



Hardenhuish School Safeguarding and Child Protection Policy

2021/22

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

Policy agreed (date):	October 2021
Policy published (including on website) (date):	October 2021
Next review (date):	October 2022

1 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 (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 Chris Winter	01249 650693	cmw@hardenhuish.wilts.sch.uk
Senior Mental Health Lead	Mrs Jo Glossop	01249 650693	jeg@hardenhuish.wilts.sch.uk

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

Children's Social Care referrals:

Early Help Team and Multi-Agency Safeguarding Hub (MASH):
Out of hours number:

0300 45 0108

0300 456 0100

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

2 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.

3 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 whole-school preventative approach to keeping children safe, including online that incorporates pupil physical and mental health and safety; school behaviour and preventing bullying and peer on peer abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and 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 stepparents, 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, outside of school and online are within the scope of this policy.

3.1 **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 and wider safeguarding issues.
- 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 programs, 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). School leaders and staff who work directly with children have also read Annex B and Part 5.

3.2 **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)	Pupil voice	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team.
Staff, volunteers and governors are provided with Staff Code of Conduct (for safer working practice)	Children Missing Education (CME)	Deputy Designated Safeguarding lead (DDSL)
Staff, volunteers and governors are provided with Staff Code of Conduct (for safer working practice)	Concerns about staff conduct	Designated LAC teacher (even if there are no LAC on roll)
All staff, volunteers and governors receive training on:	Early help	Senior Mental Health Lead
<ul style="list-style-type: none"> • Online safety • Preventing Radicalisation • Whistleblowing • KCSiE Part 1 and Annex A and Annex B and Part 5 for staff working directly with children 	Female Genital Mutilation (FGM)	Pastoral and wellbeing staff
DSL/DDSL have received appropriate training	Honour based violence (HBV)	
Looked After Children (LAC) designated teacher has received appropriate training	Peer on Peer abuse	
	Reporting abuse including dealing with a child at immediate risk/SVPP procedures	
	Children with SEND and physical health issues	
	Identifying possible mental health problems, including clear referral and accountability systems.	
	Staff contribution to policy	
	Safeguarding policy review	
	Positive Behaviour policy	
	Relationships, Sex and Health Education policy	

3.3 Concerns and 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. Please see section on 'Managing concerns and allegations against adults' for further details.

3.4 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.

3.5 Safer recruitment

Our governors monitor the school's safer recruitment practice, including the Single Central Record.

4 Mandatory Procedures – Staff and Adults in School

4.1 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 2021.

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, trainee teachers, volunteers and peripatetic teachers) who work at the school.
- all governors/members of the proprietor body

4.2 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 behaviour 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.

4.3 Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse, wider safeguarding issues, including but not limited to child on child sexual violence and harassment, peer on peer abuse and exploitation. 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.

4.4 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 (Appendix B).

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.

The DSL/DDSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm

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).

4.5 Online safety

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Hardenhuish School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow peer on peer abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

For more detailed information on online safety, please see the E-safety policy and Hardenhuish Safeguarding Handbook 2021 (Appendix H).

4.6 Managing concerns and allegations against adults

Hardenhuish School follows the procedure set out by the SVPP (WSCB) ‘Allegations against adults’ flowchart (Appendix B), which is displayed in all staff areas for easy reference.

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 local authority 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. Hardenhuish School promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

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.

In addition to the concern/allegation management process, the school's DSL/DDSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff have read and signed to confirm they have understood the staff code of conduct (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

Hardenhuish will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the headteacher (or a delegated member of the Leadership Team) or where the headteacher is the subject of an allegation, the chair of governors.

4.7 Managing low-level concerns about adults

Hardenhuish School operates a 'low-level' concerns policy in accordance with KCSIE (Appendix I). 'Low-level' refers to behaviour that is inconsistent with expectations set out in the Staff Code of Conduct, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the headteacher; low-level concerns about the headteacher will be reported to the chair of governors.

Hardenhuish will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Code of Conduct) and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- empower staff to share any low-level safeguarding concerns.
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously.
 - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

4.8 Whistleblowing

All staff and pupils can raise concerns about poor and unsafe practices and potential failures in the school's safeguarding regime. Our whistleblowing procedures, which are reflected in staff

training and staff code of conduct and are in place for such concerns to be raised with the Headteacher or DSL/DDSL.

If a staff member feels unable to raise an issue with the Headteacher or DSL/DDSL 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.
- Safeguarding governor or another member of the governing body.

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

4.10 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 withhold 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 working 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 doing so 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.

4.11 Identification on school site

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. This would then be reported to the police if appropriate.

4.12 Visitors

All visitors to school complete a signing in/out process and must first report to reception, where they will 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 license, and their DBS credentials if relevant. Essential safeguarding information will be issued to them including the DSL/DDSL contact details.

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 these 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, if applicable, 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.

4.13 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.

5 Mandatory Procedures – Supporting Children

5.1 A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

5.2 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 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.

5.3 Remote learning

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g., during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances: The DSL/DDSL will:

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

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

5.4 **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 or there are low level concerns. 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, but not restricted to, 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, including the threshold documents, 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.
- Various resources to identify and respond to harmful sexual behaviour

5.5 **Children with Special Education Needs and Disabilities (SEND) or physical health issues**

Pupils with additional needs or certain health conditions 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 (including prejudiced based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues 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).

5.6 **The use of 'reasonable force' in school**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Hardenhuish School follows DfE advice on the *Use of Reasonable Force in Schools*.

All staff will follow our positive behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

6 Mandatory Procedures – Specific forms of abuse and safeguarding issues

6.1 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. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual harassment or violence, including those that happen online.

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, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

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 will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

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

- a relevant, effective 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 (via pastoral reminders and assemblies), knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

- Training to all staff so they understand that peer on peer abuse can happen and are trained to be alert to any behaviours
- A clear procedure for all staff to report all incidents as a safeguarding concern to the DSL/DDSL via CPOMS

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.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

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

6.2 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 may be 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).

6.3 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.
- 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.

6.4 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 (ACE) 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 concern about a child's mental health that is also a safeguarding concern, they will report this concern using CPOMS.

6.5 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, 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).

6.6 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).

6.7 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 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).

7 Staff Training

All members of staff and volunteers have read, signed and understood the school's Code of Conduct (Appendix C).

We ensure training attended meets the minimum standards set out by SVPP in the document 'WSCB recommended minimum standards for child protection training'. All staff complete yearly update training as well as essential safeguarding training every three years. In addition to this, there are termly safeguarding updates delivered to all staff by the DSL/DDSL.

7.1 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 (Appendix C).
- Opportunities for the 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.

7.2 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.

7.3 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.

7.4 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.

7.5 Preventing Radicalisation

All staff undertake Prevent training online. This is also 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.

7.6 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.

The Pastoral Managers team and School Counsellor have professional supervision on a termly basis to support their own wellbeing.

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.

7.7 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 know what to do if they have a concern about a child and/or member of staff/visitor/volunteer and a clear understanding of how to make a referral, know the conduct of staff policy and maintain those standards while on school property.

8 **Monitoring and review**

Governors ensure that safeguarding is an agenda item for every Community 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.

9 **Appendices**

- APPENDIX A: [NSPCC Whistleblowing advice](#)
- APPENDIX B: [Wiltshire SVPP 'What to do if you're worried about a child' flowchart](#)
- APPENDIX C: [Code of Conduct for Safer Working Practice](#)
- APPENDIX D: [Wiltshire SVPP 'Allegations against Adults' flowchart](#)
- APPENDIX E: [Child Protection Online Management System \(CPOMS\) User Guide](#)
- APPENDIX F: [Child Protection Forms and guidance \(for adults without CPOMS access\)](#)
- APPENDIX G: [Keeping Children Safe in Education 2021](#)
All adults working in a school must read Part 1 and Annex A
- APPENDIX H: Safeguarding Handbook
- APPENDIX I: [Wiltshire low level concerns flowchart Sept 2021](#)