



## **Safeguarding and Child Protection Policy**

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## Useful Contact Information

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Wiltshire Agency	Contact Details
Multi-Agency Safeguarding Hub (MASH)	0300 456 0108
Early Help	01225 718230
Designated Officer for Allegations - DoFA	<a href="mailto:dofawiltshire@wiltshire.gov.uk">dofawiltshire@wiltshire.gov.uk</a> 0300 456 0108 – option 3
Police	Emergency number 999 Non-emergency number 101
Out of Hours Emergency Duty Service	0300 456 0100

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

National Agency	Contact Details
Department of Education Extremism helpline	020 7340 7264 <a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a>
Anti-terrorism Hotline	0800 789 321
Forced Marriage Unit	020 7008 0151 <a href="mailto:fmufco@fco.gov.uk">fmufco@fco.gov.uk</a>

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## 1. Introduction and Definitions

WASP is committed to safeguarding and promoting the welfare of children.

Safeguarding and child protection covers all elements of keeping children safe, including in the school setting and at home. All staff at the WASP Centre are aware of the importance of having a policy and procedure which clearly outlines all aspects of safeguarding, to reflect working practice. All WASP staff understand that whilst students are in school hours, they are under our supervision and care, and safeguarding and child protection is fundamental at all times. Staff should always be vigilant and aware of safeguarding procedures, and the welfare and safety of students is paramount in their working practice.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2020)
- Keeping Children Safe in Education (2019)
- The guidance of Wiltshire Safeguarding Vulnerable People Partnership (SVPP)

Safeguarding refers to the action taken to promote the welfare of children and protect them from harm. The statutory government guidance document 'Working Together to Safeguard Children' 2018, 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
- taking action to enable all children to have the best outcomes

Child Protection refers to the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

Categories of abuse include physical abuse, emotional abuse, sexual abuse, and neglect, all of which are fully understood by WASP staff.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and

limitation of exploration and learning, or preventing the child participating in normal social interaction

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

## 2. Purpose of Policy.

This policy applies to all staff, trustees and volunteers working in the school. The purpose of this policy is to outline the roles and responsibilities of staff members, and to set out the WASP centre's ethos in relation to child protection, including procedures to follow. This policy is to be used alongside all WASP centre policies to assist with the holistic approach to the welfare of children.

## 3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local vulnerable people partnership.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

#### **4. Child Protection Aims**

There are 4 main elements to the protection of children which will promote the welfare of children, and ensure effective measures are in place:

- Prevention – by knowing signs of abuse and understanding ways to prevent harm to students.
- Protection – by understanding and following child protection procedures to protect vulnerable students.
- Support – providing support to staff, students and families in all elements of child protection.
- Collaboration – working together with agencies to ensure the safety of children is priority.

Our aim is to fully embed these 4 elements into everyday working practice, to ensure students and staff have a respectable, safe educational setting which promotes wellbeing and learning.

#### **5. Supporting Students at Risk**

Regular staff meetings are held to ensure opportunities for communication about student concerns. Where students are perceived as vulnerable, staff must ensure they are extra vigilant in relation to observations and support. WASP staff must communicate effectively to ensure everyone is aware of the circumstances surrounding the student, and thus can further support their needs. Where a child or family are subject to a child protection plan, or Child in Need planning, staff must adhere to any plans and actions set, and liaise with the assigned social worker.

Many of our students require a higher level of support for a variety of reasons, and staff are well placed to observe any outward signs of possible abuse.

Staff should be aware of changes in a student’s normal pattern of behaviour and respect any attempts by the student to communicate about their experiences.

##### **5.1 Special Education Needs and Disability (SEND)**

WASP staff are aware that students who are vulnerable are more likely to be at risk of abuse, for example a student with SEND or previous experiences of abuse. Students with additional needs face an increased risk of abuse and neglect. We never assume that behaviour, mood or injury relates to the student’s additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers.

In our school, students with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Education Needs Coordinator (SENCo) to identify students with additional communication needs and wherever possible, these students are given the chance to express themselves to a member of staff with appropriate communication skills.

## **5.2 Early Help**

At WASP, 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 guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of the holistic assessment of the child's needs.
- the Wiltshire Safeguarding Thresholds Guidance on the Wiltshire Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a student or family are in need of help or support.

## **6. Roles and Responsibilities**

All WASP staff are aware that safeguarding and child protection is part of everyone's role. As staff working with the young people daily, all staff must be vigilant to signs of abuse, promote welfare and report any concerns. Staff are well placed to ensure that they play an important part of safeguarding.

### **6.1 WASP Staff and Volunteers**

All staff are to:

- Report suspicions, concerns, and disclosures to the Designated Safeguarding Lead (or Deputy Safeguarding Lead in the absence of DSL) at the earliest opportunity, preferably same day, using the online My Concern reporting tool. Please see the 'What to Do' flowchart, Appendix 1 for further guidance.
- Provide support to the student as needed.
- Provide the Designated Safeguarding Lead with any requested written information, as required.
- To comply with clear boundaries or actions given by the Designated Safeguarding Lead.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2018).

### **6.2 Designated Safeguarding Lead:**

- Provide support to students as needed.
- Report any urgent or severe concerns direct to the Social Care Team, and to assist in providing them with information as requested.
- Ensure all reported concerns are clearly documented and recorded at the earliest opportunity, and to collate all reports.
- Store all safeguarding reports and records securely and in accordance with GDPR (2016).
- To liaise with the WASP Headteacher on any actions as a result of safeguarding concerns.
- To implement any decisions by the Headteacher for future actions.
- To act as a link between the school and outside agencies, for example the Children's Social Care team, or referring school of the student.
- Maintain relationships with the parents of the student, and where appropriate contact them to discuss concerns.
- To ensure dissemination of necessary information to relevant staff and professionals.

- To provide regular support, advice and training to staff as required by policy, and when further appropriate.

### **6.3 Deputy Safeguarding Lead:**

- To be available in the absence of the Designated Safeguarding Lead to be a point of contact for staff.
- To liaise with the Designated Safeguarding Lead on concerns made in their absence.
- Assist the Designated Safeguarding Lead in filtering down information to staff members, and upwards to the Trust Board.

### **6.4 Designated Trust Board:**

- To oversee and provide guidance in any allegations made against the Headteacher and/or Designated Safeguarding Lead.
- Oversee the WASP Safeguarding and Child Protection Policy and ensure it is of an appropriate standard.

### **6.5 Local Authority**

Wiltshire SVPP has a legal obligation to provide and coordinate services to children who are suffering, or likely to suffer, harm and/or abuse. This includes coordination among the 3 safeguarding partners: Wiltshire Council, Wiltshire Clinical Commissioning Group and Wiltshire Police.

The MASH team provide advice and professional guidance, as well as handling referrals to Children's Services if appropriate.

In all cases where there is a significant concern for the safety and wellbeing of a student, staff are asked to contact the Wiltshire Multi-Agency Safeguarding Hub (MASH) on **0300 4560108**.

Out of hours, calls should be made to the Emergency Duty Service on **0300 456 0100**.

*If a child is in immediate danger, staff should immediately contact the police on 999.*

The most recent local authority procedure (and relevant telephone numbers) for reporting concerns regarding a student's welfare is clearly displayed in the teacher's lounge, and in the DSL office.

## **7. Procedure for Disclosures, and Reporting Concerns**

Where it is believed that a child may be suffering, or may be at risk of suffering significant harm, the school will follow the relevant local SVPP guidance : <http://www.wiltshirescb.org.uk/professionals/local-policies-and-guidance>.

Students may disclose information or details of an event to a trusted member of staff at any time. All staff are aware that it is their responsibility to pass any child protection concerns to the Designated or Deputy Safeguarding Lead. This must be done at the earliest opportunity, and no later than 1 working day after the disclosure.

At The WASP Centre, staff know that it is likely that the student will talk to an adult they trust, and thus it is expected that the member of staff will:

- listen to the student but not promise confidentiality
- remain supportive, but not offer any opinions or make any promises, as per safeguarding training
- let the student know that they have done the right thing by telling someone, and that the information would need to be shared to the relevant people who need to know in order to keep them safe

- make a written report of the disclosure on My Concern as soon as possible, and speak to the Designated Safeguarding Lead. The Designated Safeguarding Lead will consider the next steps, and whether to report to the Children’s Social Care Team.

The Designated Safeguarding Lead will then take appropriate action, and offer support to the staff member if required. In the absence of the DSL, staff must report to the Deputy DSL.

During school hours, term time, a member of the safeguarding team will always be available to discuss concerns.

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

In the absence of the DSL and DDSL, staff know that can contact the MASH directly.

## **8. Information Sharing**

Student information should only be shared with other professionals and agencies where there is consent to do so. However, where there is a safeguarding and/or child protection concern, it may be necessary for professionals to share information without consent. Where possible, the parents of the student should be communicated with regarding all developments of the child protection concern. If there is a risk that by speaking to the parent could further place the student at risk of harm, then no consent is required to share information to other agencies such as Children’s Social Care or the Police.

## **9. Staff Recruitment and Training**

All staff are subject to safer recruitment processes and checks and we will follow the guidance set out in Part 3 of KCSiE 2019. Safer recruitment is a fundamental element to safeguarding and promoting the welfare of children in education. It is essential that all staff members are aware of the importance of following stringent guidelines and procedures to ensure staff are suitable for their position. Please see The WASP Centre Safer Recruitment Policy for full details of roles and responsibilities, and the recruitment procedure.

- The WASP Centre will ensure that appropriate staff who undertake recruitment duties will have received safer recruitment training.

### **9.1 Safer Recruitment and DBS checks**

We will record all information on the checks carried out in the school’s single central record (SCR) as set out in KCSiE 2019. The SCR applies to all staff and members of the trustee board. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **9.2 Appointing new staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities

- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek two references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### 9.3 Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### 9.4 Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### 9.5 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### **9.6 Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **9.7 Visitors**

All visitors complete a signing in/out form, wear a school visitors 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) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is not known to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain evidence of an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain evidence of an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### **9.8 Trustees**

- All trustees will have an enhanced DBS check without barred list information and section 128 check
- They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the Trust Board will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local trustees will also have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **9.9 Adults who supervise students on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **9.10 Induction of Staff**

During induction, new staff members will be asked to complete safeguarding courses. The Designated Safeguarding Lead will also allocate time to show the staff member the most recent Safeguarding and Child Protection policy and introduce the relevant people and documents necessary to the role.

Where safeguarding training has already been completed in a previous role, and evidence provided, the Designated Safeguarding Lead will check their knowledge and understanding and ask the staff member to sign the 'policy read and understood' document (located in the appendix).

### **9.11 Whole Staff Training.**

All staff are required to undertake safeguarding and child protection training annually. This may be refresher training of the original certificate, or an in-house information sharing session.

All updated policies will be shared with staff members at the first available opportunity, and any changes communicated to all staff effectively. Staff members are to sign to say they have read the policy and will adhere to the policy statements. This is located in the appendix of this document (appendix 1).

Where there has been a failure to report an incident, disclosure or concern in a timely and effective manner, then re-training will be done as soon as possible with the Designated Safeguarding Lead to address issues. All staff will be expected to complete Advanced Safeguarding training.

## **10. Allegations Against Staff**

Allegations made against staff members will be taken seriously, and should be reported to the Designated Safeguarding Lead without delay. Confirmation of allegations or suspicions of abuse will be referred to the Designated Officer for Allegations (formerly LADO) within 24 hours on the following number:

- DoFA Direct Line 01225 713945. Alternatively, call MASH on 0300 456 0108 and ask to speak to the allegations officer.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with fairly, quickly, consistently and in a manner which provides effective protection for the child, and at the same time supports the person who is subject of the allegation. All allegations will be dealt with in accordance with the guidance in Safeguarding Children and Safer Recruitment in Education 2007.

Where the allegation is against the Designated Safeguarding Lead, concerns will be reported to the Deputy Safeguarding Lead.

Where the allegation is made against the Headteacher, the Designated Safeguarding Lead will report to the Trust Board Committee Member responsible for Safeguarding and Child Protection.

## **11. Specific Safeguarding Concerns.**

### **11.1 Bullying and Peer on Peer Abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Peer on peer abuse is dealt with as a safeguarding concern and not managed through the systems set out in the behaviour policy alone; please see appendix 1 (Bullying flowchart) for further information.

Concerns relating to bullying and peer on peer abuse is likely to include, but not limited to:

- Bullying (including cyber bullying)
- Gender based violence/sexual assaults
- Religion
- Sexting or
- Initiation/hazing type violence and rituals
- Upskirting, which is now a criminal offence, (typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm)

For a student making an accusation of abuse against another student to a member of staff, that member of staff will follow the same procedures as listed above. As with disclosures and concerns regarding adults, staff members are to report and record all concerns to the Designated Safeguarding Lead. If reported to a member of the Senior Leadership Team, that staff member must inform the Designated Safeguarding Lead in a timely manner. Accusations will be taken with equal amounts of severity and significance as those from adults. Safeguarding and child protection is embedding in all aspects of our school, and student v student incidents are just as serious.

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

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by displaying information and advice on what to do if they are worried
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **11.2 Concerns about extremism and radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 6.1 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to our local Prevent programme, or [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and trustees can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

### 11.3 FGM (Female Genital Mutilation)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. *Staff should not examine students.*

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

**Any member of staff** who suspects a student is *at risk* of FGM or discovers that a **student age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures detailed above.

#### **11.4 Attendance and Missing Children**

Student attendance is recognised as a key safeguarding monitoring strategy; a child going missing from an educational setting is a potential indicator of abuse or neglect.

There are procedures in place to ensure that any unauthorised attendance is followed up with phone calls home to ascertain the whereabouts of the young person.

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

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

The designated teacher for LAC discusses any unauthorised/unexplained absence for Looked After Children with Virtual School when required.

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, we follow the SVPP procedure and refer to the MASH team as appropriate.

Where there are no known welfare concerns about a student, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

#### **Children missing from education (CME)**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families

- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **11.5 Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late

- Regularly missing school or education, or not taking part in education

### **11.6 Forced Marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **12. Safe Touch and Containment**

The WASP Centre adopt the Thrive Approach within their school. This approach to social and emotional development recognises the importance of safe touch to students. It is paramount that staff keep themselves safe at all times, and not expose themselves to opportunities of allegations of inappropriate touch. Staff are to only touch students on the arms/shoulders as a means of praise or as part of a Thrive intervention and de-escalation technique. Please refer to the WASP Thrive Safe Touch policy for further guidance.

### **13. Policy and Safeguarding Awareness**

It is essential that this policy and safeguarding documents are freely available to staff, students, parents, trustees and visitors to the centre.

#### **13.1 Staff and Volunteers**

All WASP staff and volunteers will be made aware of the policy upon appointment to post, and after any reviews or changes. A copy of this policy will be kept in the staff main office at all times, and is freely available on the WASP shared network. Staff are reminded that once they have read the policy, that they 'sign off' the policy on My Concern to confirm that they have read it. Other relevant documentation, such as the Department of Education's Keeping Children safe in Education, 2018 will be kept alongside the policy in the office for further guidance to staff.

#### **13.2 Students**

Students are actively encouraged to speak to trusted members of staff and express any concerns. Posters and literature reminding students that there are dedicated staff members to speak to if they have any

concerns will be displayed in the common room and other appropriate spaces. Students are to have free access to the hard copy of the policy in the main office upon request.

Our students 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 specifically includes the following objectives:

- Developing student 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).

### **13.3 Parents**

Parents are to be made aware of what to do if they have any concerns. The SVPP guidance for parents is to be available in the reception at all times, and the policy available on the school website and in the main office.

## **14 Whistleblowing**

All staff, volunteers and visitors can raise a concern about the safeguarding and child protection procedures at WASP, including poor or unsafe practice, or potential failures. Please see the WASP Whistleblowing policy.

## **15 Links with other policies**

This policy links to the following policies and procedures:

- Behaviour
- Whistleblowing
- staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Safe Touch
- E-Safety
- Sex education
- First aid
- Curriculum

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



**Member of staff has concerns about a child's welfare**

- Be alert to signs of abuse and question unusual behaviour

**Where a young person 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

**Discuss concerns with Designated /Named Safeguarding Lead**  
 The **Safeguarding Lead** will consider further actions required, including consultation with MASH (number below). Concerns and discussions, decisions and reasons for decisions should be recorded in writing by agency/organisation.  
 In exceptional circumstances or in the absence of a Safeguarding Lead the individual may contact MASH directly.

Still have concerns – **refer to MASH**

No longer has safeguarding concerns

**Multi-agency Safeguarding Hub:**  
**0300 456 0108**  
**Out of hours Emergency Duty Service (5.00pm to 9.00am Weekdays 4pm Friday to 9am Monday): 0300 456 0100**  
**If the child is in immediate risk dial 999 and ask for police assistance**

**Additional/unmet needs** – consult with relevant agencies and undertake an Early Help CAF and Team around the Child meetings

**MASH**

1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. 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 CAF recommended; referral to other agency for consideration)

This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

## Appendix 2

### Anti-Bullying Framework for Staff

WASP is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and given by all. WASP will not tolerate any form of bullying.

#### What is Bullying?

There is no legal definition of bullying however, WASP defines bullying as:

**‘Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power’**

Perpetrators often use strategies to overpower victims.

Examples of intended imbalance of power are:

- The size/age/gender of the individual/s involved
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber

#### Forms of Bullying

Forms of Bullying	Examples of Behaviours
Emotional	Being unfriendly, deliberately excluding, tormenting, belittling, teasing, name calling, threats of harm
Physical	Pushing, kicking, biting, hitting, punching, spitting, or any use of violence or form of assault
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact (violent or non-violent), sexually abusive/derogatory comments, jokes or taunting, physical behaviour such as interfering with clothes, or online harassment such as ‘sexting’
LGBT	Because of, or focusing on the issue of sexuality or gender identity
Cyber	All areas of the internet, such as emails and social media, threats by text messaging and calls, misuse of associated technology (camera and video facilities, games consoles etc.)

Although the following list is not exhaustive, bullying may be related to:

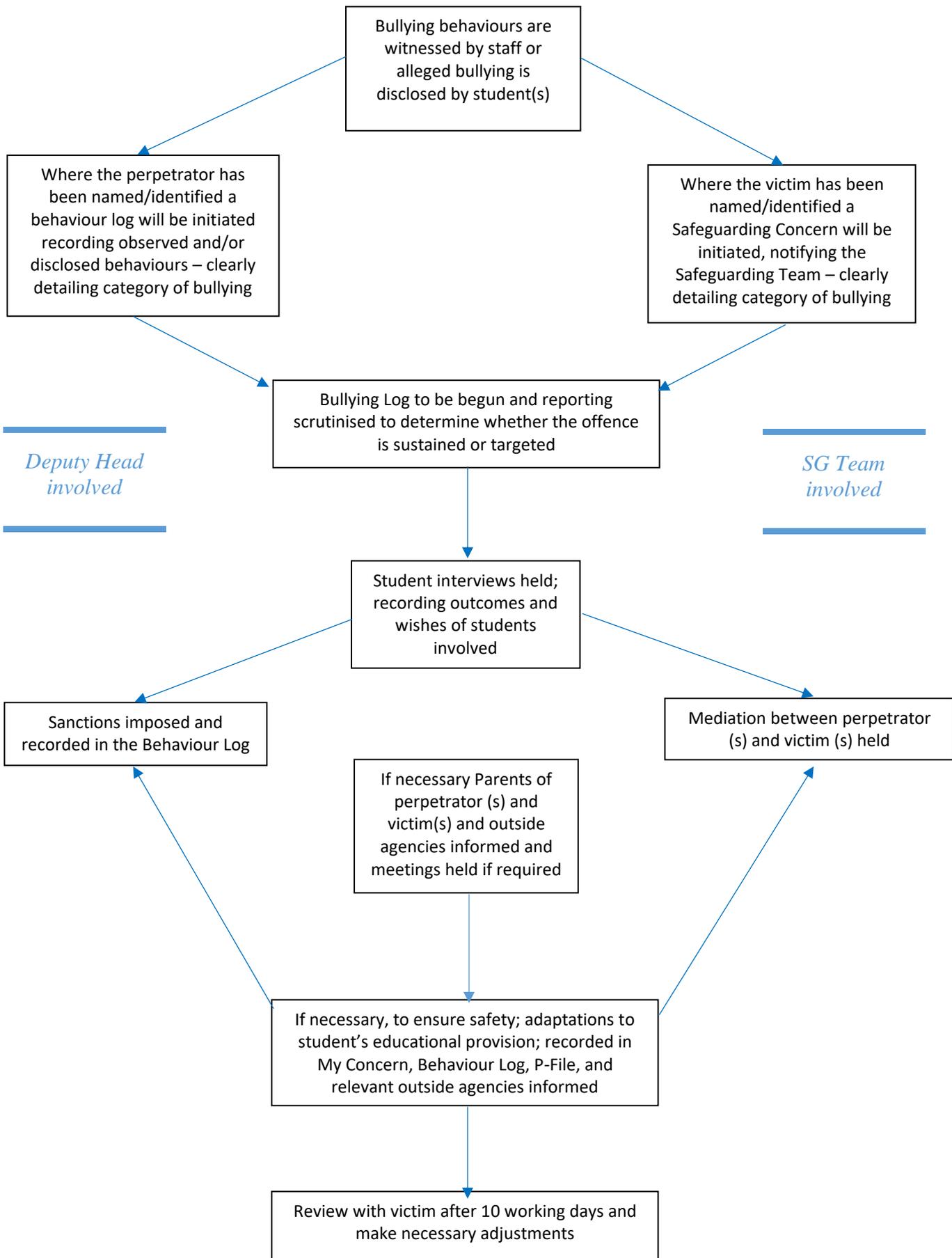
- Race
- Gender identity
- Religion
- Culture
- SEN or disability
- Physical appearance or health condition
- Home circumstances
- Sexual orientation

Please note all concerns relating to bullying will also follow the Safeguarding and Child Protection Policy for reporting, as the effects as such has the potential to cause significant harm to those involved.

Any evidence of bullying or intimidation that comes to our attention, regarding any of our students; the following procedure will be adhered to.

Figure 1:

**Procedure Flowchart for Managing Bullying Behaviours**



**Bullying Log patterns to be scrutinised by SLT on a Termly basis or dependant on severity discussed at weekly SLT meeting and re-laid to Trustees during Trustees meetings.**