



St. Mary's C of E Primary School, Timsbury

CHILD PROTECTION and SAFEGUARDING POLICY

1 Principles

- 1.0 St Mary's C. of E. Primary School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.
- 1.1 All action is taken in line with the following legislation/guidance:
- South West Child Protection Procedures (SWCPP), www.swcppp.org.uk,
 - Section 175 Children Act 2002
 - Keeping Children Safe in Education 2018
 - Working Together to Safeguard Children 2018
 - What to do if you're worried a child is being abused 2015
 - Safeguarding Children and Safer Recruitment in Education 2012
 - Local Safeguarding Children Board Guidance
 - The Prevent Duty (2015)
 - Information Sharing: Advice for Safeguarding Practitioners (2018)
- 1.2 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE and the Local Authority (LA).
- 1.3 Our policy applies to all staff, governors and volunteers working in the school.
- 1.4 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

- The '**Designated Safeguarding Lead**' in our school for Child Protection is **Alice Brown, Headteacher**. In her absence this responsibility is delegated to **Claire Brewer**, Deputy Headteacher; **Janice Purnell**, TA and Thrive Practitioner; or **David Finlay**, Teacher.
- **Gill Jones** is the Named **Governor for Safeguarding**
- **Bath and North East Somerset Social Care Team (01225 396313)**
- The **Local Area Designated Officer** can be contacted on **01225 39 6810 (post currently covered on interim basis pending permanent appointment – August 2018)**;
- **Lesley Hutchinson** is the **Head of Safeguarding (01225 396339)** for Bath and North East Somerset.

1.5 As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
- ensure we have a Designated Safeguarding Lead for safeguarding/child protection who has received appropriate training and support for this role
- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;
- establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
- including opportunities in the school curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect (together with specific safeguarding issues such as FGM); and that they know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2018 and the Local Authority Managing Allegations procedures;
- ensuring that all teaching and support staff receive appropriate training to enable them to carry out their statutory duties;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- ensure professional disagreements are resolved in work in relation to the safety of children with reference to the Escalation Policy on the SWCPP;
- identifying, providing, supporting and monitoring Early Help with other relevant agencies;
- encouraging and supporting parents/carers, working in partnership with them.

1.6 The school recognises that it is an agent of referral and not of investigation.

1.7 This Child Protection (Safeguarding) Policy should be read in conjunction with:

- Attendance Policy
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Educational Visits Policy
- E Safety Policy
- Equality Policy
- Health and Safety Policy

- Staff Code of Conduct
- Parent and Visitor Code of Conduct
- Positive Handling and The Use of Reasonable Force (DFE Guidelines)
- Whistle Blowing Policy

2 Types of Abuse

All school and college staff should be 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.

All adults who work or volunteer with children should be able to identify concerns about child abuse. The types of abuse are:

Main categories of abuse:	Specific safeguarding issues: For other specific safeguarding issues, please see <i>Keeping Children Safe in Education 2018</i> (p.12-13).
<ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect 	<ul style="list-style-type: none"> • Child Sexual Exploitation (CSE) • So-called ‘honour based’ violence, including Female Genital Mutilation (FGM) and Forced Marriage • Preventing radicalisation • Children missing education • Peer on peer abuse

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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

For comprehensive information regarding the definitions of the main categories of abuse and specific safeguarding issues, please see Appendix 1.

Children Missing Education: A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteer becomes aware that any child is missing, or missing education, they need to report to the DSL immediately. After reasonable attempts have been made to contact the family, we may notify other agencies such as the CMES team, social care or the police. If a looked after child or a child subjected to a CP plan goes missing, we will notify social care immediately. The school will also refer any child being withdrawn from school with the intent to be electively home educated, to the CMES.

3 Responding to disclosures: guidance for staff

DO:

- Take the child to a private and safe place
- Stay calm
- Reassure the child and stress that he/she is not to blame and they were right to tell you
- Listen to the child and tell them that you believe them
- Tell the child what you have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
 - Tell me
 - Explain
 - Describe
 - Or use the mirroring technique:
i.e. *"My dad hit me last night"*; respond by *"Your dad hit you last night?"*
- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the pupil if necessary.

DO NOT:

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you.

Confidentiality

We recognise that all matters relating to child protection are confidential however; all staff must be aware that:

- we must not promise to keep secrets which might compromise a child's safety or wellbeing or that of another child;
- we have a professional responsibility to share information with other agencies in order to safeguard and protect children, in accordance with LSCB information sharing protocols;
- the DSL or Headteacher will disclose personal child protection information about a pupil to other members of staff only on a need-to-know basis;
- we must respect children and family rights to privacy and ensure that their personal matters are dealt with and communicated professionally and with due regard to Human Rights and Data Protection legislation.

4 Procedures for Referral

- 4.0 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the **Designated Safeguarding Lead, Alice Brown**, or if unavailable to the **Deputy Designated Safeguarding persons Claire Brewer, Janice Purnell or David Finlay**. In the absence of any of the above, the matter should be brought directly to the attention of **Social Care** (01225 396 313).
- 4.1 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone. **01225 396312/313** or the Emergency Duty Team **01454 615165**
- 4.2 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked **C2** within a maximum of 48 hours, ideally 24 hours.
- Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 4.3 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **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 parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 4.4 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 4.5 Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

5 Parental Involvement

For more information, please refer to Information Sharing: Advice for Safeguarding Practitioners (2018)

Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.

Where a referral is needed, the designated person should inform parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. For example, 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.

6 Early Help

At this school, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems.

Therefore the school will consider the following:

- Undertake an assessment of the need for early help (CAF);
- Provide early help services e.g. school nurse, SENCO
- Refer to appropriate services e.g. CAMHS etc.

7 Record Keeping

7.0 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the DSL. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

7.1 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

7.2 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.

7.3 All records relating to child protection concerns will be kept securely, separately and confidentially by the DSL Person in accordance with *Bath and North East Somerset, Local Safeguarding Children Board's 'Children In Need Handbook' - 'Guidelines on*

Record Keeping and Management of Child Protection Information'. They do not form part of the pupil's educational records.

- 7.4 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 7.5 Where a child moves school, child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with copies of the original records retained by the school until the receiving school acknowledges receipt. The Head Teacher or designated person for child protection will also contact the Head Teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred. When children join St Mary's a written request is made to establish if there are any child protection concerns.
- 7.6 The school will refer to, and implement the advice within, the NSPCC document entitled Records Retention and Storage.

8 Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame and school may be the only stable, secure and predictable element in their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn.

We will support pupils by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- promoting a safe, caring and positive environment within the school
- liaising and working with support services and agencies involved in the safeguarding of children
- notifying the Locality Social Care Team as soon as there is a significant concern
- notifying the social worker immediately if a pupil subject to a child protection plan is excluded
- ensuring appropriate information is forwarded under confidential cover to the pupil's new school

Children with Special Educational Needs or Disabilities (SEND)

The school recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with particular communication needs.

9 Safer Recruitment Practices

St. Mary's C of E Primary School has in place recruitment processes that aim to identify unsuitable staff and follow best practice for safer recruitment. These include:

- advertisements and application packs that make explicit reference to the commitment of the school to safeguarding children;
- clear statements in job descriptions and person specifications about individuals' safeguarding responsibilities;
- always using application forms (CVs on their own are not accepted);
- ensuring that at least one member of any interview panel has successfully completed Safer Recruitment Training.
- verifying a candidate's identity; right to work in the UK; and professional qualifications (including using the Teacher Services System for QTS and NQT induction)
- verifying a candidates mental and physical fitness to carry out work responsibilities;
- exploring at interview any gaps in employment;
- ensuring that all employed and contracted professionally qualified staff are registered with appropriate bodies.
- seeking *enhanced with barred* Disclosure and Barring (DBS) checks for staff who are appointed to work directly with children and young people;
- seeking a barring check from the Teaching Regulation Agency (TRA) for all governor appointments post September 2018 (Ref Para 131 KCSIE 2018).

10 Other professionals

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge

11 Managing allegations against adults

The school will follow the BANES Managing Allegations Protocol/South West Child Protection Procedures for managing allegations against staff.

- 11.1 Where anyone in the school has a concern about the behaviour of an adult who works or volunteer at the school, they must immediately consult the DSL/Headteacher. The DSL will then will contact **Lorraine Matson**, FS4S Human Resources Consultant, for consultation as soon as an allegation is made on telephone 07901355805/01793 882569 (or one of the other HR Consultants at FS4S on telephone 01793 882569). If unable to contact the above, the school will contact the **Local Authority Designated Officer (LADO)**, Deputy Head of Safeguarding & Quality Assurance on 01225 396810 or, in the LADO's absence, **Head of Safeguarding, Lesley Hutchinson** on 01225 396339. The LADO must be notified within one working day. The LADO will co-ordinate, record notes and advise on the appropriate action to be taken.
- 11.2 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 some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. This school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- 11.3 Malicious allegations against staff will be investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.
- 11.4 Any concern or allegation against the Headteacher will be reported to the Chair of Governors. If contacted with regard to an allegation against the Head teacher, the Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Head Teacher', and contact **Lorraine Matson**, FS4S Human Resources Consultant for consultation. An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. We will follow the guidance in Keeping Children Safe in Education 2018.
- 11.5 The school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children

- 11.6 The school has staff, parent and volunteer codes of conduct in place, which clearly states which behaviours are acceptable and which are not. All adults sign to say that they have read and understood the documents during induction.

If you have concerns about a colleague...

Staff may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of a child is paramount.

12 Training

- 12.1 Governors must ensure that all staff read, are familiar and discharge their duties in relation to *Part One: Safeguarding Information for all staff* (Page 5) in *Keeping Children Safe in Education 2018*.
- 12.2 Staff and volunteers are required to read, understand and implement the guidance published by the DFE as "*Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings*"
- 12.2 The Designated safeguarding lead must receive **multi-agency** child protection training every 2 years and undertake refresher training on specific issues as required.
- 12.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years. In addition all staff members should 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. Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 12.4 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 12.5 The Designated Safeguarding Lead has undertaken a "Train the Trainers" Course and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of conduct within the school and ensure they receive appropriate training.
- 12.6 The Designated Safeguarding Lead and the Deputies should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles e.g. Prevent: Train the Trainer.

12.7 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.

12.8 Training is available from the Local Safeguarding Children Board.

13 Roles

The roles of the Designated Safeguarding Lead and St Mary's Governing Body are outlined in Appendix 6.

14 Review

This policy will be reviewed on an annual basis, and updated where appropriate, however if a weakness is identified in school procedures or new guidance is issued by the local authority or DFE, the policy will be reviewed and revised.

Adopted by the Governing Body: September 2015

Reviewed	March 2016
	March 2017
	October 2017
	August 2018

Signed _____ Chair of Governors

Next Review: July 2019

Appendix One: Categories of Abuse and Specific Safeguarding Issues

Neglect: is 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 misuse. 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)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, 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, though it may occur alone.

Child Sexual Exploitation (CSE): is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of

children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time;
- Children who regularly miss school.

Female Genital Mutilation (FGM): comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. FGM is an unacceptable and illegal practice (in the UK) for which there is no justification. It is child abuse and a form of violence against women and girls. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

It will be rare for school staff to see visual evidence, and they should not be examining pupils, but they must inform the DSL immediately if they suspect a girl is at risk of FGM.

Additional information for teachers: FGM Mandatory Reporting Duty

By law, teachers must report to the **police** (individually) any 'known' cases of FGM in under 18s.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM

(pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Radicalisation: protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may include making a referral to the Channel programme.

Peer on peer abuse: allegations of abuse made against other children. At St Mary's we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Occasionally, safeguarding allegations may be made against children by others in the school. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults and
- sexting.

As with all safeguarding concerns the DSL should be informed.

Sexual violence and sexual harassment between children in schools: It is imperative to remember that sexual violence and sexual harassment can occur between two children of *any* age and *any* sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Staff will:

- make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- ensure that sexual violence and sexual harassment is not tolerated or dismissed "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

As with all safeguarding concerns the DSL should be informed.

Further Government guidance on the issues listed below can be located via	
bullying including cyberbullying	www.gov.uk/government/publications/preventing-and-tackling-bullying
Channel	www.gov.uk/government/publications/channel-guidance
children and the court system	www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds
children with family members in prison	https://www.nicco.org.uk/
child criminal exploitation	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
domestic violence	www.gov.uk/guidance/domestic-violence-and-abuse
drugs	www.gov.uk/government/publications/drugs-advice-for-schools
fabricated or induced illness	www.gov.uk/government/publications/drugs-advice-for-schools
faith abuse	www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
forced marriage	https://www.gov.uk/guidance/forced-marriage
gangs and youth violence	www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
gender-based violence/violence against women and girls (VAWG)	www.gov.uk/government/policies/violence-against-women-and-girls
hate	educateagainsthate.com/
homelessness	www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities
mental health	www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
missing children and adults	www.gov.uk/government/publications/missing-children-and-adults-strategy
private fostering	www.gov.uk/government/publications/children-act-1989-private-fostering
relationship abuse	www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
sexual violence and sexual harassment between children	Page 83-86 KCSIE 2018
sexting	www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
trafficking	www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Appendix Two: Child Protection `Cause For Concern' form

CONFIDENTIAL REPORTING FORM FOR THE USE OF STAFF AND VOLUNTEERS

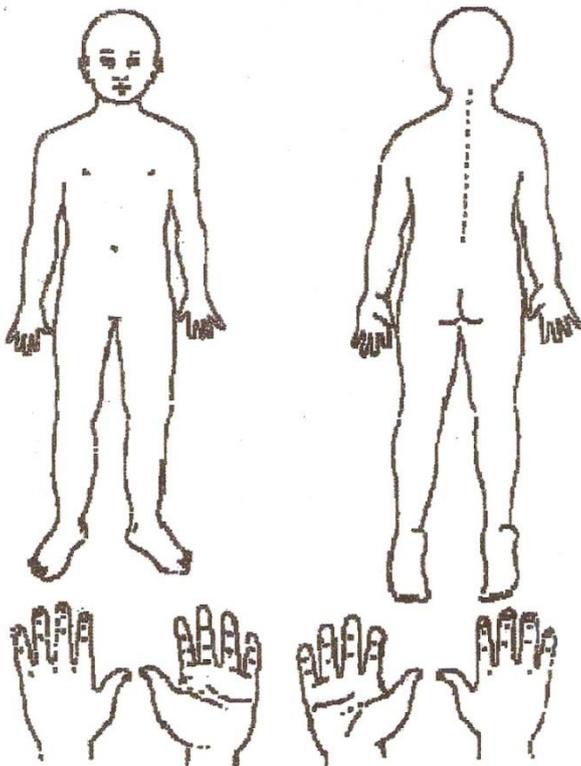
Please complete this form if you have any concerns about a child's welfare.

1. Pass the completed form, in confidence, to Designated Safeguarding Lead, Alice Brown in her absence, to the Deputy DSLs, Mrs Claire Brewer, Mrs Janice Purnell or Mr David Finlay.
2. The DSL will now assume responsibility and take any necessary action on behalf of the child.
3. Please remember you must not make any investigation yourself.
4. This procedure is in accordance with government guidelines and our Child Protection Policy

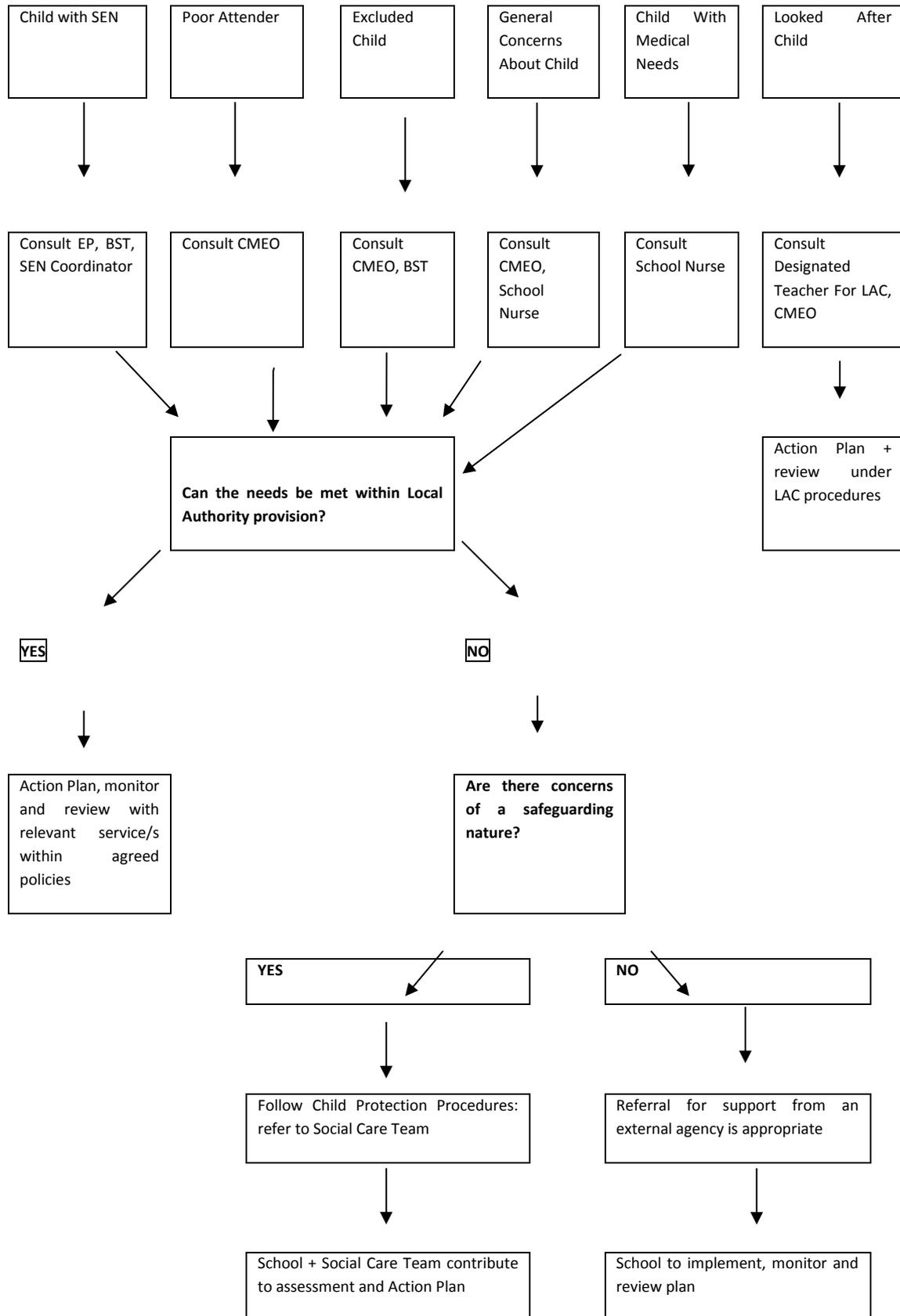
Name of Child		DOB
Date of Concern		
Nature of Concern <ul style="list-style-type: none"> • Include observations • Write factually • Do not ask leading questions • Do not promise confidentiality • Record what, if anything, was said, using the child's / adult's own words • Continue on additional sheet(s) if necessary. 		
Name of person reporting		Role
Signature of person reporting		Date
Action taken by DTCP		
Signature of DTCP		Date
Reviewed by DTCP Action taken		
Signature of DTCP		Date
Final outcome		
Signature of DTCP		Date

Appendix Three: Body Map

Body Map



Appendix Four- chart for managing a Child In Need Concern

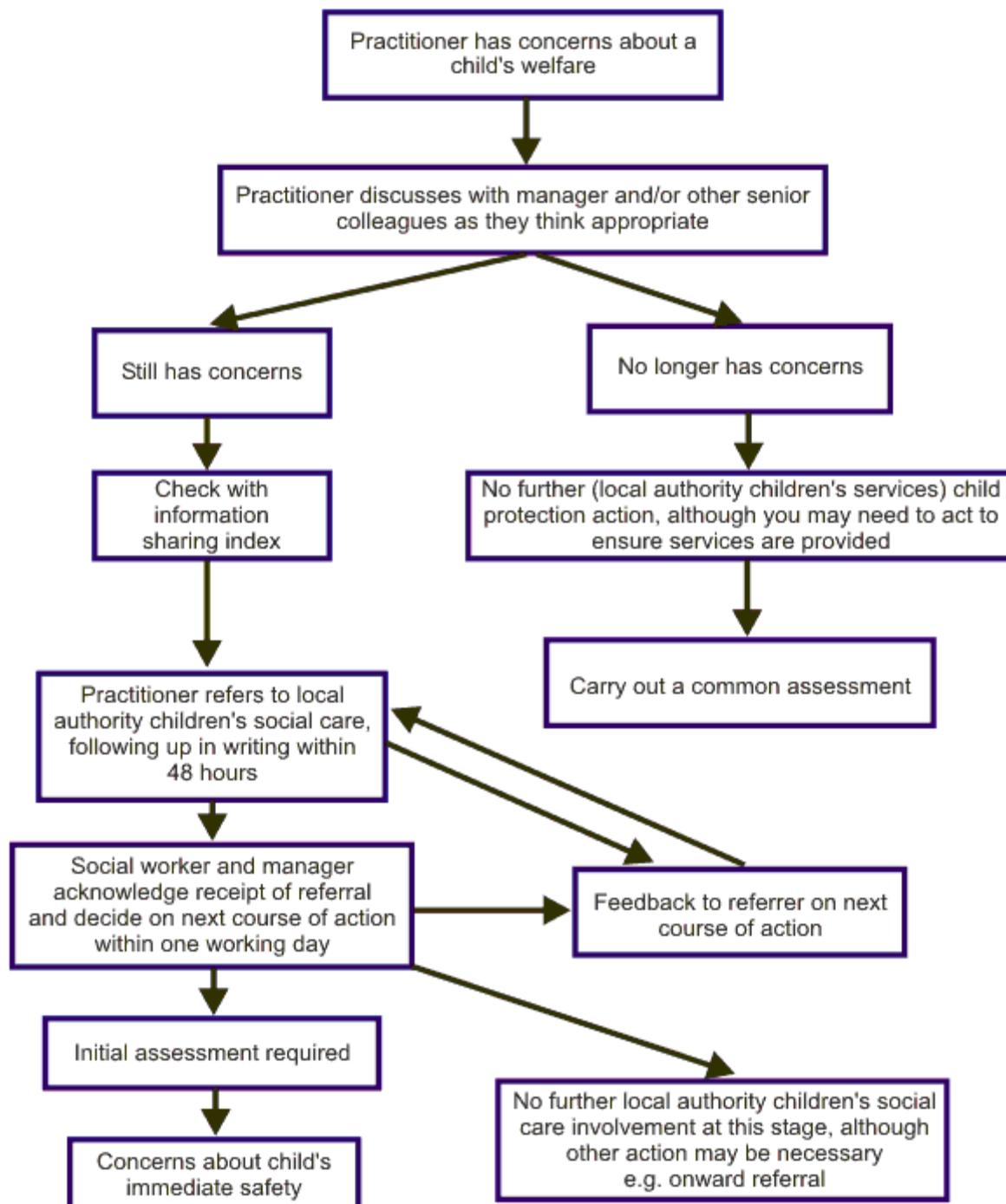


APPENDIX Five – Flow chart for managing a Child Protection Disclosure



**South West Safeguarding and
Child Protection Group**

Referral Flowchart



APPENDIX 6: Roles

St Mary's Governing Body

- The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any "Safer Recruitment in Education Guidance" and "Keeping Children Safe in Education 2018".
- The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion.
- The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- The Designated Governor for Safeguarding, in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

St Mary's Designated Safeguarding Lead

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Be available during term time (or ensure a Deputy is) for staff in the school to discuss any safeguarding concerns.