



Saint Joseph's
CATHOLIC SCHOOL

Safeguarding & Child Protection Policy

Version 12.0 September 2022

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:		
The school will be alert to signs of abuse and neglect and implement all safeguarding and child protection procedures stipulated in this policy.		
Context/Aim:		
St Joseph's Catholic School fully recognises its responsibilities for safeguarding and child protection and 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:		
<ul style="list-style-type: none"> Working Together to Safeguard Children (2018) Keeping Children Safe in Education (2022) What to do if you're worried a child is being abused (2015) The Procedures of (SVPP) The Safeguarding Vulnerable People Partnership (formerly WSCB) Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018) 		
See Appendix 1 for further relevant guidance documents		
The aim of this policy is to ensure:		
<ul style="list-style-type: none"> all our pupils are safe and protected from harm. safeguarding procedures are in place to help pupils to feel safe and learn to stay safe. adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection. 		
Staff:		
<ul style="list-style-type: none"> are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned should always act in the best interest of the child. 		
Monitoring Procedures:		
By Whom: Governors' Pastoral and Ethos Committee	When: Termly	How: Designated Safeguarding Lead DSL (designated members of staff) will provide termly reports via Pastoral & Ethos Committee governor meetings and inform governors of any need to update or change items in the Policy. Reports from the Pastoral and Ethos Committee will be shared with the Full Governing Body.
Evaluation:		
By Whom: Named SG Governor and Pastoral and Ethos Governors with Headteacher and Designated Safeguarding Lead/Safeguarding Officers (designated members of staff), with LA via audit	When: Policy Annually, safeguarding practice is termly	How: Termly Reports from Designated Safeguarding Lead /Safeguarding Officers to the Pastoral and Ethos Committee, with annual Safeguarding Audit in November sent to LA

Revision History:			
Version	Approved and Ratified	Review Date	Additional notes
V 12.0	Sept 2022 and published on website 05.09.21	July 2023	Update to reflect change to KCSiE
V 11.0	August 2021 and published on website 01.09.21	July 2022	Update to reflect changes to KCSiE, specifically Peer-on-peer abuse and SVSH after Ofsted Review Term 6 2021
V 10.0	August 2020 Published Sept 2020	July 2021	Update to ensure compliance with changes to KCSiE Sept 2020 and to reflect COVID practices
V 9.0	Sept 2019 Published Sept 19	Sept 2020	Update to ensure compliance with minor changes to KCSiE September 2018
V 8.1	July 2018 Published July 2018	July 2019	Update to ensure compliance with KCSiE September 2018
V 8.0	October 2017 Published Oct 2017	October 2018	Re-write
V 7.0	October 2016	October 2017	Re-write & combining of Safeguarding & Child Protection policies revising content in accordance with KCSiE 2016
V 6.0	October 2015	October 2016	Complete re-write
V 5.0	March 2014	March 2015	
V 4.1	February 2013	February 2014	None
V 4.0	January 2011	January 2012	None
V 3.2	December 2009	December 2010	None
V 3.1	December 2008	December 2009	None
V 3.0	July 2008	June 2009	None
V 2.1	June 2007	June 2008	None
V 1.1	March 2006	Autumn 2006	None
V 1.0	June 2004	March 2006	None

Vision Statement:
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.</p>

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

Other SJCS Policies that relate to this Policy:

Attendance Policy

Behaviour Policy (inc. pupil use of mobile phone and smart technology)

Complaints Policy

E-Safety (online safety) Policy

Equality statement

Health & Safety Policy (inc. administration of medicines)

Relationships, Sex and Health Education/PSHE Policy

Safer Recruitment Policy

SEND Policy

Social Networking Policy

Staff (Behaviour policy) Code of Conduct

Teaching, Learning & Assessment Policy

Whistleblowing Policy

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mrs Rachel Ridley	01722 335380	admin@sjcs.org.uk
Designated Safeguarding Lead (DSL)	Mr Andrew Bazen	01722 335380	safeguarding@sjcs.org.uk
Deputy DSL(s) (DDSL)	Mr Chris Bartel Mrs Rachel Ridley Miss Danielle Brignall Mrs Lena Rose	01722 335380	safeguarding@sjcs.org.uk
Nominated Governor	Mr John Hawkins	01722 335380	admin@sjcs.org.uk

Chair of Governors	Mr Paul Hooper	01722 335380	admin@sjcs.org.uk
Designated Teacher for Looked After Children	Mrs Francesca Nobis	01722 335380	safeguarding@sjcs.org.uk
Senior Mental Health Leads (non-mandatory)	Miss Danielle Brignall Mrs Lena Rose	01722 335380	safeguarding@sjcs.org.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2022)			

<p>Early Help – single point of entry: 01225 718230</p> <p>Children's Social Care referrals:</p> <ul style="list-style-type: none"> • Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 • Out of hours: 0300 456 0100
<p>If you believe a child is at immediate risk of significant harm or injury you must call the police on 999.</p>

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 mental and physical health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe including online that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse (inc. cyber-bullying, prejudiced-based and discriminatory bullying and sexual violence or harassment); supporting pupils with medical conditions; Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside policies listed above in the **Other SJCS Policies that relate to this Policy** section.

This policy applies to all staff in our school.

For the purposes of this policy:

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

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

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- aware of the importance of professional curiosity
- 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 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2022). School leaders and staff who work directly with children have also read Annex B and part 5.

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 will work with the senior leaders to make sure the following safeguarding essentials are in place:

(see next page)

Training/Teaching	Policy/Procedures	Staffing
<p>Whole school approach to broad and balanced curriculum embedding safeguarding teaching</p> <p>D/DSL training Designated Teacher Training</p> <p>KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)</p> <p>Staff training, including regular safeguarding updates, inc weekly online SG briefings</p> <p>Children taught about online safety</p> <p>Online safety training for staff Preventing Radicalisation</p> <p>Teaching staff confidence to deliver RSHE/PSHE to all pupils</p> <p>Annual review of online safety arrangements</p> <p>Whistleblowing</p>	<p>Child-on-Child Abuse</p> <p>Pupil voice</p> <p>Online Safety</p> <p>Self-Harm</p> <p>Whistleblowing</p> <p>Staff code of conduct (For safer Working Practice), incl low-level concerns about staff conduct</p> <p>Early Help</p> <p>Mental Health</p> <p>Multi-Agency Working</p> <p>Children Missing out on Education (CMOE) and Children Missing Education (CME)</p> <p>Children with SEND and a physical Health Issue</p> <p>Reporting Abuse, incl. dealing with a child at immediate risk/SVPP procedures</p> <p>Honour Based Abuse (HBA)</p> <p>Female Genital Mutilation (FGM)</p> <p>Concerns about staff conduct</p> <p>Behaviour Policy</p> <p>RSHE and PSHE Policy</p> <p>Staff contribution to policy</p> <p>Safeguarding Policy review</p> <p>Female Genital Mutilation (FGM)</p>	<p>Designated Safeguarding Lead (DSL) who is a member of SLT (Deputy Head Pastoral)</p> <p>Deputy Designated Safeguarding Leads (DDSL)</p> <p>Designated LAC teacher (even if there are no LAC on roll)</p> <p>Senior Mental Health Lead (TBC – non-mandatory)</p> <p>Pastoral Manager and Well-Being staff, inc on-site MHST</p> <p>Head of RE (I/C RSHE)</p> <p>Deputy Head Curriculum</p>

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.

Audit

The nominated governor (NG) for safeguarding will liaise with the headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

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

Monitoring and Review

The headteacher ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents.

Governors ensure that safeguarding is an item on the agenda for every full governing body meeting via the Pastoral and Ethos committee chair's report.

The headteacher ensures that safeguarding is an agenda item for staff via the weekly safeguarding meetings.

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

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Mandatory Procedures: Staff and Adults at School

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2022)

At St Joseph's, 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 whether the essential checks as set out in KCSiE, have been carried out or 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 (for independent schools, academies and free schools).

See also training section

Staff Code of conduct (for safer working practice)

St Joseph's 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 supports our commitment to safeguarding children and sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

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

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but NOT limited to child-on-child sexual violence and harassment, child-on-child abuse and exploitation, 'all' risks outside of the home and within the local area including online.

Definitions of abuse, set out in 'What to do if you're worried a child is being abused – Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2022) and Sexual Violence and Sexual Harassment between children in schools (2021) along with notes from Safeguarding training, are important reference documents for all staff.

Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues.

Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2021).

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 the staffroom and adult cloakrooms for ease of reference.

Staff adhere to the organisation's safeguarding training requirements and when concerned about abuse or when responding to a disclosure of abuse, they follow these Do and Do NOTs:

Do:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Do NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- 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 D/DSL using the standard form. It is the responsibility of each adult in school to ensure that

the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police. The D/DSL will provide as much information 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. The D/DSL is part of the Safer Young People's Context and attends this confidential briefing with multi-agencies to support this contextualised safeguarding approach and seek early intervention and targeted support for those most at risk in the local area.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL and/or a 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.

Online safety

St Joseph's Catholic School's e-safety policy sets out how the school's systems protect and educate students to use technology safely and responsibly. Via their curriculum sessions in ICT, PSHE and RSE, students learn about the 4Cs – content, contact, conduct and commerce. Additional presentations via assemblies explore the importance of online safety, with information to support students and parents readily available on the school's website.

Where there are breaches of expectation and inappropriate student interactions, or where there is evidence of inappropriate adult/student interaction, these are handled by the Safeguarding Team who enlist the support of external agencies and/or reporting mechanisms to further safeguard and educate students.

Where there is no need for police or MASH involvement, breaches are dealt with in accordance with the school's behaviour policy and in conjunction parents and with the responsible user agreements that all students sign which outline school protocols and expectations.

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.

St Joseph's Catholic School's ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if any) their child is going to be interacting with online

St Joseph's Catholic 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 child-on-child 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.

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors)

St Joseph's Catholic School follows the procedure set out by the SVPP 'Allegations against adults' flowchart (Appendix 2) which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, 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 for fear a report could jeopardise their colleague's career.

St Joseph's Catholic School promotes an open and transparent culture in which all staff must remember that the welfare of the child is paramount and just not delay raising concerns for fear a report could jeopardise their colleague's career. 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 will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's 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.

St Joseph's Catholic School 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 by appointment by the headteacher and is always a senior member of SLT, if not the Head, or where the headteacher is the subject of an allegation, the chair of governors.

Managing low-level concerns about adults

St Joseph's Catholic School operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, 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.

St Joseph's Catholic School will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Code of Conduct Policy), 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 or appointed senior member of SLT 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.

Whistleblowing

In accordance with our school's whistleblowing policy and procedures, all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Code of Conduct, and shared with pupils are in place for such concerns to be raised with Headteacher or DSL. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback

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

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Mr John Hawkins, Vice Chair of Governors and Governor appointed for Whistleblowing

Escalation of concerns

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 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.

Record keeping and information sharing

The school:

- liaises with partner organisations (alternative provisions, Wiltshire Council and post-16 providers, including where students are on roll but live out of county, such as in Hampshire) to ensure any safeguarding records for learners are shared on transition and within 5 days for an In-year transfer or within 5 days of the start of the new term:
 - by the setting/school/organisation previously attended by the child.
 - by our D/DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the D/DSL will regularly liaise with the D/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.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

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

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

When we become aware that a child 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.

Visitors

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

Scheduled visitors in a professional role (eg fire officer, police,) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

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.

The school uses 3 coloured lanyards to help pupils understand who is permitted to be on-site and unaccompanied – it follows the traffic light system, where known and safeguarding trained staff

in the employ of the school will wear green, employees of Wiltshire Council and/or visiting teaching staff in the employ of the LA wear yellow with all others wearing red, indicating they are visitors who have been approved to be on-site and who will be accompanied to work with staff and/or students and who will be supervised throughout their time on site.

Students are actively encouraged and do inform any St Joseph's Catholic School adult if they see an unaccompanied RED lanyard wearing individual(s).

Site safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy.

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.

Any overnight visit will explicitly set out:

- sleeping arrangements
- the role and responsibility of each adult, whether employed or volunteers
- on/off duty arrangements
- clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, i.e. none.

Where there are safeguarding concerns or allegations that occur off-site, staff must follow the procedure described above i.e. **responding to concerns/disclosures of abuse** and in **Appendix 4** (SVPP flowcharts).

The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headteacher, who will make a referral to the MASH or Designated Officer For Allegations (DOFA) if appropriate. A named D/DSL is a point of contact during any off-site visit and is contactable if advice and guidance is needed. A copy of the flowcharts is taken on off-site visits for reference.

In an emergency the staff member in charge will contact the police and/or the MASH
Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate.

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

Mandatory Procedures: Supporting Children

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/surveys, this data informs our practice and policies.

Curriculum – teaching about safeguarding

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

We provide opportunities for pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) Education programme 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)

Examples of topics:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to–sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Remote learning

Remote Learning

If the school is required to change the way we offer our provision to children due to exceptional circumstances eg 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 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, such as UK Safer Internet Guidance, DfE safeguarding and Remote Education guidance 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, using Microsoft TEAMS and Show My Homework
 - amended procedures for reporting concerns, including the use of a secure and unfiltered email for students via welfare@sjcs.org.uk and for parents via covid@sjcs.org.uk or for safeguarding specific concerns, safeguarding@sjcs.org.uk
 - 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

Early help

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

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance 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.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

Children with Special Education Needs and Disability (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 recognizing 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 D/DSL

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.

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. St Joseph's Catholic School follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our 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.

Mandatory Procedures: Specific forms of abuse and safeguarding issues

Child on Child abuse

All children have a right to attend school and learn in a safe environment. All child-on-child 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 violence and sexual harassment, including those that have happened outside of the school, and/or 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. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse 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, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and 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 child-on-child 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 child-on-child 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, 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 child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

Additional measures include:

- a no-phone in school hours policy
- Protected Wi-Fi access with a regular change of password

- Monitored email accounts (safeguarding@sjcs.org.uk and stop@sjcs.org.uk allow students to share concerns in a safe and secure manner, and are accessible to any member of the community to send a message to for follow-up by a D/DSL
- Student Leaders and student forums with whom issues can be raised/discussed
- Clear identification of who to approach and how via student planners and posters in and around school and on website to report concerns

Allegations of child-on-child abuse will be dealt with by an investigation. This will include:

- Allocating an appropriate member of staff to investigate, based upon the content of the allegation and relevance in terms of the member of staff's: experience, age, gender or expertise.
- If the allegation is founded the DSL/DDSL must be informed and will decide on the appropriate action. (See all points below)
- Parents will be informed of the incident unless this is not in the best interests of the child.
- Outside agencies such as the police or social care will be informed if applicable. For example, if a law has been broken or a child is at risk of harm.
- A written record will be made in line with advice from the record keeping section of this policy.

Support for victims of child-on-child abuse will be implemented based on the needs and wishes of the individual pupil, which may include:

- Peer support, e.g. a buddy system.
- Time with Pastoral staff for supportive intervention. This may include work on positive self-esteem and managing anxiety.
- An outside agency referral

Child-on- Child Violence and sexual Harassment

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with 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 D/DSL will record the time and location, specifically, of the incident and any action required to make the location safe.

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.

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 (restorative practice) 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.

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 discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The D/DSL shares any unauthorised/unexplained absence of any children with 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, the D/DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

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. Staff are aware of how 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 the agreed reporting mechanisms.

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.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as 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 D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the MASH.

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 D/DSL 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.

Staff Training

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 policy and procedures, including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct (for safer working practice)
- 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. All staff also carry out additional training annually to supplement independently any in-house training led by DSL using SSSCPD, an online platform

Advanced training

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

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.

Designated Teacher for Looked After Children

The designated teacher for looked after children has attended training specific to the role.

Preventing Radicalisation

All staff undertake Prevent Awareness training.

Staff support

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

Governors

As well as the school's safeguarding induction programme, all governors receive appropriate safeguarding and child protection (including online) training at induction.

They may choose to complete face to face training for governors provided by Wiltshire Council via Right Choice and/or use the SSSCPD training platform the school uses. Governors are encouraged to attend whole school safeguarding and child protection training annually.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

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

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

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015 – This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

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

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

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

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

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

Sexual violence and sexual harassment between children in schools and colleges (2021) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour and Discipline in Schools (2016) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

Concern Form Part A

- **Part A** is to be completed by the adult who first has a concern and reported to the Designated Safeguarding Lead (DSL) without delay.
Separate concern forms should be completed for both alleged instigator(s) and victim(s) of incidents.
- **Part B** is to be completed by the DSL

Child's name			
Date of birth <small>This may be added by the DSL having ensured there is no risk of confusion if children have similar names</small>			
Name of member of staff/person reporting the concern	PLEASE PRINT		
	Signature		
Role			
Date DD/MM/YYYY		Time	

Concern(s) - Use the body- map show any marks or injuries.			
Additional form used?		Yes / No	Page of

Concern Form Part B

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

Name of D/DSL reviewing the concern					
Safeguarding support already in place Tick and add name where known at time of report					
None	ESA or Support Assessment	Child in Need	Child Protection Plan	Looked After	Previous social care involvement
Name and role of allocated worker					
Data analysis: if the concern relates to child-on-child abuse, state which:	<i>This includes any reports and concerns, including those outside the school and online:</i> <ol style="list-style-type: none"> bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between peers physical abuse sexual violence 		<ol style="list-style-type: none"> sexual harassment causing someone to engage in sexual activity without consent consensual and non-consensual sharing of nudes and semi-nude images and or videos upskirting initiation/hazing type violence and rituals 		

Name of person taking actions	Actions/next steps Please detail conversation and rationale for decisions – include whether concerns were shared with parents/carers, MASH and if not outline reasons why.	Date of action

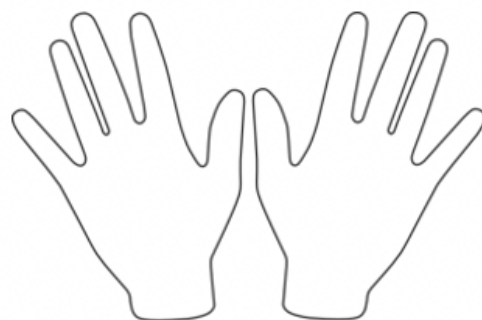
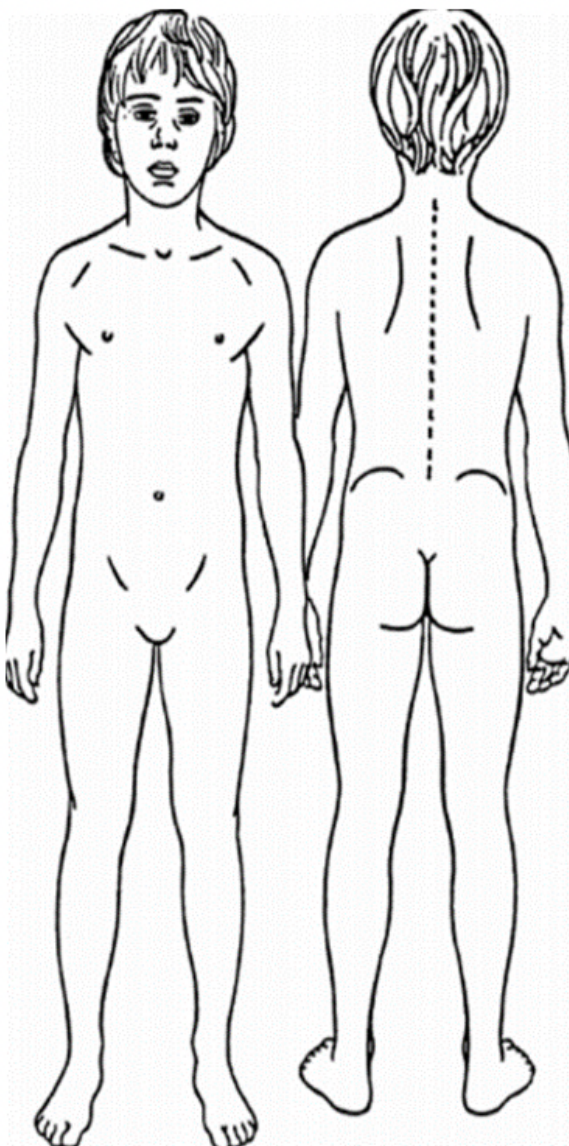
What would the child like to happen next?		
Has the child's wishes been considered when deciding action to be taken?	Yes	No
If no, please indicate why not		

A summary of actions must be shared with the person who raised the concern

<p>Summary of action discussion - please include any 'gut feeling elements' in the discussion and also the potential impact on the child.</p>		<p>Date</p>	
<p>If actions agreed Signature of person (overleaf) who raised the concern</p>			
<p>If actions <i>not</i> agreed A file note added to the child's file with a summary of discussion and the outcome/s. Signature of person who raised the concern overleaf</p>		<p>File note document number</p>	

Body Map

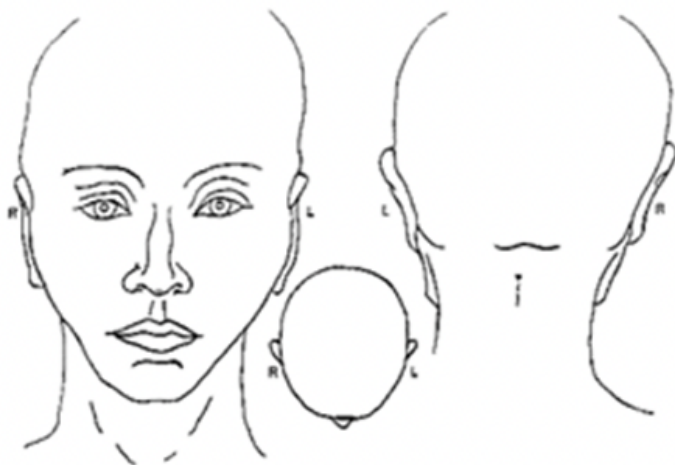
Children must not be undressed or photographs taken of any marks or injuries



Palm



Back



What to do if you are worried a child is being abused or neglected

for staff, volunteers and visitors in all agencies and settings

Be alert to signs of abuse and question unusual behaviour

If you have concerns about a child's welfare...

Where a child also discloses abuse or neglect:

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

Report concerns to the Designated/Named Safeguarding Lead or their deputy:

Mr A Bazen or DDSLS, Mr C Bartel, Miss D Brignall, Mrs L Rose or Mrs R Ridley

The Designated/Named Safeguarding Lead will:

- consider further actions required, including consultation with MASH (number below)
- record in writing the discussions, decisions, and reasons for decisions.

In exceptional circumstances or in the absence of a Safeguarding Lead you may contact MASH directly.

If a referral is not required:

The Designated Safeguarding Lead will oversee relevant action, eg pastoral support, and/or early help assessment and monitor locally.

If concerns continue

The Designated/Named Safeguarding Lead (or staff) will contact MASH to make a referral

Additional/unmet needs – the Designated Safeguarding Lead will consult with relevant agencies and undertake an Early Help CAF and Team around the Child meetings.

- **Multi-Agency Safeguarding Hub (MASH): 0300 456 0108**
- **Out of Hours Emergency Duty Service: 0300 456 0100**
(5.00pm to 9.00am weekdays, 4.00pm Friday to 9.00am Monday)
- If the child is in **immediate risk**, dial **999** and ask for police assistance

MASH will:

1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Provide feedback decision to referrer (e.g. further assessment including: strategy discussion/child protection enquiries; no further action required for children's social care and early help assessment/CAF recommended; referral to other agency for service provision).

This flowchart is intended for use as a brief guide. Refer to the DfE Guidance [What to do if you are worried a child is being abused](#) for more information, definitions and possible indicators of abuse (including child sexual exploitation).



Allegations and concerns against adults in education settings – September 2022 (Including schools, early years, and alternative provision settings)

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

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

If you have any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the DOFA.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,
- Humiliating pupils

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

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

Staff should self-refer to their line manager or Designated Safeguarding Lead 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.

Report immediately to the person in charge: Mrs Rachel Ridley

e.g. headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: Mr Paul Hooper, Chair of Governors or Mr John Hawkins, Vice Chair/Safeguarding Governor

e.g. chair of governors, owner, chair of committee, nominated trustee

Allegations that may meet the harm threshold

If the behaviour towards the child may have met the harm threshold (KCSiE 2022, p.85) report the allegation within one working day to the Designated Officer for Allegations (DOFA)

- Contact the Multi-Agency Safeguarding Hub (MASH): **0300 456 0108** and select Option 3 then Option 4 or email dofaservice@wiltshire.gov.uk
- Out of Hours Emergency Duty Service: **0300 456 0100** (5pm to 9am weekdays, 4pm Friday to 9am Monday)

Allegations/concerns that do not meet the harm threshold (low-level concerns)

Refer to the allegation/concerns that do not meet the harm threshold, or 'low level' concerns addendum flowchart (below).

Allegation/concerns guidance for persons in charge – September 2022

Allegations that may meet the harm threshold

KCSIE 2022 Part 4 Section 1

The DOFA will:

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

If the allegation threshold is met:

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

If the allegation threshold is NOT met:

The DOFA will agree an appropriate response, e.g. for the setting to undertake further enquiries or an internal investigation.
Refer to the low-level concerns procedures on the right-hand-side.

Allegations/concerns that do NOT meet the harm threshold ('low level' concerns)

KCSIE 2022 Part 4 Section 2

The person in charge will take the following actions:

- Reports about supply staff and contractors will be notified to their employers.
- Collect information to help them categorise the type of behaviour and determine what further action may need to be taken.
- If the concern has been raised via a third party, the person in charge (or a nominated deputy) should collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously, and
 - to the individual involved and any witnesses.
- All low-level concerns will be recorded in writing and will include details of the concern, the context in which the concern arose along with the rationale for decisions and action taken.
- Records will be kept confidential and held securely; it is recommended that it is retained at least until the individual leaves their employment.
- Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the DOFA (as per Part 4, Section 1).
- Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.
- The person in charge will seek advice from HR adviser and/or DOFA consultation as appropriate.