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.
Peatmoor Primary School understand that if children are at risk or have suffered abuse that a child will need support and all staff will understand their responsibilities to always act in the best interest of the child.
Children will always be encouraged and supported to report any incidences of abuse to a member of staff who will liaise with the DSL.
Peatmoor Primary School will take a zero tolerance approach to any child on child sexual harassment or sexual violence. Children at **Peatmoor Primary School** will never be made to feel ashamed or feel that they are the problem for making a report.
Support for children will be tailored on a case by case basis.
Staff will understand that if a child has experienced abuse, harassment or a sexual assault or are being exploited then they will likely to be traumatised and may struggle in normal classroom environments.
Peatmoor Primary School will always endeavour to seek the child's views and if required allocate a designated trusted adult; as far as reasonable this will be the child's choice.
Peatmoor Primary School will also consider the needs for support for any alleged perpetrator.

We understand the importance of providing help and support for any child whether they are the victim or the alleged perpetrator; our role is not to judge but provide safeguarding support for all children.

Whole School Approach

All policies which address issues of power and potential harm, for example anti-bullying, equality and diversity, PSHE/RSE and positive behaviour, will be linked to ensure we have a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of our school, which ensures that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

Identification of those at Increased Risk, or have Additional Safeguarding Needs

Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include:

- Care experienced children
- Young carers
- Children with mental health concerns
- Children living in households where there is domestic abuse, mental health concerns and/or substance misuse
- Children with parents who are currently in prison etc.

Peatmoor Primary School will take steps to identify those at greater risk, ensure they are regularly monitored and appropriate measures are put in place to support their needs.

Extra familial harm – risk outside the home (ROTH)

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families, extra familial harm/risk outside the home. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers possibly have little influence over these contexts, and young people's experiences of extra-familial abuse can possibly undermine parent-child relationships. Therefore staff at **Peatmoor Primary School** will be considering the context within which incidents and or behaviours occur, and exercise professional curiosity and any actions taken will consider the safety and wellbeing of the child within this context. This is known as **Contextual Safeguarding.**

Managing allegations made against members of staff or volunteers

Allegations that meet the harms threshold
All staff should report any concerns relating to staff to the Headteacher without delay; the Headteacher will report all allegations that meet the harms threshold to the LADO within 24 hours of the allegation having been received.
Where there are concerns/allegations about the Headteacher, this should be referred to the Chair of Trustees.
All allegations will be managed in line with the statutory guidance in KCSIE 2023 and the school whistleblowing procedure.
Where an allegation is of a 'low level concern' and it is felt it does not meet any of the harms threshold then **Peatmoor Primary School** will ensure KCSIE 2023 processes are followed. Advice will be sought from Swindon LADO in any instances where it is unsure if the harms threshold has been met.
Where staff feel unable to raise an issue with the Headteacher or Chair of Trustees or feel their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available.
Staff can call 08000 28 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk . Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Key Safeguarding Areas

In addition to the above, there are other areas of safeguarding, that **Peatmoor Primary School** has a responsibility to address and these include (see KCSIE 2023 Annex B for full details):

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental health
- Modern slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Serious violence
- So called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)
- FGM
- Forced Marriage
- Additional advice and Support

Procedures

Reporting Concerns

The procedure to respond to a concern about a child is detailed in Appendix B.

Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before making a referral to another agency including the Multi Agency Safeguarding Hub (MASH). There may be occasions when the DSL will contact another agency **before** informing parents/carers because they consider that by contacting them it may increase the risk of harm to the child.

The Data Protection Act 2018 and UK General Data Protection Regulation do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information <u>must not</u> be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Multi Agency Working

Staff at **Peatmoor Primary School** understand the importance of our role to work in partnership with other agencies and that we have a shared and equal duty to safeguard and promote the welfare of children. If there are safeguarding or child protection concerns, referrals should be made by the DSL (or Deputy DSL) to MASH by phone (01793 466903 out of hours 01793 436699) following up with a referral on an RF1. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

If there is immediate risk then a call **must** be made to the Police.

All situations where rape of a child has been disclosed then contact with Police **must** be made.

At **Peatmoor Primary School** all staff will understand the age and meaning of consent**.** Further information can be found in **KCSIE 2023 Part 5: Child-on-child sexual violence and sexual harassment**

Peatmoor Primary School will co-operate with any child protection enquiries including statutory safeguarding assessments conducted by children's social care: **Peatmoor Primary School** will ensure representation at single and multi-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

Where a pupil/student is subject to a multi-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, **Peatmoor Primary School** will contribute to any information requests.

Escalation/professional disagreement

Peatmoor Primary School will use the Swindon Safeguarding Partnership Policy on resolution of professional disagreements relating to safeguarding and protection of children in all cases where escalation is required, to achieve the right outcome for children.

Escalation policy - Swindon Safeguarding Partnership

Exclusions

When **Peatmoor Primary School** is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan, is a child

looked after or where there are safeguarding concerns **Peatmoor Primary School** will follow the local authority procedures. A contextual safeguarding risk assessment will be considered prior to any exclusion.

Private Fostering Arrangements

Where **Peatmoor Primary School** staff become aware that a pupil may be in a private fostering arrangement, they should raise this, in the first instance, with the DSL. The DSL will notify the local authority of the circumstances to enable the local authority to discharge their duties.

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by someone who is not a parent, person with parental responsibility for them or a relative in their own home, for 28 days or more.

6. FGM Reporting Guidance

Mandatory reporting duty for teachers

All staff, particularly teachers at **Peatmoor Primary School** understand the duty to report to Police where they discover that FGM appears to have been carried out on a girl under the age of 18. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils/ students.

Staff at **Peatmoor Primary School** understand that if there is a suspicion that a girl may be travelling for the purposes of FGM, the teacher or DSL will report this directly to Police as the child may be in immediate risk of harm.

Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to inform MASH of these actions).

Children who are absent from Education (To be read in conjunction with the Attendance Policy)

Staff at **Peatmoor Primary School** understand that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This is a potential indicator of abuse or neglect such as sexual abuse or exploitation and can be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that all staff will follow **Peatmoor**

Primary School's procedures for unauthorised absence and for responding to children that go missing from education, particularly on repeat occasions, to help identify and protect them from the risk of abuse and neglect, including sexual or criminal exploitation.

Child on Child abuse and Sexual Violence and Sexual Harassment between children

We recognise that children are capable of abusing their peers and that sexual abuse of children by other children is a specific safeguarding issue and that this can happen both inside and outside of school including happening online.

Abuse will never be tolerated or passed off as "banter" or "part of growing up".

All staff at **Peatmoor Primary School** understand that even if there are no reports in school that it does not mean it is not happening, it may be the case that children are just not reporting it.

All staff will be vigilant to what they hear, are told and see and will report all concerns, disclosures or incidents to the DSL.

Staff at **Peatmoor Primary School** will challenge any inappropriate behaviour between peers, they will not downplay or dismiss behaviours as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. All staff at **Peatmoor Primary School** will develop and model the ethos and culture of our school's zero tolerance of this type of behaviour and will support and encourage children to come forward and report any issues or concerns they have.

All staff will be trained to recognise signs and symptoms which may signal a child is at risk from sexual harassment or sexual violence and all other types of child on child abuse.

If a pupil makes an allegation of abuse against another pupil:

- Staff will inform the DSL and record the allegation, but will not investigate it

- The DSL will contact the local authority MASH and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named trusted adult they can talk to if needed

All who experience abuse will be reassured that they are being taken seriously and that they will be supported and kept safe. Those who experience abuse will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Those who experience abuse will never be made to feel ashamed for making a report.

In addition to existing advice about managing a disclosure contained in this policy, staff will follow [Searching, Screening and Confiscation Advice 2022](). This advice contains procedures **Peatmoor Primary School** will follow should Police conduct a strip search of children on school premises.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2023.

Peatmoor Primary School will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour

- Being vigilant to issues that particularly affect different vulnerable groups

- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensure pupils know they can talk to staff confidentially by encouraging pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Children know that they can talk to any of the trusted adults in school. Regular updates go into the newsletter about where children can seek help and assemblies also remind the children how to raise concerns. Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. Children know who the trusted adults are in school and that any concern needs to be reported to them as soon as possible. They know that these concerns will be dealt with as soon as possible and will be referred to the DSL/DDSL. There is a safeguarding board in the library – a central place that all children can see and refer to.

- Ensure staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Serious Violence

All staff will be aware of the risk factors which may signal a child is at risk from or are involved in serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in

performance, signs of self-harm, a change in wellbeing, signs of unexplained injuries or assault. Unexplained gifts or new possessions could also indicate a child is being exploited.

All staff are aware of the risk factors which increase the likelihood of a child becoming involved in serious violence such as being male, having been frequently absent from school or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

All staff will be aware that violence can peak in the hours just before or after school.

All staff will report any concerns to the DSL.

The Prevent Duty

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include our DSL making a referral using the agreed local Prevent referral procedures.

All referrals will be made to Preventreferrals@wiltshire.police.uk by our DSL where it will be reviewed, there may be a need for a multi-agency Channel panel where information from partners is reviewed and the referral considered, level of vulnerability agreed and consider what support may be needed. **Peatmoor Primary School's** DSL will provide information and attend Channel Panels where they are requested to do so.

Peatmoor Primary School's DSL will also consider whether it is appropriate to share information with any new education setting in advance of the child leaving our school. This is to ensure the new setting are able to continue supporting the child through the Channel programme.

Sharing of Information

Peatmoor Primary School recognises the need to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.
Whilst the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. **Peatmoor Primary School** will use the

government's guidance '[Information Sharing: Advice for practitioners providing services to children, young people, parents and carers'](#)' (2018) to help manage information sharing in their setting.

Transfer of safeguarding records when a pupil moves to a new setting

Where children leave **Peatmoor Primary School**, the DSL will ensure their child protection/safeguarding file is transferred to the new education setting **within 5 days**. This will allow the new school or college to continue supporting children who have had a social worker or have been victims of abuse and have that support in place for when the child arrives, also ensuring secure transit, and confirmation of receipt will be obtained. This file will be transferred separately from the main pupil file.

The DSL will ensure this file is transferred within 5 days for an in-year transfer and within 5 days of the start of a new term.

Peatmoor Primary School's DSL will also consider if it would be appropriate to share any additional information with the new education setting in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college

The school will retain records for pupils where there is an existing safeguarding /child protection file or who have been withdrawn to be electively educated at home. These will be stored confidentially until the child's 25th birthday and then disposed of in a confidential and secure manner.

Appendix A

Forms of abuse and neglect

Abuse: 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All **Peatmoor Primary School's** staff will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) and those with relevant health conditions additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- possible communication barriers and difficulties in overcoming these barriers.

Physical abuse: a form of abuse, which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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 maltreatment of a child, although it may occur alone

Sexual abuse: 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 activities may involve physical contact, including assault by penetration (for example rape 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, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). 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, socioeconomic status, sexuality

or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Appendix B: If you have concerns about a child:

If the child is at immediate risk call the Police on 999 (Police must be informed of all sexual assault cases)

To make an urgent referral to MASH 01793 466903 Out of hours 01793 436699

To make a Prevent referral use the Prevent referral form and send to PreventReferrals@wiltshire.police.uk For questions contact 01278 647466

It may be necessary to also refer to MASH – take advice from MASH or the Prevent numbers above

Sharing / recording concerns An individual with concerns about a child takes immediate action by following the school policy and informs a designated member of the safeguarding team. The DSL will consider the information, in the context of any other concerns / disclosures, and decide on next steps. Parents / carers should be involved at this stage, **unless to do so may place the child at increased risk of significant harm, in which case advice should be sought from MASH.**

No referral to children's social care Actions will be agreed to monitor the child and support the child / family where needed. An Early Help Assessment (EHA) should also be considered.

If concerns continue / escalate, the decision will be reviewed to decide if a referral is necessary

DSL / DDSL make referral to social care (and call the police if necessary)

Referral to children's social care Urgent, possible child protection concerns should always be made by telephone 01793 466903, Option 2. This must be followed up within 24 hours with a written referral, using form RF1. The RF1 form must be signed and dated by the referrer. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parent(s).**

MASH Considerations: When MASH receive a referral the decision, making process starts. Informed decisions are made in line with this threshold guidance, MASH will inform referrers of their decision within 3 working days.

Assessment
Child in need of immediate protection: Appropriate emergency action taken by police, NSPCC or social worker.
Section 47 assessment – child identified as at risk of significant harm, possible child protection plan
Section 17 assessment – child identified as in need and appropriate support identified.
All schools and colleges should allow local authorities access to facilitate arrangements.

No Assessment If the information supplied in the referral does not meet the threshold, an EHA should be started and/or onward referral to other specialist or universal services; **children's social care will feedback to the referrer.** For any concerns that Early Help provided at level 3 is not working and things are not getting better for the child, discuss this with the child, parents/carers and refer to MASH.

At all stages, staff should consider the circumstances and re-refer if necessary. The emphasis is on ensuring that the child's best interests come first and where appropriate improve.

The multi-agency referral form (RF1) should also be completed for all referrals to MASH

Appendix C: If you have concerns about an adult

All staff, and visitors, working in our school understand and adhere to a staff code of conduct.

If you have a concern about an adult, raise your concerns immediately with the Headteacher who will refer to the LADO (Local Area Designated Officer).

The Headteacher is Libby Matthews.

If the Headteacher is not available, contact the most senior member of staff on site, Donna McDonald.

If your concern is about the Headteacher, contact the Chair of Governors – Andrew Bourne

LADO 01793 463 854
LADO@swindon.gov.uk

NSPCC 0800 028 0285
help@nspcc.org.uk

For help and advice or if a member of staff feels their genuine concerns are not being addressed, general guidance can be found at:

Advice on whistleblowing https://www.gov.uk/whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Appendix D

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed written record of the conversation, on a green form, using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Add your name, date and signature to this record and hand to the DSL/DDSL. Hand any handwritten notes to the DSL/DDSL as well.
- Pass this record on as soon as possible, and immediately if significant risk is identified, to the DSL

It is not education staff's role to seek disclosures or investigate. Their role is to observe that something may be wrong, ask about it, listen, be available and ensure the child is supported through any disclosure process.

Appendix E: For school use only

SCHOOL		
DSL	**Libby Matthews**	**01793 887473**
DDSL	**Donna McDonald**	**01793 887473**
Trustee Responsible for Safeguarding	**Andrew Bourne**	**01793 887473**

LOCAL AUTHORITY		
MASH		swindonmash@swindon.gov.uk 01792 466903 Out of hours 01793 436699
MASH Education Adviser	Louise Forrester	LForrester@swindon.gov.uk
Early Help	01793 466479	
LADO	Sean Capewell Jon Goddard Rachael Hull Louise Chandler	LADO@swindon.gov.uk
Lead Safeguarding Adviser	Tanya Westall	Twestall@swindon.gov.uk SafeguardingEducation@swindon.gov.uk

Police		
PCSO	Josh Murphy	
Prevent		Preventreferrals@wiltshire.police.uk
Police Intel		https://www.wiltshire.police.uk/police-forces/wiltshire-police/areas/about-us/about-us/Community-Partners-information-sharing-form/

Appendix F

Safeguarding and Child Protection - Concern / Incident Form

CONFIDENTIAL

Peatmoor Community Primary School		
Child Welfare/Protection Concern Sheet		
Name	**D.O.B**	Year Group Concern First Raised:
	Year Group	If unsure please ask Mrs Matthews or Mrs Adams
When concerns are raised about a child, record the time, date and place where signs are noticed and reported and pass them to the Designate Senior Person (Libby Matthews or Sarah Adams). Record discussions with parents and reactions of the parent to the child.		
All notes and reports must contain the following: • *A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible* • *A note of any other people involved e.g. as witnesses* • *Action taken, and any future plans e.g. monitor and review* • *Any other agencies informed?* • *ALL BOXES MUST BE COMPLETED*		
Date:	**Time:**	
Please continue overleaf if necessary		
Actions:		
Name of Person:	**Job title:**	
Signature:	**Date:**	

Appendix G

Prompt sheet

Safeguarding and Child Protection

This form is intended to be used, alongside the concern/incident form, to support staff with the recording of safeguarding and child protection concerns/incidents.

Have you remembered to include:-

1. **What is it that you have seen/heard/noticed which concerns you?** Remember if you have noticed a mark on the pupil, it is really important to complete an attached body map, giving an indication of the shape, size and location of the mark.

   Has the child communicated that something is wrong? Verbally? Change in behaviour?

2. **Clear and factual information about what you have seen/heard/noticed?** If you have included your opinion in your report, have you made it clear that this is your opinion?

3. **Full names of those involved and where possible, reference to staff roles?**

4. **Why what you have seen/heard/noticed concerns you?** What are worried will happen if this concern/incident is not responded to?

5. **Any actions you have already taken?**

6. **Whether you have spoken to parents/carers about the concern/incident?** Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the pupil. If the parent is the alleged perpetrator you must always seek advice from the safeguarding team before speaking to the parent/carer.

Low Level Concerns / Allegations Record
Adult working or volunteering with children/young people

CONFIDENTIAL

Name of adult at centre of concern/allegation		**Role**	
Name of person completing form		**Role**	
Date of concern/allegation		**Date record made**	
Name of child /children involved if applicable:			
Has concern/allegation arisen during the adult's time on school site or outside of school?			

Details of the concern/ allegation

Is the adult aware of the concern/allegation?

Action taken by person(s) completing the form:

Who has the concern/allegation been shared with? DSL / Head teacher /Chair of Trustees

To be completed by the Head teacher/ Chair of Trustees

Does the information provided suggest that the adult has:-

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or relating to a child;
- behaved towards a child or children in a way that indicates that he/she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- **has the LADO been contacted?   Yes/No**
  If yes has a local authority referral form been completed and submitted?

- **has advice been taken from any other professionals? Yes / No**

Include details of professionals spoken to

Details of decisions and actions taken

Include here details of

- *strategy discussion*
- *allegations management meeting*
- *no involvement by LADO – low level concern to be dealt with internally*
- *disciplinary procedures*
- *no further action*

as applicable

Include here any safeguards which have been put in place in response to the report

Include here details of

- *additional adult supervision implemented*
- *risk assessment required*
- *additional staff training required*
- *duties away from children*
- *suspension during investigation*

If a child or children has been involved, have parents/carers been informed?

Yes / No

If Yes, what action would they like to see?

Outcome

If it is agreed that the LADO needs to conduct an investigation, has the school been informed of the final outcome at the end of the process?

Substantiated/ Malicious/ False/ Unsubstantiated/ Unfounded

Appendix I
Safeguarding Reading List – Sept 2023

'Keeping Children Safe In Education' Sept 2023 requires staff to read the following documents:-

Document title
1. The school's safeguarding and child protection policy and procedures (most recent version)
2. Part 1 of Keeping Children Safe In Education (Sept 23 **or** Annex A (*staff are assigned which of these sections they are required to read by the Head teacher*
3. Annex B Keeping Children Safe In Education (Sept 23)
4. Annex C – the role of the Designated Safeguarding Lead and deputy/deputies (KCSIE Sept 23)
5. Staff code of conduct/staff behaviour policy
6. Acceptable use policy (for use of technology and devices)
7. The safeguarding response for children missing in education (from the school's attendance policy)
8. The school's pupil/student behaviour policy and procedures

Additional roles and required reading

Head teachers, Principals and DSLs	• Working Together To Safeguard Children (July 2018) • KCSIE – whole document • Sexual Violence and sexual harassment between children in schools and colleges (Sept 21)
Staff with a lead for behaviour	• Part 1 and Part 5 of KCSIE • Annex C (in addition to annexes listed on page 1)
Staff involved in recruitment	• Part 1 KCSIE • Part 3 • Annex E (in addition to annexes listed on page 1)
HR staff	• Part 1 KCSIE • Part 3 • Part 4 • Annex E (in addition to annexes listed on page 1)
Staff who have responsibility for IT and online safety	• Part 1 KCSIE • Part 2
Volunteers	• Safeguarding Volunteer Leaflet