Diocese of Salisbury Academy Trust
'Beyond expectations for all of God's children'

in partnership with

Devon Education Services

# Child Protection and Safeguarding Policy

September 2026

***ME, YOU & US***

*Safeguarding is everyone's responsibility.*

| | |
|---|---|
| Policy reviewed | September 2026 |
| Next reviewed date | September 2027 |

| KEY PERSONNEL | | | |
|---|---|---|---|
| Role | Name | Email | Telephone |
| Designated Safeguarding Lead (DSL) | Sarah Waddington | swaddington@stnicholas.dsat.org.uk | 01980 610401 |
| Deputy DSL | Becky Pistell | bpistell@stnicholas.dsat.org.uk | 01980 610401 |
| Deputy DSL | Jake Bailey | jbailey@stnicholas.dsat.org.uk | 01980 610401 |
| Headteacher* | Jake Bailey | jbailey@stnicholas.dsat.org.uk | 01980 610401 |
| Online Safety Co-ordinator | Jake Bailey | jbailey@stnicholas.dsat.org.uk | 01980 610401 |
| Chair of Governors (ASEC)* | Chloe Mills | cmills@stnicholas.dsat.org.uk | 01980 610401 |
| Safeguarding Governor | Fay Hodder | fhodder@stnicholas.dsat.org.uk | 01980 610401 |
| DSAT Trust DSL | Holly Doswell, Deputy CEO | office@dsat.org.uk | 01722 548519 |
| DSAT Trust DDSL | Mark Lacey, CEO<br>**Regional Directors**<br>Jane Dhillon<br>Kate Masters | office@dsat.org.uk | 01722 548519 |

| | | | |
|---|---|---|---|
| DSAT Safeguarding Trustee | Siân Thornton | office@dsat.org.uk | 01722 548519 |

**If you have a safeguarding concern about the conduct of a DSL, DDSL, a Headteacher, a member of our Trust services team or one of our Trustees, please email safeguarding@dsat.org.uk.**

** Out of hours contact details will be made available to staff*
*** Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/hubs*

***Note: All content should be read, adjusted, and personalised according to your school's profile, procedures, and practices. This policy should be ratified, read, and amended in conjunction with the latest Keeping Children Safe in Education.***

*Disclaimer: The Diocese of Salisbury Academy Trust (DSAT), working in partnership with Devon Education Services (DES), and in consultation with the local authorities of Wiltshire and Dorset, makes every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable. Nevertheless, DES and its employees cannot accept responsibility for any loss, damage or inconvenience caused as a result of reliance on any content in this publication. It is important that any setting adopting this policy personalise and amend according to need.*

This policy is to be adapted by each school.

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SAFEGUARDING POLICY


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## This is the Child Protection Policy for St Nicholas CoE Primary School

**How we create a culture in which all children are safeguarded in our community**

- All staff are trained annually with refreshers throughout the academic year
- All staff have read and understood KCSIE 2026
- Safeguarding units within our long-term planning – termly focus on different ways to stay safe
- including e-safety, healthy lifestyles, stranger danger etc.
- Worry alerts around the school direct children who to speak to about any concerns
- Christian Ethos and Values – all actions underpinned by love
- Clear signage throughout the school
- Transparent communication with stakeholders regarding safeguarding – promoting positive
- conversations and awareness
- Emotional health and well-being lead on site to support staff

We are a St Nicholas family and as a small school we take pride in knowing our children and families well. We build strong and trusting relationships and are able to spot quickly when behaviours change and quickly identify children and families who may need early support. We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

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

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education 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)

**The specific challenges that we face in our community**

- Close-knit community – everyone knowing everyone creates a potential fear of reporting or complacency that 'it doesn't happen here'

- High emotional and SEN needs

**The partners we work with to ensure our children are safe**

We also work closely with:

- DSAT
- Wiltshire County Council agencies e.g. Behaviour Support, Educational Psychologists, Education
- Welfare Services
- MASH including Early Help Advisors and Social Workers
- Chaplaincy- Bridge Project
- Local Doctors Surgery – sign posting for services and referrals

**How we work with parents to ensure that all children are safe**

- Safeguarding updates in every newsletter
- Open Afternoons build relationships
- Key information on website
- MASH information in newsletters every term
- Early Support Meetings

**How we work with staff to ensure that this policy is followed**

- Reading this policy annually
- Reading KCSIE Part 1 annually Keeping Children Safe in Education
- Staff induction and refresher training
- Regular safeguarding briefings in professional development meetings
- Safeguarding hub in staff room

**Safeguarding Poster to be displayed in key places across the school**

Adult:




Child friendly:



## Introduction

The child protection policy for schools within the Diocese of Salisbury Academy Trust is based on a template provided by Devon Education Services (DES), our safeguarding advisors; it reflects Inter-Agency Safeguarding Procedures and the latest versions of national statutory guidance: Working Together to Safeguard Children and Keeping Children Safe in Education . It is adapted as required to suit the needs of our Wiltshire and Dorset schools and to comply with the similar procedures of the Local Authority.

In addition to the contacts on the front page, the DSAT Safeguarding Lead Advisor is Lara Stead, Devon Education Services. Contact details are held in schools and the DSAT office for staff to access if required.

## Safeguarding Policy

The Diocese of Salisbury Academy Trust and its schools recognise that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

We take seriously our duty to safeguard and promote the welfare of the children and young people in our care.

Safeguarding children is everyone's responsibility. Working Together to Safeguard Children 2026, HM Government statutory guidance, defines safeguarding as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Promoting the upbringing of children with their birth parents, or otherwise their family network4 through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- Taking action to enable all children to have the best life chances.

The Trust Board recognises its statutory obligations as the Governors of all schools within the Trust and as such the requirements on it from Working Together to Safeguard Children (2026) and Keeping Children Safe in Education (2026). The Board has in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- A senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Authority
- A designated professional lead for safeguarding.
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check.
- Appropriate supervision and support for staff, including undertaking regular and frequent safeguarding training.
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

- Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.
- All professionals should have regular reviews of their own practice to ensure they improve over time.
- Clear policies in line with those from the LA for dealing with allegations against people who work with children.

Therefore, the Trust Board will:

- Appoint a senior member of the Executive staff as the professional lead for Safeguarding, with responsibility to oversee the implementation and management of this policy.
- Appoint a Board Director with the responsibility of overseeing of all safeguarding arrangements in the Trust.
- Review our safeguarding policy on an annual basis with our external provider and receive regular reports from the CEO and Safeguarding Trustee in relation to on-going practice in our schools.
- Task the Professional Lead for Safeguarding to review on a regular basis the requirements of all LAs relevant to our schools and to amend this policy accordingly.
- Ensure the Board all undergo annual training to maintain their understanding and recognition of the importance of safeguarding.
- Co-ordinate through the Professional Lead for Safeguarding, regular meetings for the Designated Safeguarding Leads in each school and opportunities for supervision.

The Trust Board will delegate the following functions to the local governors through the Academy Standards and Ethos Committee (ASEC) in each of its schools:

- Appoint a member of the ASEC to be local safeguarding governor and liaise with the Trust designated staff, local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher;
- Appointment of a Designated Safeguarding Lead;
- Ensure there is an effective local version of this child protection policy in place together with a staff behaviour policy (code of conduct). Both will be provided to all staff – including temporary staff and volunteers – on induction;
- Receive the annual safeguarding audit from the Designated Safeguarding Leader and/or the nominated local governor;
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised;
- Review training provision to ensure that appropriate training is in place so that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

The local safeguarding governor shall report to the Professional Lead for Safeguarding, or if necessary the Appointed Trustee immediately following any actions taken under the delegated responsibilities above.

The ASEC are accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective. At all times they will be supported by the Trust Board.

As recommended by the local safeguarding partnerships, the ASEC will receive an annual report from the Designated Safeguarding Lead and nominated governor in order to help monitor compliance with statutory responsibilities.

Each school is also expected to complete and submit to its Local Authority an annual audit of its safeguarding and child protection arrangements, including an action plan, in line with requests made by the LA.

All children have the right to be safeguarded from harm or exploitation whatever their

- Age
- Health or disability
- Gender or sexual orientation
- Race, religion, belief or first language
- Political or immigration status

ASEC members, staff and regular volunteers in this school understand the importance of taking appropriate action and working in partnership with children, their parents/carers and other agencies in order to safeguard children and promote their welfare.

The purpose of this policy is to:

- Afford protection for all pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes this school a safe place to learn and in which children feel safe

This policy applies to the Headteacher, all staff, including supply and peripatetic staff, regular volunteers (i.e. those who come into school once a week or more or 3 times in a 30-day period), all staff employed by the Trust who attend the school, ASEC members, Trustees or anyone working on behalf of the school.

We will endeavour to safeguard children and young people by:

- Always acting in their best interests;
- Valuing them, listening to and respecting them;
- Involving them in decisions which affect them;
- Never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology;
- Ensuring the curriculum affords a range of opportunities to learn about keeping themselves safe, particularly when using technology;
- Exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism;
- Supporting attendance and taking action if a child is missing school regularly;
- Appointing a senior member of staff from our leadership team as the Designated Safeguarding Lead and ensuring this person has the time, funding, training, resources and support to perform the role effectively;
- Appointing at least one Deputy Designated Safeguarding Lead to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns;
- Appointing a Designated Teacher to promote the educational achievement of children who are looked after/in care (this is mandatory in our schools) and to work closely with the virtual school head to discuss how pupil premium plus additional funding can support the progress of these children;
- Ensuring that staff working with Looked After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents;
- Making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action;

- Ensuring that all those named above (i.e. DSLs and Deputy DSLs; Designated Teacher; Headteacher, all staff and regular volunteers) have training appropriate to their roles as set out in statutory guidance or recommended by the Local Authority;
- Identifying any concerns early and providing appropriate help to prevent them from escalating, including working with parents / carers and other agencies as appropriate – this may be through support offered by a senior leader or pastoral support workers in our schools;
- Sharing information about child safeguarding concerns with agencies who need to know, and involving children and their parents/carers appropriately;
- Acknowledging and actively promoting that multi-agency working is the best way to promote the welfare of children and protect them from harm;
- Taking the right action, in accordance with Dorset and Wiltshire LA inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse;
- Keeping clear, accurate and contemporaneous safeguarding and child protection records;
- Recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure that at least one appointment panel member has undertaken safer recruitment training;
- Providing effective management for the above through induction, support and regular training appropriate to role;
- Adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff / pupil relationships and communications including the use of social media;
- Ensuring our online safety process includes appropriate filters and monitoring systems;
- Ensuring staff and volunteers understand about 'whistle blowing' and how to escalate concerns about pupils or staff if they think the right action has not been taken to safeguard children;
- Promoting a culture in which staff feel able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the Trust Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken;
- Dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance.

This child protection policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the Trust. In particular it should be read in conjunction with the:

- Staff behaviour policy (code of conduct) – all staff should be familiar with this document;
- E-safety policies for pupils and staff, which include use of mobile technologies;
- Recruitment, selection and disclosure policy and procedure within the Employment Manual;
- Restrictive Interventions;
- Procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate);
- Whistle blowing policy;
- Procedures to respond appropriately when children are missing education
- Anti-bullying procedures and behaviour policy;
- Keeping Children Safe in Education (2026) – all staff are expected to have read Part One and Annex A

These policies and procedures are stored electronically within the Academy Trust and are available through our website or on request from our offices. Individual schools also hold these documents.

## 1. Safeguarding Statement

Our school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. We adopt a child-centered approach, ensuring that the best interests of the child are at the heart of all decision-making.

- We are committed to working in partnership with children, families and other agencies to provide help and support as soon as problems emerge and to protect children from harm, both within and outside the home, including online.
- We recognise the importance of a whole-family approach and actively involve parents, carers, and family networks wherever it is safe and appropriate to do so.
- We ensure that children's voices are heard and acted upon, and that all children are enabled to achieve the best possible outcomes.

Our school is committed to a strong, open and positive safeguarding culture. This means:

- Staff feel confident to raise concerns
- Concerns are acted on quickly
- Leaders provide clear oversight
- Safeguarding is embedded in all aspects of school life

## 2. Terminology

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes

*(Working Together to Safeguard Children 2026)*

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring inside or outside the home, including online.

Staff refers to all adults working for or on behalf of the school, including temporary staff, supply staff, volunteers and contractors.

Child refers to anyone under the age of 18 (or up to 25 for care leavers).
Parents refers to birth parents and other adults in a parenting role, such as step-parents, foster carers, adoptive parents and the local authority as corporate parent.

## 3. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)

- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguarding Children
- Keeping Children Safe in Education
- Information Sharing 2018
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)

## 4. Policy Principles, Aims and Values

- All children have an equal right to protection, safeguarding and opportunities, regardless of their characteristics or circumstances.
- All adults, including staff, volunteers and governors, share responsibility for safeguarding and must act on any concerns that a child may be at risk of harm.
- The school will provide a safe, caring and supportive environment that promotes children's wellbeing and development.
- Appropriate support will be provided to children and staff involved in safeguarding concerns.

**This policy aims to:**

- Ensure all staff understand their responsibility to safeguard children
- Provide clear guidance on how to recognise and respond to concerns
- Ensure children feel safe, valued, respected and listened to
- Recognise that abuse can occur in families, communities and between children
- Ensure concerns are identified, recorded and acted upon promptly
- Promote effective communication within school and with external agencies
- Support early identification and intervention to prevent escalation
- Ensure safe recruitment practices are followed
- Set clear expectations for professional conduct and safe working practice

**Supporting and Protecting Children:**

We recognise that children who are abused or experience harm may find it difficult to seek help and may show a range of behaviours or emotional responses.

The school plays a key role in providing stability, early support and protection. Positive, trusting relationships with staff are central to this.

Our school will:

- Provide a safe and supportive environment
- Encourage children to speak to trusted adults
- Listen to children and take concerns seriously
- Respond with empathy and understanding
- Refer to appropriate support services where needed
- Work with families and partner agencies
- Share information appropriately to keep children safe • teach children how to stay safe, including online and in relationships

- Support children's wellbeing, confidence and independence

Our school community will:

- Create an environment where children feel safe to talk and be heard
- Ensure all children know who they can go to for help
- Gather and respond to the views of children, parents and staff
- Embed safeguarding across the curriculum
- Teach children about risk, safety, relationships and online awareness
- Ensure clear guidance on the safe use of technology is understood

## 5. Roles, Responsibilities and Training

We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies, proprietors, and management committees.
- The headteacher
- The designated safeguarding lead
- The deputy designated safeguarding lead/s
- Staff

In summary these roles and responsibilities include:

**Governing Bodies / Proprietors**

Governing bodies and proprietors hold strategic responsibility for safeguarding.
They will ensure that:

- Safeguarding arrangements are effective, compliant and regularly reviewed
- There is a whole-school approach to safeguarding
- Appropriate policies (e.g. safeguarding, behaviour, staff conduct) are in place
- A Designated Safeguarding Lead (DSL) is appointed with sufficient time and resources
- Safer recruitment procedures are followed, including DBS checks and Single Central Record
- Staff receive regular safeguarding training and updates
- Pupils are taught about safeguarding, including online safety
- Appropriate filtering and monitoring systems are in place
- Allegations against staff are managed in line with statutory procedures (including LADO)

They will also provide challenge and oversight and ensure safeguarding is a priority across the school.

**Headteacher / Head of School**

The Headteacher has operational responsibility for safeguarding.
They will ensure that:

- Safeguarding policies and procedures are implemented effectively
- The DSL is supported with time, training and resources
- Staff receive safeguarding training and understand their responsibilities
- There is a strong safeguarding culture across the school
- Systems are in place for children to raise concerns and be heard
- Appropriate action is taken where concerns or allegations arise
- Staff wellbeing is supported

**Designated Safeguarding Lead (DSL)**
The DSL will take lead responsibility for safeguarding and child protection. Key responsibilities include:
**Managing referrals** (the list below is not exhaustive)

- to Children's Social Care (Front Door)
- Police
- Channel (Prevent)
- Disclosure and Barring Service (DBS)

**Working with others**

- Act as a point of contact for safeguarding agencies
- Support staff with safeguarding concerns
- Work with parents/carers appropriately
- Contribute to multi-agency plans

**Information management**

- Maintain secure, accurate child protection records
- Ensure information is shared appropriately

**Raising awareness**

- Ensure safeguarding policies are understood
- Promote a strong safeguarding culture

**Training and development**

- Maintain up-to-date knowledge
- Ensure staff receive safeguarding updates

**Supporting staff**

- Support staff dealing with safeguarding issues

**Child-centred practice**

- Understand and reflect the views, wishes and experiences of children

The DSL will be available during school hours and deputies trained to the same standard.

**All Staff**
All staff will play a critical frontline role in safeguarding.
They will:

- Read and understand Keeping Children Safe in Education Part 1 and Annex A
- Maintain an attitude of "it could happen here"
- Be able to identify signs of abuse, neglect and exploitation
- Act in the best interests of the child

**Responding to concerns**
Staff will:

- Report concerns immediately to the DSL
- Record concerns clearly and factually
- Not investigate or delay action
- Support children appropriately

**Disclosures**
Staff must:

- Listen carefully
- Reassure the child

- Not promise confidentiality
- Pass information on without delay

**Multi-agency working**

- Contribute to plans where required
- Share information appropriately

**Safeguarding environment**

- Help maintain a safe and supportive learning environment
- Model appropriate professional conduct

Our school will ensure that staff, governors, school and parents

## Staff

- Read KCSiE Part 1 & Annex A
- Receive information about safeguarding arrangements and procedures (incl code of conduct, safeguarding, CME and behaviour policy)
- Receive safeguarding information during induction
- Receive annual safeguarding awareness training
- Receive regular safeguarding updates (incl online safety)
- Are aware of their role in safeguarding, early help and implementing child protection support plans

## Governors

- Read KCSiE Part 1 & Part 2 and Annex A .
- The named safeguarding governor and any deputy safeguarding governor must read all KCSiE.
- Are aware of the key safeguarding personnel and the schools safeguarding statement and ethos
- Receive appropriate safeguarding trianing for the role as they join (at the point of induction) the governing board

## School

- Will provide a coordinated offer of Early Help, contribute to such arrangements , interagency working and plans. Recording on R4Ch system
- The Lettings policy will seek to ensure suitability of adults working with children on site e.g. requesting evidence of DBS checks. That safeguarding requirements e.g. safeguarding policies and procedures are a condition of use and occupation of the site
- Provide community users with the schools Child Protection and Safeguardng policy

## Parents

- Have access to Safeguarding statement, policy and other associated documents
- Are made aware of schools responsibiltiy to safeguarding children
- Have access to appropriate signposting for support e.g. DV&A

The Designated Safeguarding Lead and deputies will also:

- Attend Initial DSL (Level 3) training
- Refresh at least every 2 years
- Attend annual updates/briefings
- Attend Prevent duty awareness Multi-agency/local safeguarding training
- Safer recruitment training (good practice)

## 6. Recognising and Responding to Safeguarding Concerns – 'It could happen here'

**Recognise:**
All staff should recognise that any child, in any setting, can be a victim of abuse and maintain an attitude of "it could happen here." Safeguarding issues are often complex and overlapping, with multiple factors present rather than isolated concerns.
Abuse, neglect, and exploitation are forms of maltreatment that can occur through harm caused or failure to prevent harm. These may take place within the family, institutional, or community settings, and can involve adults or other children. Abuse can occur both offline and online, including through the use of technology to facilitate harm. Child-on-child abuse may also take place and such abuse is never acceptable, it will be taken seriously and not dismissed as 'banter'.
Safeguarding concerns may also arise outside the home (contextual safeguarding), including risks such as sexual and criminal exploitation, serious youth violence, and radicalisation. Staff should also understand that behaviours such as substance misuse, truancy, and sexting can increase vulnerability and may be linked to child-on-child abuse.
Further details on the categories of abuse (physical, emotional, sexual, and neglect), indicators of harm, and specific safeguarding concerns are provided in the relevant statutory guidance, including Keeping Children Safe in Education.

| | |
|---|---|
| • Child missing or absent from education<br>• Child missing from home or care<br>• Child sexual exploitation (CSE), child criminal exploitation (CCE)<br>• Bullying including cyberbullying<br>• Domestic abuse<br>• Drugs<br>• Fabricated or induced illness<br>• Faith abuse<br>• Female genital mutilation (FGM)<br>• Forced marriage<br>• Gangs and youth violence | • Gender-based violence/violence against women and girls (VAWG)<br>• Mental health difficulties<br>• Private fostering<br>• Radicalisation<br>• Youth produced sexual imagery (sexting)<br>• Teenage relationship abuse<br>• Trafficking<br>• Child on child abuse<br>• Upskirting<br>• Serious violence<br>• Sexual harassment |

Staff may sometimes suspect a pupil is at risk without clear evidence, noticing changes in behaviour, unusual work, or signs of distress. While these indicators may be linked to everyday life events (such as family changes, bereavement, or illness), they could also signal abuse or safeguarding concerns. Staff will be professionally curious around such situations they will also explore barriers to attendance.
In such situations, staff will provide the pupil and/or their parents with an opportunity to talk and offer support, for example by asking if they are okay or how they can help.

**Responding:**

- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:
  - a clear and comprehensive summary of the concern.
  - details of how the concern was followed up and resolved.
  - a note of any action taken, decisions reached and the outcome.

- If the pupil does begin to reveal that they are being harmed, staff should follow the advice in FLOW CHART A and in the table below 'pupil making a disclosure'.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

FLOW CHART A

**1.** Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.

**2.** Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police.

However, it is important to ascertain relevant information.

**3.** Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.

**4.** Any concerns will be recorded , including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing

**If a pupil discloses to a member of staff**

- We recognise that disclosure takes courage; children may feel fear, shame, guilt or may not understand they are being abused.
- A child's first experience of sharing concerns must be positive, as they may need to repeat their account to other professionals.

**During their conversation with the pupil staff will**

- Listen carefully and allow the child to speak freely.
- Remain calm, not show shock, and take the disclosure seriously.
- Reassure the child it is not their fault and they have done the right thing.
- Use open questions, avoid leading questions or assumptions.
- Allow silence and avoid pressure, judgement, or criticism.
- Avoid unnecessary physical contact.
- Explain what will happen next and that information cannot be kept secret.

**Notifying Parents**

- Concerns will usually be discussed with parents by the DSL/DDSL.
- If informing parents may increase risk, advice will be sought from the Local Authority Safeguarding Hub first.
- Parents will not be informed in cases such as forced marriage or honour-based abuse where this could increase harm; police involvement may be necessary.

**Making a referral**

- All concerns or disclosures must be reported immediately to the DSL.
- The DSL will decide if a referral to the Local Authority Safeguarding Hub or other support is required.
- Any staff member can make a referral if necessary.
- Parents and the child will usually be informed unless this increases risk.
- If a child remains at risk or their situation does not improve, further action should be taken.
- Immediate danger requires urgent referral to the Safeguarding Hub and/or police.
- The DSL must be informed of all referrals.

**Supporting our Staff**

- We recognise safeguarding cases can be distressing for staff.
- Support is provided through the DSL and access to further guidance as needed.

## 7. Early Help and Families First

Dorset and Wiltshire adopt a graduated approach to help, including universal services, Family Help (targeted early help) and statutory intervention.
Staff will identify children and families who may benefit from early intervention and will work with the DSL to initiate appropriate support, including the use of early help assessments and multi-agency planning.
Early help aims to prevent escalation of need and improve outcomes for children by addressing concerns at the earliest possible stage.
School recognises that some children may have additional vulnerabilities due to e.g. specific need, previous childhood trauma and staff will always be professionally curious and approach such situations in a relational manner, seeking to identify the child and family's needs and strengths to improve safeguarding outcomes and lived experience.

| Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who: |
|---|
| • Is disabled and has specific additional needs.<br>• Has special educational needs (whether or not they have a statutory education, health and care plan).<br>• Is a young carer.<br>• Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.<br>• Is frequently missing/goes missing from education, care or from home. (CME)<br>• Is misusing drugs or alcohol themselves.<br>• Is at risk of modern slavery, trafficking or exploitation.<br>• Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.<br>• Has returned home to their family from care.<br>• Is showing early signs of abuse and/or neglect and/or exploitation.<br>• Is at risk of being radicalised or exploited.<br>• Is a privately fostered child.<br>• Has an imprisoned parent.<br>• Is experiencing mental health, wellbeing difficulties.<br>• Is persistently absent from education (including persistently absent for part of the school day).<br>• Is a child missing education (CME)<br>• Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit. |

- Is at risk of 'honour' based abuse such as FGM or forced marriage.
- LGBTQ+, gender questioning and gender diverse children.

*This list is not exhaustive*

## 8. Recording, Confidentiality, Information Sharing and GDPR

The school recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping. We work in line with Working Together to Safeguard Children, Keeping Children Safe in Education, and the Data Protection Act 2018.

**Confidentiality and Information Sharing**

- Safeguarding information is highly sensitive and shared only on a strict need-to-know basis, as determined by the DSL or Headteacher.
- All staff have a professional duty to share information to protect children; GDPR and the Data Protection Act 2018 do not prevent sharing where a child is at risk.
- Staff must not promise confidentiality to a child if it could compromise their safety.
- Concerns should normally be discussed with the DSL, Headteacher, or Chair of Governors, who will decide on further sharing. However, any staff member can make a referral if necessary.
- Parents will usually be informed of referrals unless doing so would increase risk or impede a criminal investigation.
- Information should be shared early to identify and respond to safeguarding concerns.
- All information sharing must be:
    - Necessary and proportionate
    - Relevant and adequate
    - Accurate
    - Timely
    - Secure

**Recording Safeguarding Concerns**

All staff must:

- Use the school's agreed recording system – My Concern.
- Record information factually, clearly, and promptly, including dates, times, and context.
- Include body maps where appropriate.
- Report concerns to the DSL immediately (verbally if urgent), followed by written records.
- Document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes to the point of closure.
- Ensure the voice of the child is clearly captured.

**Storage and Transfer of Records**

- Safeguarding records are kept secure, confidential, and separate from pupil files.
- Records are managed in line with GDPR and statutory guidance.
- When a pupil transfers school, safeguarding files are shared securely and promptly (within 5 working days), with consideration for earlier information sharing where appropriate to support the child.

**Inter-Agency Working**

- The school will work collaboratively with external agencies and share relevant information to safeguard children effectively.

- Where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care.

## 9. Whistleblowing and Allegations Against Staff

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing and Managing Allegations Policy.

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

Staff should follow the school's agreed process if they have a concern for the Headteacher through the Whistleblowing and Managing Allegations policy.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. All staff must adhere to the school's **Staff Code of Conduct** and safer working practice guidance.
This includes:

- Maintaining professional boundaries
- Using technology appropriately
- Avoiding behaviour that could be misinterpreted

**1.** All employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the Headteacher (or equivalent senior member of staff).

**2.** The Headteacher will make an assessment to determine if the matter is a 'low level concern' or an 'allegation' (this means that the concern may meet the harm threshold).

**3.** The Local Authority Designated Officer (LADO) will be contacted for all 'allegations' and the relevant guidance will be followed. If the Headteacher needs advice or guidance they should contact the LADO. If the allegation is against the Headteacher, the person receiving the allegation will contact the LADO or Chair of Governors directly.

**4.** Where concerns are considered to be 'low level' by the Headteacher, they should be managed in-line with part 4 of KCSiE and the wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process.

**5.** If the concern relates to the Headteacher, the person receiving the information will immediately inform the Chair of Governors/Chair of the management committee/proprietor of an independent school [delete as appropriate] who will consult the LADO as above, without notifying the Headteacher first. [NB where the Headteacher is also the sole proprietor of an independent school the concerns should be reported directly to the LADO].

**6.** In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO, the Trust and an HR Consultant in making this decision.
Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.
School will ensure that pupils are aware of how they can raise a concern should they be worried about the conduct of a member of staff. This may be for example by talking to a trusted adult or using an anonymous reporting slip.

## 10. Restrictive or Physical Intervention

- Restrictive or physical intervention will only be used as a last resort, where a child is at risk of harming themselves or others, and only the minimum force necessary will be applied.
- All incidents must be recorded and witnessed in line with the Restrictive Intervention Policy.
- Staff likely to use physical intervention will receive appropriate training.
- For children who may require planned physical intervention such plans will be agreed with pupils, parents and staff and included in care plans and/or risk assessments.
- Any intervention causing injury or distress may be subject to safeguarding or disciplinary procedures.
- Appropriate professional touch is recognised, and staff follow 'Safe Practice' guidance to maintain clear boundaries.

## 11. Online Safety

Our school recognises that online safety is a key component of safeguarding and that risks to children can occur both online and offline. Such risks can also include the use of Artificial Intelligence.

- Online safety is a whole-school responsibility and part of the safeguarding culture.
- Risks may include content, contact, conduct, and commerce harms.
- Children should be supported to use technology safely, respectfully, and responsibly.

The DSL will ensure appropriate filtering and monitoring systems are in place to safeguard pupils and with the support of the Governing Board hold regular review of systems to ensure effectiveness (as a minimum annually). Should incidents/online concerns be reported they will be treated as a disclosure of concern/ safeguarding issue: recorded, investigated and supported.
In addition, staff will:

- Receive regular training on online safety risks
- Model safe and appropriate use of technology

Further detail on schools' response to online and AI risks can be found by clicking here.

## 12. Alternative Provision, Off Site Safeguarding

Where pupils attend alternative provision or off-site settings, the school will ensure that:

- Appropriate safeguarding arrangements are in place including visits to the provision
- Providers have suitable safeguarding policies, procedures and risk assessments
- Staff working with children are appropriately vetted
- There is clear communication between the school and the provider

The school retains overall responsibility for safeguarding pupils placed in alternative provision.

## 13. Safeguarding Through the Curriculum

The school recognises that safeguarding is not only about response, but also prevention through education. Pupils are taught how to recognise risks, develop resilience, and keep themselves safe.

- Safeguarding education is embedded across the curriculum (e.g. RSHE, PSHE, computing, assemblies).
- Learning is age-appropriate, inclusive, and progressive.
- Pupils are supported to develop knowledge, skills, and confidence to stay safe in a range of contexts.

In line with statutory guidance, pupils are taught about:

**Personal Safety and Wellbeing**

- Healthy and respectful relationships
- Consent, boundaries, and recognising abuse
- Mental health, wellbeing, and seeking support

**Online Safety**

- Safe and responsible use of technology
- Risks such as cyberbullying, grooming, exploitation, and harmful content
- Digital footprints and privacy

**Risk and Vulnerability**

- Exploitation (criminal and sexual)
- Child-on-Child abuse
- Substance misuse and risky behaviours
- Radicalisation and extremism (Prevent duty)

**Wider Safeguarding Issues**

- Domestic abuse
- FGM, forced marriage, honour-based abuse (as age-appropriate)
- County lines and serious youth violence

**Skills and Protective Behaviours**

Pupils are taught to:

- Recognise unsafe situations and warning signs
- Identify trusted adults and know how to seek help
- Report concerns confidently
- Make informed and safe decisions

**Pupil Voice and Participation**

- Pupils are encouraged to share worries and concerns
- Systems are in place to ensure pupils feel listened to and supported
- Feedback from pupils helps shape safeguarding practice

**Staff Responsibilities**

- All staff understand their role in reinforcing safeguarding messages
- Teaching is delivered by trained staff and supported through regular safeguarding updates
- Staff respond appropriately to any concerns arising from learning

**Partnership with Parents and Agencies**

- The school works with parents to promote safeguarding messages at home
- External agencies may support delivery (e.g. police, health professionals)

## 14. Safeguarding Partnership Arrangements

The school works in accordance with the relevant local authority **Safeguarding Children Partnership** multi-agency safeguarding arrangements.
These arrangements are led by the three statutory safeguarding partners:

- Dorset/Wiltshire County Council
- NHS Dorset/Wiltshire
- Dorset/Wiltshire Police

The school will:

- Follow the Dorset/Wiltshire SCP policies and procedures and the Southwest Child Protection Procedures
- Apply the Dorset/Wiltshire Levels of Need framework to support decision-making and referrals
- Make referrals in line with local procedures
- Participate fully in multi-agency safeguarding arrangements, including Child Protection Conferences, Core Groups and strategy discussions
- Share information appropriately to safeguard children
- Follow the Dorset/Wiltshire SCP escalation protocol where there are professional disagreements to ensure that children's safety is prioritised
- Engage with and implement learning from Child Safeguarding Practice Reviews and local safeguarding learning

## 15. Escalation and Professional Challenge

We recognise the importance of professional curiosity and challenge in safeguarding children.
If a member of staff feels that:

- A safeguarding concern has not been taken seriously
- Appropriate action has not been taken
- A child remains at risk

They must:

- Escalate their concern to the DSL or senior leader
- Follow the school's escalation procedures
- Refer directly to children's social care if necessary

The school will support staff to challenge decisions and will follow local escalation (professional challenge) procedures where there are disagreements between agencies.

## 16. Policy Links

This policy should be read alongside and links to our policies on:

| | |
|---|---|
| • Behaviour<br>• Code of Conduct<br>• Whistleblowing<br>• Anti-bullying<br>• Health & Safety<br>• Allegations against staff<br>• Parental concerns<br>• Attendance<br>• Curriculum<br>• PSHE<br>• Teaching and Learning | • Administration of medicines<br>• Drug Education<br>• Relationships and Sex Education<br>• Restrictive intervention<br>• Online Safety<br>• Mobile Phones<br>• Risk Assessment<br>• Recruitment and Selection<br>• Child Sexual Exploitation<br>• Intimate Care<br>• Radicalisation and Extremism<br>• Data Protection/GDPR Guidance |

## Appendix A – Local Safeguarding Contacts and Resources

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

for staff, volunteers and visitors in all agencies and settings

Wiltshire Safeguarding Vulnerable People Partnership

Be alert to signs of abuse and question unusual behaviour

**If you have concerns about a child's welfare…**

**Where a child 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:**

**NAME**……

**The Designated/Named Safeguarding Lead will:**

- **consider further actions required, including consultation with IFD (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 IFD directly.**

**If a referral is not required:** The Designated Safeguarding Lead will oversee relevant action, e.g. pastoral support, and/or early help assessment and monitor locally.

If concerns continue

**The Designated/Named Safeguarding Lead (or staff) will contact the Integrated Front Door (IFD) to make a referral**

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

- **Integrated Front Door (IFD): 0300 456 0108**
- **Out of Hours Service: 0300 456 0100** (5.00pm to 8.45am weekdays, 4:00pm Friday to 8.45am Monday)
- If the child is in **immediate risk**, dial **999** and ask for police

**The Integrated Front Door (which includes the Multi-Agency Safeguarding Hub or 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; early help assessment 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 and Working Together 2023 for more information, definitions and possible indicators of abuse (including child sexual exploitation). More information can also be found here: Southwest Child Protection Procedures.

SVPP website: **www.wiltshiresvpp.org.uk**

Reviewed: September 2024

- **Wiltshire Safeguarding Vulnerable People Partnership (SVPP)**
  https://www.wiltshiresvpp.org.uk
  Wiltshire's safeguarding partnership provides local procedures, guidance, training, learning reviews and safeguarding resources.

- **Wiltshire Children's Services – Request for Support**
  https://www.wiltshire.gov.uk/children-young-people-report-concern
  For reporting concerns about a child's welfare or safety.

- **Wiltshire Support for Schools Safeguarding**
  https://www.wiltshire.gov.uk/schools-learning-safeguarding
  Safeguarding guidance and support for education settings.

- **Wiltshire Early Help**
  https://www.wiltshire.gov.uk/article/1108/Early-help
  Information about Early Help services, assessments and family support.

- **Families and Children Transformation (FACT) / Early Support**
  https://www.wiltshire.gov.uk/article/1108/Early-help

- **Wiltshire Local Authority Designated Officer (LADO)**
  https://www.wiltshire.gov.uk/article/1855/Local-Authority-Designated-Officer-LADO
  Advice and management of allegations against adults working with children.

- **Community Safety Partnership – Wiltshire**
  https://www.wiltshire.gov.uk/community-safety

- **Wiltshire Community Safety Partnership**
  https://www.wiltshire.gov.uk/community-safety-partnership

**Appendix B – Devon Safeguarding One Minute Guides**

The Devon One Minute Guides provide concise guidance on safeguarding topics relevant to schools.

**Access all guides here:**
https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/

Topics include:

- Neglect
- Child Sexual Abuse (CSA)
- Child-on-Child Abuse
- Contextual Safeguarding
- Serious Violence
- County Lines
- Modern Slavery
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Prevent Duty
- Making a Prevent Referral
- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour Based Abuse
- Domestic Abuse
- Operation Encompass
- Children Missing Education (CME)
- Early Help
- Local Authority Designated Officer (LADO)
- Information Sharing
- Online Safety and Sexting
- Transfer of Child Protection Records
- Governor Safeguarding Monitoring

- Disguised Compliance
- Elective Home Education
- Private Fostering
- Initial Child Protection Conferences
- MARAC (Multi-Agency Risk Assessment Conference)