



## Safeguarding and Child Protection Policy

Date	Review Date	Published on website	Coordinator	Nominated Governor
September 2025	September 2026	October 2025	Ben Everitt	Alex Lambert

St Michael's C of E (Aided) Primary fully recognises its responsibilities for safeguarding and child protection.

Key Safeguarding Personnel		
Role	Name	Email
Headteacher	Judith Arkwright	<a href="mailto:head@stmichaelsaldbourne.co.uk">head@stmichaelsaldbourne.co.uk</a>
Designated Safeguarding Lead (DSL)	Ben Everitt	<a href="mailto:beveritt@stmichaelsaldbourne.co.uk">beveritt@stmichaelsaldbourne.co.uk</a>
Deputy DSL(s) (DDSL)	Judith Arkwright Sarah Gandolfo	<a href="mailto:head@stmichaelsaldbourne.co.uk">head@stmichaelsaldbourne.co.uk</a> <a href="mailto:sgandolfo@stmichaelsaldbourne.co.uk">sgandolfo@stmichaelsaldbourne.co.uk</a>
Nominated Governor	Alex Lambert	<a href="mailto:alambert@stmichaelsaldbourne.co.uk">alambert@stmichaelsaldbourne.co.uk</a>
Chair of Governors	Scott Room	<a href="mailto:sroom@stmichaelsaldbourne.co.uk">sroom@stmichaelsaldbourne.co.uk</a>
Designated Teacher for Looked After Children	Karen Mearns	<a href="mailto:kmearns@stmichaelsaldbourne.co.uk">kmearns@stmichaelsaldbourne.co.uk</a>
Senior Mental Health Lead	Jasmine James	<a href="mailto:jjames@stmichaelsaldbourne.co.uk">jjames@stmichaelsaldbourne.co.uk</a>
<p><b>All above personnel can be contacted on 01672 540434.</b></p> <p><b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2025)</b></p>		

### Children's Social Care referrals:

Integrated Front Door:

0300 456 0108

Out of hours:

0300 456 0100

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

## Introduction

St Michael's C of E Aided Primary is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

## Scope

Safeguarding 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

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

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- |  |                            |                                |
|--|----------------------------|--------------------------------|
| • RSE Policy   | • Staff Behaviour Policy   | • Teaching and Learning policy |
| • Online safety policy   | • Whistleblowing policy    | • Equality Statement           |
| • Behaviour policy, incl. pupil use of mobile and smart technology | • Complaints policy        | • Administration of medicines  |
|  | • SEND policy              |                                |
|  | • Health and safety policy |                                |

**This policy applies to all staff in our school.** For the purposes of this policy:

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

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

## Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- aware of the importance of professional curiosity
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2025). School leaders and staff who work directly with children have also read Annex B and Part 5.

## Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Key Safeguarding Role
Whole school approach to broad and balanced curriculum embedding safeguarding teaching D/DSL training Designated teacher training KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) Staff training, including regular safeguarding updates Children taught about keeping safe online Online safety training for staff Preventing radicalisation Teaching staff confidence to deliver RSHE/PSHE to all pupils Annual review of online safety arrangements	Child-on-child abuse Pupil voice Online safety Whistleblowing Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct Early help Mental Health Multi-agency working Children who are absent and/or missing from education Children with SEND and a physical health issue Reporting abuse, incl. dealing with a child at immediate risk / SVPP procedures Honour based abuse (HBA) Female Genital Mutilation (FGM) Behaviour policy Relationships, Sex and Health Education (RSHE) policy Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team. Deputy Designated Safeguarding Lead (DDSL) Designated teacher for children looked-after (even if there are no LAC on roll) Senior Mental Health Lead Nominated governor for whistleblowing Nominated governor for filtering and monitoring & online safety Filtering and monitoring and online safety lead Lead governor for attendance Senior attendance champion

### **Concerns and allegations management**

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (LADO) and other partner agencies in the event of an allegation of abuse being made against the Headteacher. See also 'Managing concerns and allegations against staff'.

### **Audit**

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

### **Safer Recruitment**

Our governors monitor the school's safer recruitment practice, including scrutiny around DSL and/or headteacher monitoring of the Single Central Record.

### **Monitoring and review**

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

The headteacher reports at least three times per year to the governors around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum.

Governors ensure that safeguarding is an agenda item for every full governing body meeting.  
The Headteacher ensures that safeguarding is an agenda item for every staff meeting.

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

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

## **Mandatory procedures – Staff and adults at school**

### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2025).

At St Michael's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all governors

Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals.

### **Visitors**

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

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

### **Site safety**

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings.

### **Off site visits and exchange visits**

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. We seek written assurances from any alternative provision provider that appropriate safer recruitment checks have been completed, and safeguarding policy & procedures are in place. A site visit is also completed by DSL and/or SENCO.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

**See also Training.**

### **Staff Behaviour Policy (for safer working practice)**

St Michael's is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

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

### **Identifying the signs**

All staff know how to recognise and are alert to the signs of neglect, abuse, exploitation and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse and exploitation, 'all' risks of harm outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2025) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2025).

## **Responding to concerns/disclosures of abuse**

Flowcharts provided by the Wiltshire Council Safeguarding Team and SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality eg say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using CPOMS – the school's electronic record keeping system (in the event of not being able to access this, forms are available in the staffroom). It is the responsibility of each adult in school to ensure that the D/DSL is notified of the concern without delay. In the absence of the D/DSL, staff members know to speak directly to the IFD. In some circumstances, the D/DSL or member of staff seeks advice by ringing the IFD for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

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

The D/DSL consistently monitors all children with concerns, whether a request for service to the Wiltshire IFD or appropriate Local Authority Children's Services has been made or not.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The D/DSL provides feedback to any staff who shares concerns. However, staff are also aware that it is their responsibility to ask for feedback if they feel it has not been given.

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

## **Online safety**

### **See school's Online Safety Policy**

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

St Michael's ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online.

Children are made aware of how to report incidents that happen online. Staff report online safety concerns using CPOMS. These incidents are then monitored and actioned in line with our Online Safety Policy.

Pupils are taught about online safety as part of the curriculum:

The school teaches children to stay safe online through

- The computing scheme of work provided by the South West Grid for Learning (SWGfL) with objectives taken from the Education for a Connected World framework – **Project Evolve**
- **Jigsaw** – a scheme which supports the delivery of the statutory guidance for relationships education and health education.

Online Safety is taught using **Project Evolve** and the curriculum is taught throughout the school. It is organised into 8 key strands.

1. **Copyright and Ownership** - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
2. **Health, Well-being and Lifestyle** - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
3. **Managing Online Information** - Strategies for effective searching, critical evaluation and ethical publishing
4. **Online Bullying** - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation
5. **Online Relationships** - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
6. **Online Reputation** - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
7. **Privacy and Security** - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
8. **Self-Image and Identity** - Shaping online identities and how media impacts on gender and stereotypes.

The safe use of social media and the internet will also be covered in other subjects where relevant.

St Michael's acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks. The school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. The school adheres to the DFE Filtering and Monitoring standards, and the Cyber Security Standards set out in KCSiE (2025). Our online safety mechanisms are reviewed annually.

Some children in Years 5 and 6 may need to bring a mobile device into school for the purposes of after school provision. These will be turned off and stored in the school office or a secure, locked cupboard in the classroom during school hours.

#### **Managing concerns and allegations against staff (including supply teachers, volunteers and contractors, and those from organisations or individuals using the school premises).**

St Michael's follow the procedure set out by the SVPP 'Allegations against adults' flowchart (Appendix 5) which is displayed in the staffroom for easy reference.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals

using the school premises, they must immediately consult the Headteacher/ Deputy Headteacher who will refer to the local authority Designated Officer for Allegations (LADO).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. St Michael's promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the Wiltshire IFD or appropriate Local Authority Children's Services as described in 'responding to a concern.'

All members of staff have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour. All volunteers and contractors receive a copy of the Staff Behaviour Policy upon signing into the building.

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

St Michael's will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the LADO. This is the Headteacher or where the Headteacher is the subject of an allegation, the chair of governors.

### **Managing low-level concerns about adults**

St Michael's operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

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

St Michael's will:

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



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

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. They will be handled confidentially and kept in a locked location.

### **Whistleblowing**

In accordance with our school's Whistleblowing Policy and procedures, all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanism), which are also reflected in staff training and our Staff Behaviour Policy, and shared with pupils are in place for such concerns to be raised with the Headteacher or Deputy Headteacher. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

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

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- A member of the governing body: Scott Room ([sroom@stmichaelsaldbourne.co.uk](mailto:sroom@stmichaelsaldbourne.co.uk))

### **Escalation of concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

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

### **Record keeping and information sharing**

The school:

- liaises with partner organisations (alternative provisions, Wiltshire Council, Aldbourne Pre-School) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
  - by the setting/school/organisation previously attended by the child.
  - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual

safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using CPOMS (or the standard recording form should there be a problem accessing this), with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program, etc.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (May 2024) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

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

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

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

## **Mandatory procedures – Supporting children**

### **A culture of listening to children**

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

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

### **Curriculum – teaching about safeguarding**

Our pupils access a broad and balanced curriculum (age and stage of development appropriate) 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)

Examples of topics:

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

### **Remote learning**

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

The DSL will:

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

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

### **Early help**

At St Michael's, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL. A separate document is available which outlines our school's Early Help Offer.

The D/DSL uses:

- The Wiltshire's Integrated Front Door (MASH and Early Support Hub).
- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

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

Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional

challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

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

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

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

If a situation arises where a child requires physical intervention in order to keep them or others safe, the incident will be recorded on CPOMS and parents informed of the incident. It will also be recorded on the Wiltshire spreadsheet in line with Wiltshire guidance. Children who may be more at risk of requiring this kind of intervention will have a Handling Plan which will be written in conjunction with their parents. The school has trained members of staff.

## **Mandatory procedures – Specific forms of abuse and safeguarding issues**

### **Child-on-child abuse**

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

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

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.

- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.

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

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

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

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

### **Child-on-child sexual violence and sexual harassment**

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

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

### **Serious violence**

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

### **Children who are absent and/or missing from education**

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

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for CLA and care leavers discusses any unauthorised/unexplained absence of Children Looked After with Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the IFD team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

### **Mental health**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

### **Domestic abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm, including where they see, hear or experience its effects.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the

DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

### **Preventing radicalisation**

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the Local Authority Children's Services.

### **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. 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.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

## **Staff training**

### **Induction**

The welfare of all our pupils is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction schedule for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- Whistleblowing policy
- Behaviour Policy (pupils)
- Staff Behaviour Policy (or Code of Conduct)
- Role and identities of the DSL and DDSL
- The school's response to children who are absent and/or missing from education, and the school's protocol about managing absence
- Procedure to follow in case of an allegation being raised against an adult
- Professional disagreement and escalation including the SVPP Case Resolution Protocol

### **Safeguarding training**

This training is for all staff and is updated every year to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

### **Advanced training**

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

### **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum.

### **Designated Teacher for Children Looked After and Children Previously Looked After**

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

### **Preventing Radicalisation**

All staff undertake Prevent awareness training.

### **Staff support**

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

### **Governors**

As well as the school's safeguarding induction programme, all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated annually. Governors are also encouraged to attend whole school safeguarding and child protection training.



## Appendix 1

### Related legislation and key documents

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

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

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

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2024** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

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

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

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

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

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

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

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

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

## Appendix 2

## Concern Form Part A

**ONLY TO BE USED IN THE EVENT THAT CPOMS IS NOT AVAILABLE**

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

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

Concern(s) - Use the body- map show any marks or injuries.

Additional form used?	Yes / No	Page of

## Concern Form Part B - **ONLY TO BE USED IN THE EVENT THAT CPOMS IS NOT AVAILABLE**

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

Name of D/DSL reviewing the concern					
<b>Safeguarding support already in place</b> Tick and add name where known at time of report					
None	ESA or Support Assessment	Child in Need	Child Protection Plan	Looked After	Previous social care involvement
Name and role of allocated worker					
<b>Data analysis: if the concern relates to child on child abuse, state which:</b>	<i>This includes any reports and concerns, including those outside the school and online:</i> <ol style="list-style-type: none"> <li>1. bullying (including cyberbullying, prejudice-based and discriminatory bullying)</li> <li>2. abuse in intimate personal relationships between peers</li> <li>3. physical abuse</li> <li>4. sexual violence</li> </ol>		<ol style="list-style-type: none"> <li>5. sexual harassment</li> <li>6. causing someone to engage in sexual activity without consent</li> <li>7. consensual and non-consensual sharing of nudes and semi nudes images and or videos</li> <li>8. upskirting</li> <li>9. initiation/hazing type violence and rituals</li> </ol>		

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

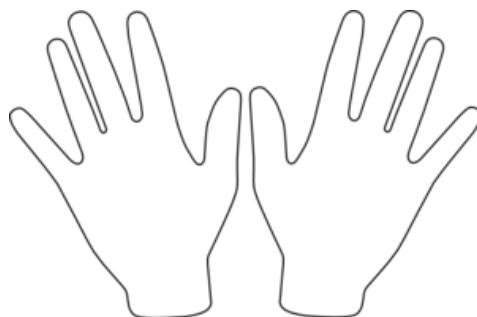
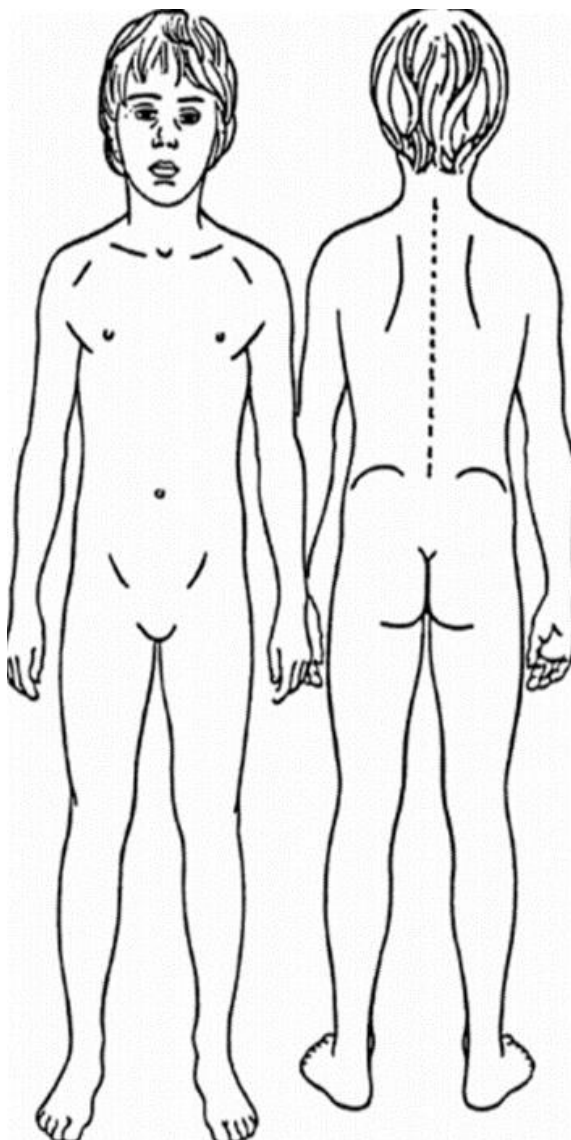
<b>What would the child like to happen next?</b>		
<b>Has the child's wishes been considered when deciding action to be taken?</b>	<b>Yes</b>	<b>No</b>
<b>If no, please indicate why not</b>		

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

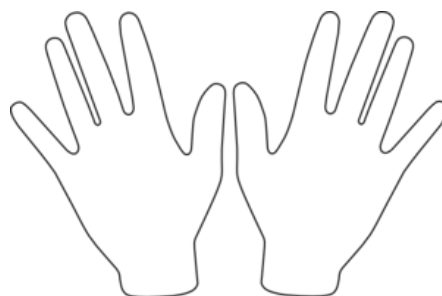
<b>Signature of person who raised the concern overleaf</b>	
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**Body Map - ONLY TO BE USED IN THE EVENT THAT CPOMS IS NOT AVAILABLE**

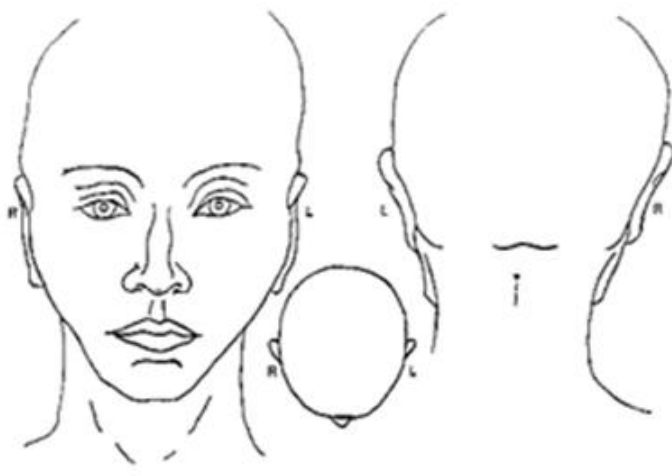
**Children must not be undressed or photographs taken of any marks or injuries**



Palm



Back





### Low-Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with St Michael's School Staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). The record should be signed, timed, and dated.

**Name of Staff Member:**

**Department/Role:**

**Details of concern (please state any specific dates).**

**Name of referrer:**

**Signed:**

**Date:**

**Time:**

Low-Level Concern Form September 2025



**Received by:**

**At: (time)**

**On: (Date)**

**Context:** (include any historical information, for example, any previous low-level concerns, any LADO consultation, and or referrals).

**Action Taken:** (please specify, including rationale for action and outcome).

**Signed:**

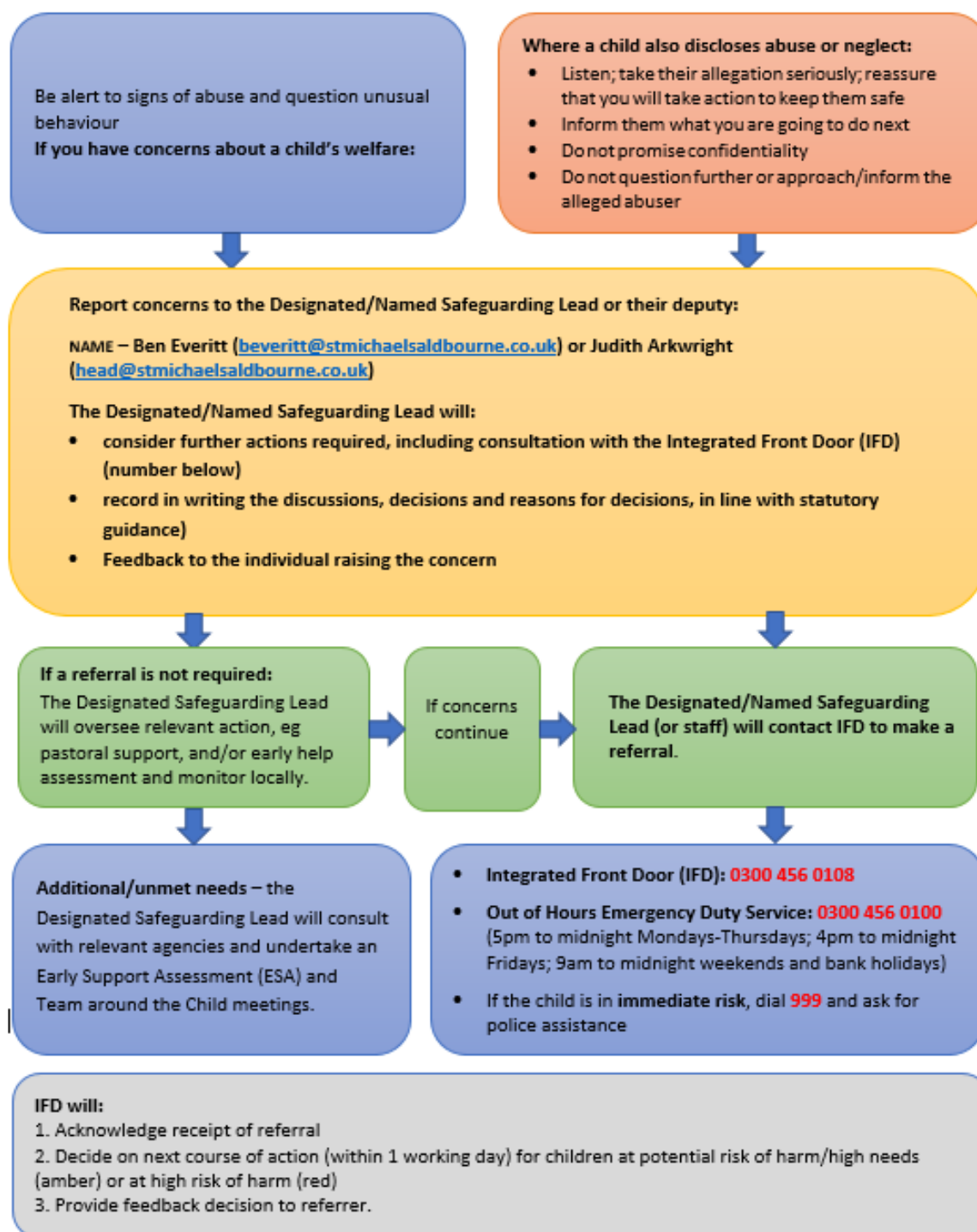
This record will be held securely in accordance with St Michael's School low-level concerns policy. Please note that low-level concerns will be treated in confidence as far as possible, but St Michael's School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Low-Level Concern Form September 2025



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

For staff, volunteers and visitors in all agencies and settings



This flowchart is intended for use as a brief guide. Refer to the Wiltshire SVPP 'Multi-Agency Threshold guidance' and the DfE Guidance 'What to do if you are worried a child is being abused' for more information, definitions and possible indicators of abuse.

SVPP website: [www.wiltshiresvpp.org.uk](http://www.wiltshiresvpp.org.uk)

Reviewed: September 2024



## Response to reports of Sexual violence, sexual harassment and harmful sexual behaviour – refer to KCSiE Part 5 guidance

The whole school approach is clear there is a **zero-tolerance** to SVSH, that it is never acceptable and will not be tolerated. Dismissing or tolerating behaviours risks normalizing them.

The school/college has a clear set of values and standards, these are underpinned by the behaviour policy and pastoral support system.

All staff know to report all incidents as a safeguarding concern to the D/DSL, including those that have happened outside of school premises and/or online. All staff maintain an attitude of 'it could happen here.'

### Definitions

#### Sexual violence:

Rape

Assault by penetration

Sexual assault

Causing someone to engage in sexual activity without consent

**Sexual harassment:** is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment and includes:

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, sexual exploitation or online sexual harassment

#### Harmful sexual behaviour:

(exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.) **Wiltshire policy use Hackett Continuum to consider level of concern – see policy)**

HSB should be considered in a safeguarding context.

SVSH & HSB exists on a continuum and may overlap; can occur online and offline (or simultaneously) and both inside and outside of school/college/settings.

### Report received

#### Victim reassured

- Victim is taken seriously, and supported and kept safe; and never given the impression they are creating a problem, nor should a victim be made to feel ashamed for making a report.
- Confidentiality not promised at this stage
- If possible, managing report with two members of staff present
- Listen carefully to the victim, non-judgmentally
- Record the disclosure (facts as reported) **it is essential a written record is made**
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see KCSiE 2024 para 480-483)
- Staff should inform the DSL or DDSL as soon as practically possible; with careful management of reports that include an online element, refer to KCSiE 2024 para 477

#### Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and rumours amongst pupils in school and school should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

#### DSLs will need to consider: (SVSH and HSB)

**Immediately:** Consider how to support the victim, the alleged perpetrator, all other pupils and staff and keep them safe.

- wishes of the victim
- nature of the alleged incident/s
- ages and developmental stages of the children involved
- any power imbalance between the children, for example, age difference, disability or learning difficulty
- is the alleged incident a one off or a sustained pattern of behaviour
- abuse can happen within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following an incident
- time and location of incident, and any action required to make the location safer.
- Contextual safeguarding approach, for example, are there ongoing risks to the victim, other children, environmental risks, links to child criminal or sexual exploitation
- engaging with parents and carers – refer to KCSiE 2024 paras 554-559 ([csacentre – parents](#))

#### Options to manage a report of SVSH or HSB

(refer to: [Wiltshire HSB protocol](#), [NSPCC harmful sexual behaviours framework](#), [NSPCC Stages of child sexual development](#), [Lucy Faithful Foundation HSB prevention toolkit](#), [SWGf HSB professional support line](#), [SEA Rightchoice HSB resources](#) [KCSiE 2024](#))

#### Internally

One-off incidents which the school believes that the child(ren) is not in need of early help or statutory interventions, which would be appropriate to deal with internally under the school's behaviour policy and provide pastoral support via school's early help offer.

#### Early Help

(E.g. non-violent HSB)

- Referral to multi-agency Early Help services

#### Refer to MASH

(where a child has been harmed, is at risk, or is in immediate danger) D/DSL should not wait for outcome before protecting the victim and other children in the school.

#### Report to police

Any report to the police will generally be in parallel with a referral to Children's social care.

Refer to KCSiE 2024 para 512-534

**DSL to make an immediate risk and needs assessment** (this may require multi-agency input) to put adequate measures in place to protect all children and keep them safe.

**REMEMBER: All concerns, discussions, decisions and rationale should be recorded.**

#### Risk and needs assessment

(case by case basis, consider proportionality of the response)

It should be recorded and kept under review.

A contextual safeguarding approach should be used to ensure assessment considers risks posed by any wider environmental factors present in a child's life.

The DSL must ensure they are engaging with Children's social care and specialist services as required.



## Allegations and concerns against adults in education settings – July 2025 (including schools, early years and alternative provision settings)

If you become aware that a member of staff/volunteer/supply/contractor/bank staff and those from organisations or individuals using the school premises, MAY have:

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

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

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

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

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

Where a child also discloses abuse or neglect by a member of staff/volunteer/supply/contractor/bank staff and those from organisations or individuals using the school premises:

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

Staff should self-refer to their line manager or Designated Safeguarding Lead where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Report immediately to the person in charge: Ben Everitt (DSL and Deputy Head) or Jude Arkwright (DDSL and Head Teacher)

Eg headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: Scott Room (Chair of Governors) [sroom@stmichaelsaldbourne.co.uk](mailto:sroom@stmichaelsaldbourne.co.uk)

Eg chair of governor, owner, chair of committee, nominated trustee

Unless there is clear evidence to prove that the allegation is incorrect, the person in charge will decide on the nature of the allegation/concern:

### Allegations that may meet the harm threshold

If the behaviour towards the child may have met the harm threshold (KCSiE 2025, p.92) report the allegation **within one working day** to the Local Authority Designated Officer (LADO) and your HR provider

- Email the referral to [LADOservice@wiltshire.gov.uk](mailto:LADOservice@wiltshire.gov.uk)
- To discuss follow-up and outcomes telephone the Integrated Front Door (IFD) **0300 456 0108** and select Option 6.
- Out of Hours Emergency Duty Service: **0300 456 0100** (5pm to 9am weekdays, 4pm Friday to 9am Monday)

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

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



## Allegation/concerns guidance for persons in charge – July 2025



### Allegations that may meet the harm threshold

KCSIE 2025 Part 4 Section 1

#### The LADO will:

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

#### If the allegation threshold is met:

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

#### If the allegation threshold is NOT met:

The LADO will agree an appropriate response, eg for the setting to undertake further enquiries or an internal investigation.

Refer to the low-level concerns procedures on the right-hand-side.

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

KCSIE 2025 Part 4 Section 2

#### The person in charge will take the following actions:

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

