



Hardenhuish School Child Protection Policy

2021/22

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Child Protection Policy

Hardenhuish School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	[REDACTED]
Policy published (including on website) (date):	[REDACTED]
Next review (date):	July 2022

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mrs Lisa Percy	01249.650693	ljp@hardenhuish.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Mrs Jo Glossop	01249 650693	jeg@hardenhuish.wilts.sch.uk
Deputy DSL(s) (DDSL)	Mr James Woollin	01249 650693	jmw@hardenhuish.wilts.sch.uk
Nominated Governor	Ms Sophia Swatton	01249 650693	govswatton@hardenhuish.wilts.sch.uk
Chair of Governors	Ms Kirsty Martin	01249 650693	govmartin@hardenhuish.wilts.sch.uk
Designated Teacher for Looked After Children	Mrs Hannah Scott	01249 650693	hls@hardenhuish.wilts.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)

Wiltshire Children's Services:	
Early Help Team and Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours number:	0300 456 0100

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

Introduction

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

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- The Procedures of Wiltshire Safeguarding Vulnerable Peoples Partnership (SVPP), *formerly the Wiltshire Safeguarding Children Board*

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.
- all adults in the school community are aware of their expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's 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 physical and mental health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

This policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Positive Behaviour Policy
- Code of Conduct for Safe Practice
- Teaching and Learning Policy
- E-Safety Policy
- Equality Statement
- Whistleblowing Policy
- SEN Policy
- Relationships and Sex Education Policy
- Health and Safety
- Drugs Policy
- Anti-bullying Policy

This policy applies to all staff, volunteers and governors 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 capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).

- **Governors** refers to unpaid people who are appointed or elected by parents to provide strategic oversight, and to act as a "critical friend", supporting the work of the headteacher and other staff
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

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

Expectations of all adults working with children in the school

All staff, volunteers and governors 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 2021).

Role of Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors have a nominated safeguarding lead as part of the board and they will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about staying safe (including online Safety) Staff, volunteers and governors are provided with Staff Code of Conduct (for safer working practice) All staff, volunteers and governors receive training on: <ul style="list-style-type: none"> • Online safety • Preventing Radicalisation • Whistleblowing • KCSiE Part 1 and Annex A DSL/DDSL have received appropriate training Looked After Children (LAC) designated teacher has received appropriate training	Child voice Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse/SVPP procedures SEND and safeguarding Identifying possible mental health problems, including clear referral and accountability systems. Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

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

Audit

The nominated governor (NG) for safeguarding liaises with the Headteacher and the DSL/DDSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedures

Safer Recruitment

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

At Hardenhuish 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 Part 3, that have been carried out and certificates obtained. The SCR applies to:

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

Staff Code of Conduct (for safer working practice)

Hardenhuish School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct (Appendix C) sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Identification

All people on the school site should be identifiable by either their school uniform, staff ID badge and green lanyard, Sixth Form ID badge and black lanyard, Governor ID badge and black lanyard or visitors' badge and lanyard (see below). Anyone not wearing a badge and lanyard should be challenged by staff and escorted to Reception if applicable or asked to leave the site.

Visitors

All visitors to school, including contractors, must first report to reception, where they will be asked to sign in and be provided with a visitor's badge – this should be worn visibly throughout their visit and returned when signing out at the end of their visit.

Visitors to school, with the exception of parents, will be asked to provide photo identification, such as passport or driving licence, and their DBS credentials if relevant. Essential safeguarding information will be issued to them.

Visitors' details including DBS details and the type of identification seen are recorded, so that on subsequent visits, within 3 years, identification will not be required again.

Visitors and parents without DBS enhanced clearance will be issued a red lanyard. Such visitors should not be unaccompanied at any time. Visitors with DBS enhanced clearance will be issued a yellow lanyard. Such visitors can be unaccompanied around the site. Supply teachers will be issued a blue lanyard and they can be unaccompanied around the site.

Red lanyard visitors must be met by a member of staff – pupils are not permitted to escort visitors around the site, nor are these visitors.

Staff should inform Reception of any visitors that they are expecting, prior to the event. They must also ensure that when arranging appointments, they ask visitors to bring in identification and DBS details and arrange for their visitor(s) to be met in Reception. 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.

Staff are encouraged to challenge any person(s) on the site that are not wearing a visitor's badge and are unaccompanied. If possible, they should accompany the visitor to Reception or alternatively they should alert Reception.

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 Personal Social Health Education (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) in line with the new compulsory requirements of Sex and Relationships Education requirements to be implemented from September 2020

Pupils' Special Educational Needs are taken into account when covering the above. If necessary, specialists from the Learning Support Department will adapt the key messages or provide alternative delivery of them.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges. This requires all professionals to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment. At Hardenhuish School, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the DSL/DDSL. An Early Support Assessment may be completed in conjunction with pastoral staff.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.

The DSL/DDSL uses:

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

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2021) along with information in our Safeguarding Handbook 2021 and notes from safeguarding training, are important reference documents for all staff.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in all staff rooms for easy reference.

Staff adhere to the safeguarding requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the DSL/DDSL using the Child Protection Online Management System (CPOMS) or using a Green Child Protection Concern Form (if the adult does not have access to CPOMS) (see Appendix E). It is the responsibility of each adult in school to ensure that the DSL/DDSL receives the communication of concern without delay. In the absence of the DSL/DDSL, staff members know to speak directly to the MASH.

The DSL/DDSL 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/DDSL is always available during school hours for staff to discuss any safeguarding concerns.

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

For more detailed information on how to respond to a disclosure, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H)

Missing children and children missing education

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

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

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

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 DSL/DDSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

For more information on Children with SEND, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H).

Female Genital Mutilation (FGM)

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

For more information on FGM and Honor Based Violence, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H).

Peer on Peer abuse

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue and recorded as such.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the school's pastoral system and the support will be regularly reviewed.

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

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.

- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

For more information on Peer on Peer Abuse, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H).

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the 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.

For more information on different forms of abuse, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H).

Mental health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood.
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using CPOMS.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the DSL/DDSL if they are concerned about a pupil. The DSL/DDSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

For more information on preventing radicalisation, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H).

Serious violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

For more information on Child Criminal Exploitation, please see the Hardenhuish Safeguarding Handbook 2021 (Appendix H).

Record keeping and information sharing

The school:

- Keeps clear electronic records of all pupil safeguarding and child protection concerns using the Child Protection Online Management System (CPOMS) (see Appendix E). These records include actions taken and outcomes as appropriate.
 - *Written records of pupils who transfer from other schools are scanned and uploaded to CPOMS and the originals are destroyed confidentially.*
 - *Written records of pupils on roll from before September 2019 have been scanned and uploaded to CPOMS and the originals destroyed confidentially*
 - *Written records of pupils who left the school prior to September 2019 have been either forwarded to their new educational setting or securely archived.*
- liaises with partner organisations (e.g. alternative provisions, Wiltshire Council) to ensure any safeguarding records for learners are shared on transition by the setting/school/organisation previously attended by the child or by our DSL when the child leaves our school.
 - *For any child dual-registered with another school/setting/organisation, the DSL/DDSL 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.*
- Ensures the records incorporate the wishes and views of the pupil.

The DSL/DDSL 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. The DSL will have due regard to the Data Protection Act 2018 and the General Data Protection Regulations, including the ability to share 'special category personal data' with outside agencies without consent if it supports the safeguarding of those individuals and the right to without personal information, if sharing it may increase the risk of harm to that child.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The DSL/DDSL makes a judgement in each case.

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

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

When we become aware that a 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.

Escalation policy

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

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

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

Whistleblowing

Staff and volunteers should feel able to raise concerns about poor and unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures are in place for such concerns to be raised with the Headteacher or DSL.

If a staff member feels unable to raise an issue with the Headteacher or DSL or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them (See Appendix A):

- The NSPCC whistleblowing helpline - staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body

Managing allegations against adults

Hardenhuish School follows the procedure set out by the SVPP (WSCB) 'Allegations against adults' flowchart (Appendix B):

Where anyone in the school has a concern about the behaviour of an adult who is present at the school (working, volunteering or visiting) they must immediately consult the Headteacher who will refer to the Designated Officer for Allegations (DOFA).

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

All staff must remember that the welfare of a child is paramount and must not delay raising concerns because 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.

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.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described in this policy.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Training

All members of staff and volunteers have read, signed and understood the school's Code of Conduct (for safer working practice).

We ensure training attended meets the minimum standards set out by SVPP in the document 'WSCB recommended minimum standards for child protection 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.
- Training on the appropriate use of the CPOMS system for recording and sharing information/concerns.
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct.
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

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

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

Advanced training

The DSL/DDSL has additional multi agency training which is updated every two years as a minimum. The DSL/DDSL 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 DSL/DDSLs.

Safer Recruitment

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

Preventing Radicalisation

All staff undertake Prevent training. This is covered in the Safeguarding and Child Protection Handbook and all staff review and refresh their knowledge on the topic at least annually, with additional training provided as necessary.

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.

DSLs will also have access to support from a peer or higher qualified safeguarding professional to ensure advice about best practice is available and that their wellbeing is also sustained.

Governors

The governors' duty to the schools is to: ensure they undergo safeguarding and e safety training. This training will be provided by the school as part as the ongoing safeguarding training for all staff and volunteers, but they may also choose to complete face to face training for governors provided by Wiltshire Council.

This is to ensure that governors have a clear understanding of how to make a referral, know the conduct of staff policy and maintain those standards while on school property.

Monitoring and review

Governors ensure that safeguarding is an agenda item for every Pupil and Parent Meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL throughout the year to monitor the effectiveness of this policy.

