



# St Luke's C of E Primary School

## Safeguarding and Child Protection Policy and Procedures

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Trust Board
Policy Ratified:	October 2021
Review Date:	October 2022

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	

# NOTICE OF SAFEGUARDING

St Luke's C.E. Primary School

To be prominently displayed in the school

**Last Updated: October 2021**

Our appointed Local Governor for safeguarding is:

Hannah Beardsley

Our designated lead for safeguarding is:

Sarah Walton

Our deputy safeguarding leads are:

Hannah Easthope, Kerry Cutler, Amy Cazneaux

Our designated teacher for looked-after children is:

Hannah Easthope

Our staff and/or local governors who have safer recruitment training are:

Hannah Easthope, Amy Cazneaux, Stephen Coombes

Our online safety champion is:

Sam Matthews

Our Educational Visits Coordinator (EVC) is:

Sarah Walton

Our additional relevant roles are:

Anti-bullying Champion – Sam Matthews  
Parent Support Worker – Kerry Cutler

The person who takes leadership responsibility for safeguarding across the Partnership is our **Chief Executive Officer Paul Howieson.**

The appointed Trustee who provides oversight of safeguarding across the Partnership is: **Dai Hounsell.**

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## Other documentation

This policy should be read in conjunction with national and local guidance and CLP policies as follows:

### National Guidance

Three key DfE documents underpin all aspects of safeguarding and child protection:

- [Keeping Children Safe in Education September 2021](#);
- [Working Together to Safeguard Children](#); and
- Staff safer working practices are informed by: [Guidance for safer working practice for those working with children and young people in education settings. May 2019](#).

Further DfE materials:

- Support and training materials on relationships, sex and health education can be found [here](#).
- Promoting and supporting mental health and wellbeing in schools and colleges can be found [here](#).
- A wide range of other information can tool kits can be found in Annex B of KCSiE.

The *Counter-Terrorism and Security Act 2015* includes the Prevent Duty. Please refer to:

- [The Prevent Duty: Departmental Advice for Schools and Childcare Providers](#);
- [Prevent Duty Guidance for England and Wales](#) (statutory);
- [Channel Duty Guidance: Protecting Vulnerable People from Being Drawn into Terrorism](#); and
- [Teaching Online Safety in School](#)

### Local Guidance

- [Pan Dorset Multi-Agency Safeguarding Policies and Procedures Manual](#)
- Pan Dorset Safeguarding Children Partnership [website](#)

### CLP Policies

Core suite of safeguarding policies:

- Code of Conduct (staff, volunteers, governors)
- Procedural Policy for Managing Allegations of Abuse (of a Child) Made Against a Member of Staff
- IT and Communications Systems Policy (includes online safety, use of social media, acceptable use agreements and other aspects vital to safeguarding)
- Safer Recruitment Policy
- Whistleblowing Policy and Procedure

Other policies which reference safeguarding:

- Data Protection Policy
- Educational Visits Policy
- First Aid Policy
- Health & Safety Policy
- Lettings Policy (clarifies schools' roles in safeguarding arrangements when letting premises)
- Partnership-Wide Policy for Behaviour Principles, Reasonable Force and Exclusions (and school-specific behaviour policy)
- Pupil Attendance Policy

## 1. Aims

Coastal Learning Partnership (CLP) fully recognises its responsibilities for safeguarding pupils/child protection.

### 1.1 The aims of the policy are to:

- Promote a whole-school approach and a culture in which children feel safe to learn in CLP schools;
- Set out the various responsibilities which together work to ensure a robust safeguarding culture;
- Ensure that there are effective procedures in place to deal with any safeguarding issues which may arise;
- Ensure that CLP schools develop and implement procedures in accordance with this policy;
- Assist staff to work safely and responsibly and to monitor their own standards and practices;
- Describe how CLP schools will meet their statutory responsibilities as outlined in Keeping Children Safe in Education (KCSiE) 2021.

### 1.2 Principles underpinning the aims:

- Schools must take account of the government guidance in *KCSiE*, the Prevent Duty and must follow the procedures laid down;
- The welfare of the pupil is paramount;
- It is the responsibility of all adults who work with pupils to safeguard and promote their welfare; under the Prevent Duty this includes action to identify and safeguard those at risk of being drawn into supporting terrorism. There is also a responsibility to be diligent in the prevention of Female Genital Mutilation (FGM) and forced marriage;
- Staff are responsible for their own actions and behaviour and should avoid any conduct which leads any reasonable person to question their motivation and intentions;
- The same professional standards should be applied regardless of culture, gender, language, racial origin, religious belief and/or sexual identity; and
- Staff should continually monitor and review their own practice.

## 2. Contents of the Policy

There are six main elements to the policy:

- To ensure safe recruitment in checking the suitability of staff and volunteers to work with pupils;
- To raise awareness of all safeguarding pupil/child protection issues and equip pupils with the skills needed to keep them safe both mentally and physically;
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse or terrorist threats;
- To support pupils who have been abused in accordance with his/her agreed protection plan;
- To establish a safe environment in which pupils can learn and develop; and
- To ensure that staff can deal with issues related to staying safe online.

### 2.1 A summary of CLP's overall approach to safeguarding can be found at appendix D.

### 3. Responsibilities

- 3.1 All adults in CLP schools have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.
- 3.2 The Trust Board is ultimately accountable for ensuring that CLP schools have an effective child protection policy which is reviewed annually and available publicly. In CLP schools, this policy along with associated documentation is readily available through the Partnership website as well as the websites of the separate schools. Statutory safeguarding guidance for schools within 'KCSiE' requires all schools to have a senior board level (or equivalent) lead to take leadership responsibility for safeguarding. In CLP, each Local Governing Body (LGB) has an 'Appointed LGB Safeguarding Lead' and additionally there is an 'Appointed Trust Board Safeguarding Lead'. These individuals provide a link between the schools and their Local Governing Bodies as well as to the Trust Board enabling monitoring of the effectiveness of mandatory policies, procedures and training. They are named on page 2 of this policy.

#### 3.3 The Trust Board will:

- Ensure that all appropriate policies are in place which together define how an effective safeguarding culture and child protection procedures are established;
- Ensure that schools have access to appropriate training as required by this policy;
- Ensure that there is an Appointed Trustee for Safeguarding;
- Ensure that appropriate arrangements are in place for the Single Central Record (SCR) and that the SCR is scrutinised, in addition to the school's DSL, by an individual external to the school with appropriate experience and expertise;
- Determine any changes to the policies and procedures as appropriate;
- Be responsible for reviewing and amending the policy as appropriate;
- Undertake training and reading as required by paragraph 37

#### 3.4 The Trust Central Team:

Chief Executive Officer is responsible for:

- Annual review of KCSiE changes
- Annual update to Partnership policy suite
- Facilitation of DSL networks
- Reporting oversight and reporting/assurance to Board

Head of Finance and Operations is responsible for:

- Procurement of services such as external review and software for managing concerns
- Ensure necessary arrangements are in place to deliver the training requirements outlined in this policy.

Head of Human Resources is responsible for:

- Safer recruitment policy, practice and training; corporate induction
- Single Central Record oversight and monitoring
- Support with management of allegations and referrals to DBS

Head of Learning and Achievement/CEO is responsible for:

- Further support/guidance to HTs/DSLs around policy and practice as well as raising awareness among children through the curriculum.

The Data Protection Officer will:

- Encourage a positive data protection culture and best practice and endeavour to ensure that all personal data is processed in compliance with the General Data Protection Regulation and the Data Protection Act 2018.

### 3.5 The Local Governing Body will:

- Ensure that the school's procedures reflect the requirements of this and associated policies;
- Designate an Appointed Local Governor to liaise with the Headteacher and Designated Safeguarding Lead (DSL) on safeguarding matters;
- Ensure reporting takes place as defined in paragraph 4.
- Undertake training and required reading as required by paragraph 37.

### 3.6 The Appointed Local Governor will:

- Liaise with the Headteacher and DSL over child protection/safeguarding pupil issues;
- Report as appropriate to the Chair and Local Governing Body; and

### 3.7 The Headteacher will:

- Be responsible for the implementation of the policy and ensuring that the outcomes are monitored;
- Appoint a DSL from within the Senior Leadership Team (SLT) as well as appropriate Deputy DSL(s) to ensure adequate cover;
- Determine an appropriate training programme in consultation with the DSL;
- Appoint a named member of teaching staff as Designated Teacher for Looked After Children (LAC) (or previously Looked After Children); and
- Report to the Local Governing Body and the Full Trust Board as described in paragraph 4.

### 3.8 Designated Safeguarding Lead (and Deputies)

The day to day leadership and management of safeguarding and child protection is delegated to the schools' Designated Safeguarding Lead (DSL) and the deputy DSLs.

The DSL and deputy DSL for safeguarding pupil/child protection are named on page 2. The role of the DSL is to:

1. Strengthen the school's safeguarding culture
2. Ensure that safeguarding is undertaken in line with all relevant policies and procedures
3. Keep staff and Local Governors up to date.

The role of the DSL is described more fully in Annex B of KCSI E. In addition to the duties outlined in Annex B, DSLs have oversight of the Single Central Record in their schools.

CLP recognises that DSLs and Deputy DSLs undertake a complex role which may include challenging and distressing situations. For this reason, CLP is committed to ensuring that DSLs and their deputies have access to external, professional supervision to provide opportunities for objective reflection, guidance and support.

### 3.9 The Data Protection Manager will:

- Ensure that high standards of data security and confidentiality are maintained at all time;
- Will coordinate, monitor and oversee appropriate training in data management and encourage a positive data culture;

- Will advise on data issues concerning safeguarding and attendance, assess the severity of data breaches and respond accordingly; and
- The Data Protection Manager will liaise with the Partnership's Data Protection officer for advice and guidance as requested.

### 3.10 All staff will:

- Be alert to the signs of mental and physical harm and abuse. They should report any concerns immediately to the DSL or the named deputy. If in any doubt, staff should consult with the DSL. The same applies to any concerns relating to the Prevent Duty;
- Raise concerns and suspicions immediately with the DSL or deputy. This is because other staff may not be fully apprised of all safeguarding concerns around a child as the DSL may have additional information pertaining to them and their care: it is the DSL who can see the full picture of concerns around a child.
- Take appropriate opportunities to cover safeguarding issues in their classes. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), and/or where delivered through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which have made the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary education) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.
- Have regard to their personal conduct and conform to the standards expected by the Partnership and school as laid down in this policy, associated policies and in [Safer Working Practice 2019](#)
- Operate a high standard of data management which reduces the likelihood of breach or loss of safeguarding and attendance data, under the guidance of the Data Protection Manager.
- Any members of staff may be asked to attend a Child Protection conference for which they should provide a report. Staff involved will be helped by the DSL to provide relevant information. Attendance may similarly be required at other meetings including Child In Need (CIN), Team Around the Child (TAC) and Team Around the Family (TAF).

## 4. Reporting and auditing arrangements

- 4.1 In order that the Trust Board and Local Governors can regularly evaluate the robustness of member schools' practices, regular reporting on safeguarding matters is required. DSLs report on a termly basis using the required template: this is first completed around the end of the autumn term and updated near the end of each term thereafter. All reports are shared with the LGB and CEO. The CEO in turn reports to the Trust Board.
- 4.2 Additionally, schools comply with the request from the Pan-Dorset Safeguarding Children Partnership that all schools undertake an annual self-evaluation audit for safeguarding. CLP schools use the template provided by the relevant Local Authority for this purpose. The audit, shared in full with LGBs, is undertaken in each school by the DSL and Appointed LGB Safeguarding Lead and gives rise to an annual action plan. The action plan forms part of the annual report to Trustees and LGBs, along with an evaluation of progress against the action plan for the previous year. In-year progress against the action plan priorities is reported to LGBs through the termly report. The completed audit is submitted to the relevant Local Authority for review. Each Local Authority undertakes a monitoring visit, according to each LA's arrangements (typically annually), which includes a review of this self-evaluation audit.
- 4.3 DSLs are not required to provide a termly report in the same term that the audit is undertaken.

#### 4.4 External review

CLP welcomes external review to challenge and test its safeguarding culture, process and procedures. This is achieved in the following ways:

- All schools send their annual self-audit to the Local Authority (LA) for review and corresponding LA visit.
- Three yearly review by an independent body appointed by CLP.
- OFSTED inspections.

### 5. Safer Recruitment and Single Central Record

- 5.1 CLP schools will undertake recruitment rigorously in line with KCSiE 2021 and having full regard to the relevant Partnership policies, especially the Partnership's 'Safer Recruitment Policy'.
- 5.2 Schools will ensure that each appointment panel has at least one member trained in safer recruitment techniques according to current government guidance. This training will be updated every three years and any changes to government guidance will be reflected in the Safer Recruitment Policy updated annually and communicated to all recruiting managers.
- 5.3 All applicants will be vetted and their personal details as set out on the application form will be verified and qualifications checked.
- 5.4 All applicants' criminal records will be fully checked in accordance with the requirements of KCSiE,
- 5.5 All those individuals across the Trust with a responsibility for governance (Local Governors, Trustees and Members) are subject to Enhanced Criminal Records checks which are recorded and kept current. Schools will also carry out a section 128 check for such individuals because a person subject to one is disqualified from being involved in the management of an educational establishment.
- 5.6 Through its Single Central Record, schools will maintain a complete and up to date record of all recruitment and vetting checks. Each school will have a designated member of staff who maintains the SCR at school-level. The SCR will be monitored as follows:
- a. By each school's DSL: at least once per half term, the DSL will check the accuracy of the SCR and record that this monitoring has taken place;
  - b. By a member of the central HR team: the central HR team will undertake monitoring of schools' SCRs on a rotational basis so that each school's SCR will typically be checked in this way at least once a year. Where there have been concerns about a school's SCR, it will be monitored more frequently.
- 5.7 Although the SCR is routinely monitored by the DSL, its accuracy and completeness remains the ultimate responsibility of the Headteacher. The Headteacher will therefore periodically undertake this check directly.
- 5.8 A similar SCR will be kept and maintained for all relevant staff and volunteers within the central team. This will be monitored by the CEO.

## **6. Safeguarding Pupils On-Site and on Authorised Off-Site Visits**

6.1 CLP schools recognise that:

- The safety and protection of pupils is of paramount importance;
- Pupils can develop a special and close relationship with school staff and view them as significant and trustworthy adults;
- Pupils, if they have been abused, may confide or disclose sensitive information to a teacher or other member of staff;

6.2 Schools will ensure that robust arrangements are in place to manage visitors on site. This will include the need for visitors to produce ID if they are not known to the school. All visitors are required to sign in / out of the school premises and wear appropriate approved badge / lanyard for the duration of their visit. Visitors who have not been vetted and who are not on the single central record will not be unsupervised at any point whilst at the school.

6.3 Schools will ensure that security arrangements around the site are robust and determined by an appropriate risk assessment of need.

6.4 Staff are in a unique position to notice any change in demeanour or circumstances. There is the opportunity, for example, to notice injuries, marks or bruises when pupils are doing P.E., games or swimming; if staff are concerned, such observations should be shared with the DSL.

6.5 Schools will adhere to the requirements of CLP's Educational Visits Policy.

6.6 Staff who organise educational visits, particularly residential visits, must provide a list of those pupils taking part to the DSL to ensure that they are made aware of all essential information relating to the pupils in their care.

## **7. Early Help**

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing or goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Early help should normally be tried first for children with long term difficulties at home e.g. neglect. If there is an incident of abuse, the DSL will discuss that with Children's Social Care but many cases that are referred to Social Care could be handled as early help to get a fuller assessment first.

Examples of Early Help support offered at this school include:

- Full time Family Support Worker that is proactive in supporting families including providing essentials (e.g. coats, food, presents)
- Referrals to parenting programmes
- Referrals to other agencies to support families
- Attendance at meetings with parents to support where required
- Coordinate TAF meetings

It is essential when considering a referral to Social Care to look at the Pan-Dorset continuum of need which can help determine what level of intervention will be helpful. The Pan-Dorset continuum of need is also the CLP agreed 'level of need' as used in MyConcern.

CLP schools within Dorset Local Authority can find out about the Local Authorities early help arrangements via the Dorset Safeguarding Children's Board [here](#). Schools within Bournemouth, Poole and Christchurch Local Authority can find early help arrangements [here](#).

## **8. Looked After Children**

- 8.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. CLP schools will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In addition, a previously looked after child remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.
- 8.2 Each CLP school will appoint a Designated Teacher to promote the educational achievement of children who are looked after/in care and to work closely with the Local Authority's Virtual School Head to discuss how pupil premium plus additional funding can support the achievement of these children.
- 8.3 The Designated Teacher will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- 8.4 Previously looked after children will also fall within the remit of the Designated Teacher.
- 8.5 When dealing with looked after children and previously looked after children, it is important that all agencies work together (including the relevant Local Authority's (LA's) 'Virtual School' and post adoption support from [Aspire](#)) and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

## **9. Children with a Social Worker**

- 9.1 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

## **10. Radicalisation**

- 10.1 Schools will have due regard to the need to prevent people from being drawn into terrorism.
- 10.2 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of a school's wider safeguarding approach. CLP seeks to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- 10.3 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Concerns should be shared with the DSL.
- 10.4 Each of CLP's schools has a Prevent risk assessment which is updated annually and which specifies the risks local to the school.
- 10.5 If a school is concerned that a child may be at risk in this regard, the Pan Dorset Safeguarding Children's Partnership's guidance on Prevent [here](#) will be followed. It may be that concerns are sufficient to require a Prevent referral. Prevent referrals may be passed to a multi-agency Channel panel (Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

## **11. Allegations of Abuse**

- 12.1 CLP schools have the role of recognising and responding to potential indicators of abuse and neglect. All other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by CLP schools.
- 12.2 Members of staff who suspect the abuse or neglect of a pupil, or if a pupil has suggested that abuse has taken place either to themselves or another pupil, will report their concerns to the DSL. If a member of staff overhears a pupil discussing 'abuse' or 'neglect', this information will be relayed to the DSL.
- 12.3 The DSL will determine whether the matter should be referred or discussed with Children's Social Care (see Item 19.1). The school can contact the police if it is an urgent criminal matter. Social Care will discuss appropriate cases with the Police who lead any criminal investigation. The DSL will liaise with the Headteacher to inform him/her of any issues.
- 12.4 The school will receive information from other schools (such as previous schools a pupil has attended), parents, the local authority and various other sources. Where it is thought that the local authority is not aware of the case, it will be informed.

## **13. Allegations of Abuse Against Staff (including Transferrable Risk)**

- 13.1 CLP schools must refer to and follow CLP's Procedural Policy for Dealing with Allegations of Abuse (of a child) Against a Member of Staff which is based on KCSiE part 4. This includes allegations against supply staff and volunteers. This Managing Allegations policy recognises that some allegations relate to behaviour which meets the 'harms threshold' whilst others do not but still require consideration as 'low level concerns': the policy provides a procedure for both.

13.2 Part 4 of KCSiE recognises that an individual's behaviour outside of school might make them unsuitable to work with children. This is known as transferable risk and is also covered within CLP's Managing Allegations policy.

#### 14. What is child abuse?

It is generally accepted that there are four main forms of abuse. The following definitions are from Working Together to Safeguard Children (2018).

- 14.1 **Physical abuse:** A form of abuse which 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.
- 14.2 **Emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- 14.3 **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. They may also include 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.
- 14.4 **Neglect:** 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 use. 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 caregivers); or ensure access to appropriate medical care or treatment.

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

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. In most cases multiple issues will overlap with one another.

## 15. Indicators of Abuse and Neglect

**If staff have any concerns about a child's welfare, they should act on them immediately.**

15.1 Abuse exists where children have been physically, sexually or emotionally abused or severely neglected. Abuse of children could be noticed by any school based member of staff or volunteer as well as external professionals working with the child. It is therefore essential that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child. They must also be aware that they have a statutory responsibility to report any signs of abuse. The dangers to children as a whole of criminal and sexual exploitation (including "County Lines"), radicalisation, forced marriage and FGM have been highlighted in recent years to add to the host of physical and mental dangers of abuse to which vulnerable children have always been subjected. Staff need to err on the side of caution and report any concerns. Local guidance related to Child Exploitation (criminal including 'County Lines' and sexual exploitation) can be found [here](#). This is the Pan-Dorset Multi-Agency Safeguarding Policies and Procedures Manual, which includes links to Bournemouth Christchurch and Poole and Dorset Safeguarding Children's Boards.

15.2 Lists of signs and indicators are in Appendix A. All staff should be familiar with these, record signs carefully and discuss them with the DSL.

## 16. Identifying the Behaviours of a sexual abuse perpetrator

It is important that all staff are aware of the signs to look out for in identifying someone who may sexually abuse or exploit a child. This person could be a parent, volunteer, staff member or another child.

16.1 Behaviours may include:

- Overly exaggerated behaviours;
- Overly generous;
- Always isolating a child;
- Favouring certain looks (e.g. blonde girls or dark hair boys);
- Ready excuses when behaviour is challenged;
- Distort the power of secrets;
- Targeting the vulnerable;
- Lap sitting;
- Romping and wrestling;
- Taking certain children on exciting trips; and
- Tickling games.

16.2 Abusers may also groom the parent or carer of a child in order to build trust, which can take four to five years. Abusers are patient, often very plausible and charming individuals and the least likely person you would expect. They may have an air of authority, with a high opinion of themselves and boast about their "great works".

16.3 If a member of staff feels uncomfortable about the way an adult relates to children or suspects that somebody may be an abuser, they should inform the DSL immediately. It is also useful to write down any and all such behaviours in order to have a written record.

## **17. Immediate Response to the Pupil who discloses abuse**

17.1 It is vital that any staff actions do not add further to the child's distress or prejudice further enquiries.

17.2 Staff will:

- Listen to the pupil and will try not to show shock by what is being said;
- Not ask a pupil to remove or adjust their clothing to observe bruises – it is only acceptable to observe bruises on show;
- Allow the pupil to set a pace if a disclosure is made. Avoid pressing pupils for details or leading the child (for example, avoid closed questions such as: “what did they do next?” or “where did they touch you?”).
- It is the staff role to listen, not to investigate. Staff will use open prompts such as “yes”, “mmm”. It can be helpful to use TED as a way of remembering appropriate open questions: “Tell me; Explain; Describe”.
- Accept what the pupil says and be careful not to burden them with guilt by asking questions such as “why didn't you tell me before?”;
- Acknowledge how hard it was for the pupil to tell them;
- Not criticise the perpetrator - this may be someone they love; and
- Not promise confidentiality, but will reassure the pupil that they have done the right thing and will explain in an age appropriate way whom they will have to tell (the DSL) and why. Staff will not make promises that they cannot keep, such as “I'll stay with you all the time” or “it will be alright now”.

## **18. Recording and Storing Information (including the use of MyConcern)**

18.1 When experiencing a disclosure from a pupil, staff will:

- Make brief notes at the time or immediately afterwards. Record the date, time, place and context of the disclosure or concern, recording facts and not making assumptions and offering their own interpretation. Notes must be signed and dated;
- Record any observed injuries and bruises on a body map available from the DSL (note that body maps are also on My Concern and should be used when the concern is logged);
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”);
- Keep these original notes and pass them to the DSL.
- Ensure that the concern is appropriately logged onto My Concern at the earliest opportunity.

18.2 All schools in Coastal Learning Partnership use My Concern to maintain an online safeguarding file for all pupils where concerns have been raised, indicating a ‘Level of Need’ according to agreed CLP criteria. All child protection documents will be retained on MyConcern which securely stores the child protection records and is only accessible to the DSL and deputy DSLs plus others where deemed necessary.

18.3 Concerns recorded in MyConcern will include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome.

18.4 On transfer, these records will be transferred via Myconcern or printed from Myconcern and hand delivered to the receiving setting who will be required to sign for them.

18.5 Staff are reminded that they should also keep records related to any ‘compensatory care’ that they might be offering a child. This refers to those occasions when a school makes provision for some aspect lacking in the child's parenting for example, providing breakfast or additional food or spare clothes. Such things should be recorded so as to not risk ‘masking’ any safeguarding concerns related to the family.

## 19. Making a referral to social care

- 19.1 Should you wish to make a social care referral, BCP schools should do so via Multi-Agency Safeguarding Hub (MASH). In BCP, MASH and the Early Help Team work together under the 'Children's Services First Response Hub' which is the first point of contact for schools. Dorset Council schools make a social care referral via the Children's Advice and Duty Service (CHAD).
- 19.2 If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care (MASH or CHAD) and/or the police immediately. Contact information can be found on the Pan-Dorset Safeguarding Partnership website [here](#) or from Appendix B of this policy.

## 20. Remember – act upon concerns; anyone can make a referral

Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm MUST be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy DSL. During term time the DSL and/or a Deputy DSL should always be available (during school hours) for staff to discuss any safeguarding concerns. However, if for whatever reason they are not available, the staff member will discuss their concerns as soon as possible with either;

- Another senior member of staff or
- The duty worker in the Multi-Agency Safeguarding Hub or Children's Advice and Duty Service

- 20.1 It is important that everyone is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral to them of concern about a child. The role of school staff is to act promptly on the information received.
- 20.2 This applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside school, a member of staff or another child/pupil.
- 20.3 A careful record will be made of what has been seen/heard that has led to the concerns and the date, time, location and people who were present. As far as possible, staff should record verbatim what was said and by whom.
- 20.4 The DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form (available on the Pan-Dorset Safeguarding Children Partnership website) as soon as possible and at least within 48 hours. Any pre-existing assessments such as through the Common Assessment Framework/Poole Early Help Assessment (PEHA) should be attached.
- 20.5 The *General Data Protection Regulation* requires the diligent retention and upkeep of data processing records. Safeguarding data will be logged in a consistent and auditable manner in accordance with the regulations.
- 20.6 All referrals to Social Care via MASH/CHAD must be followed up within 24 hours in writing using the appropriate pro-forma.

## **21. Response from Social Care to a school referral**

- 21.1 Once a referral is received by MASH/CHAD, a manager will decide on the next course of action within one working day. When there is concern that a child is suffering, or likely to suffer significant harm, this will be decided more quickly and a strategy discussion held with the Police and Health professionals (section 47 Children Act 1989).
- 21.2 The DSL should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again. If s/he disagrees with the decisions made by social workers or the outcome of the referral, the matter can be raised under the escalation policy (available on the Pan-Dorset Safeguarding Children Partnership website), particularly if the child's situation does not appear to be improving.

## **22. Responding to concerns reported by parents or others in the community**

- 22.1 Occasionally parents or other people in the local community tell school staff about an incident or accumulation of concerns they have about the family life of a child who is also a pupil at the school.
- 22.2 If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way.
- 22.3 It is preferable if the parent / community member who witnessed or knows about the concerns or incident makes a call to Family Support (Social Care) themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.
- 22.4 If the parent / community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.
- 22.5 This process also applies to parents / community members who are also school staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

## **23. Support**

### **23.1 Pupils and Families**

The school may be the only stable, secure and predictable element in the lives of pupils at risk.

It will therefore endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of school behaviour management policies;
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays;
- Regular liaison with other professionals and agencies who support pupils and their families;

- A commitment to develop productive, supportive relationships with parents; and
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

CLP schools acknowledge that in the course of their duty of care it may be necessary to refer or offer additional welfare support to pupils, mindful of the child's individual circumstances and needs, i.e. cultural, language and learning needs support as appropriate.

## 23.2 Staff

- Receiving a disclosure or observing signs of abuse can be very distressing. DSLs will determine arrangements to enable staff to discuss their feelings with a relevant member of staff, if they wish to do so, by way of appropriate supervision.
- Members of staff may be asked to attend a Child Protection conference for which they should provide a report. Staff involved will be helped by the DSL to provide relevant information. Attendance may similarly be required at other meetings including Child In Need (CIN), Team Around the Child (TAC) and Team Around the Family (TAF).
- Any member of staff who is concerned about involvement in child protection/safeguarding issues can discuss the matter with the Headteacher and/or the DSL.

## 24. **Listening to Pupils**

- 24.1 CLP schools recognises the importance of listening to pupils at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times pupils may feel stressed and confused. The school will identify quiet areas and provide the opportunity for pupils to take respite from the normal day when necessary.
- 24.2 All staff will be made aware that pupils who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with pupils at all times.
- 24.3 Schools recognise that pupils who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such pupils need firm boundaries, staff must take into account the pupil's distress when managing behaviour.
- 24.4 If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the pupil sensitively that he/she has a responsibility to refer the matter to the DSL for their own sake. At the same time, the pupil should be reassured that the matter will be only be disclosed to the DSL, who will then decide on appropriate action. This includes concerns about any pupil under the Prevent Duty.

## 25. **Photography and Images**

- 25.1 The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so it is essential that some safeguards are in place. To protect children, CLP schools will:
- Seek consent for photographs to be taken or published (for example for schools' newsletters or websites)

- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

25.2 At school gatherings where parents are likely to be taking photos, parents are reminded of their personal responsibilities for safeguarding: they are reminded that photos are for personal use and should not be posted on social media sites and certainly not without the permission of the parent of every child featured within the image.

25.3 CLP has a separate IT and Communications Systems policy that covers the use of cameras and images.

## **26. Online safety**

26.1 The CLP IT and Communications Systems Policy includes all relevant IT safeguarding information and procedures including online safety, use of social media and mobile devices, remote learning and appropriate use agreements. That policy sets out in detail how pupils are kept safe online.

26.2 Schools will appoint a designated member of staff as Online Safety Champion who will work closely with the DSL to ensure that online safety arrangements are contributing effectively to overall safeguarding arrangements in school.

26.3 In respect of responsibilities under the Prevent Duty, schools will have suitable internet filtering in place to keep children safe from extremist and terrorist materials.

## **27. Safeguarding in the Curriculum**

Schools will ensure that their curriculum creates opportunities to teach children about safeguarding and how to keep themselves safe. This includes, but is not limited to, Health and Relationships Education, together with staying safe online.

## **28. Peer on Peer Abuse (including sexual harassment and abuse)**

28.1 KCSiE part 5 (page 99 onwards) deals with Child on Child sexual harassment, abuse and violence and staff should be familiar with this guidance.

28.2 All peer on peer abuse and sexual harassment is unacceptable and will be taken seriously: all staff working with children are advised to maintain an attitude of 'it could happen here'. Any concerns about inappropriate behaviour or comments or incidents must be reported promptly to the DSL. Staff must not dismiss worrying behaviour as "normal" and need to be sensitive to language used between peers. This includes such abuse and harassment undertaken online (see section 26).

28.3 The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator. The nature of the concerns will determine whether the DSL involves MASH and/or the police.

28.4 All concerns, discussions, decisions and reasons for decisions should be recorded and rationalised. Whatever the response to incidents of harassment between children, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. This attitude needs to permeate the whole school culture.

28.5 Contextual safeguarding is used to refer to wider risks to children outside the family setting. Assessment of children should therefore include looking at other environments in which the child spends time.

28.6 Recent years have seen a rise in upskirting. This practice typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence and requires a safeguarding response in line with KCSiE guidance.

## 29. Female Genital Mutilation (FGM)

29.1 The guidance [Multi-agency Statutory Guidance on Female Genital Mutilation](#) was published in April 2016 to ensure teachers abide by their statutory duty to safeguard pupils at risk of so-called "honour-based" violence, including female genital mutilation and forced marriage.

29.2 All teachers (including qualified teachers and persons employed or engaged to carry out teaching work) must report any cases of known FGM to the police, as their mandatory duty; they are also expected to report cases of girls they believe are at risk of undergoing the procedure as prevention is critical. If schools suspect that there is a risk that FGM may be going to take place, this should be discussed with MASH/CHAD.

29.3 The Equalities Office has produced a [fact sheet](#) outlining different types of FGM. Long-term effects can include infection, chronic pain and infertility. Girls who have recently undergone the procedure may need to go to the toilet frequently, or may take longer than usual during each visit. They might find it uncomfortable to sit still, or excuse themselves from PE. Alternatively, girls may become withdrawn and aggressive.

29.4 See also [Home Office guidance on violence against women and girls](#).

## 30. Forced Marriage

**Forcing someone to marry against their will is a criminal offence.** Legislation also makes forcing a UK national into marriage outside the UK an offence under domestic law.

The government's Forced Marriages Unit has published [guidelines](#) for those working in education, health and social services. The guidelines point out that teachers are often ideally placed to spot early signs that a pupil may be about to be forced into marriage. The following warning signals are listed:

- Depression, anxiety or low self-esteem, often accompanied by self-harming behaviour;
- Persistent absence or being withdrawn from school by parents;
- Failure to return from a visit to country of origin;
- Fear about forthcoming school holidays;
- Their being watched by older brothers or cousins during school hours;
- Decline in behaviour, interest in lessons, academic performance or punctuality;
- Not being allowed to participate in extra-curricular activities; and
- Conflict with parents over whether a pupil can continue with GCSEs, A Levels or a degree.

All teachers will create an environment in which pupils feel able to talk about any concerns.

### **31. 'Honour-based' abuse (HBA)**

HBA is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It does not have to be violent to be abusive. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members. Staff who have a concern that a child is at risk from HBA should speak to their Designated Safeguarding Lead.

### **32. Domestic Abuse**

32.1 Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Schools receive information from the police to alert the DSL when there has been an incident of domestic abuse in a household where a pupil lives. In order to ensure that DSLs receive such information in a timely manner, CLP schools participate in the Operation Encompass scheme (see section 34).

32.2 Where an alert is received, schools will monitor the children and provide support where required. Such an alert will prompt the school to review the child's level of need within My Concern. If schools have additional concerns, these will be discussed with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare.

32.3 Where a Multi-Agency Risk Assessment Conference (MARAC) occurs, schools may be asked for information and appropriate school-related information may be shared after the meeting.

### **33. Child Exploitation including County Lines**

33.1 Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

33.2 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further guidance can be obtained from 'Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation can be useful when considering cases of CSE' [here](#).

33.3 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. Children can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

- 33.4 Further information about CSE, CCE and County Lines can be found in KCSiE Annex B.
- 33.5 All staff should be aware of indicators which may signal that children are at risk from, or are involved in, serious violent crime including being used in the sale and transport of drugs 'County Lines'. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 33.6 If schools are concerned a child is being exploited in this way, procedures set out in this document will be followed and reference will be made to local guidance provided by the PAN Dorset Safeguarding Partnership.

#### **34. Information Sharing (including Operation Encompass) and Confidentiality**

- 34.1 CLP recognises that it is essential to establish positive and effective working relationships with other agencies, especially those that are partners of the Pan Dorset Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.
- 34.2 Children are classed as vulnerable individuals under data protection law. However, the Data Protection Act 2018 and GDPR do not prevent the sharing of information to keep children safe. Fears about sharing information must not stand in the way of safeguarding.
- 34.3 Staff have the professional responsibility to share relevant information about the protection of pupils with other professionals, particularly investigating agencies, under the guidance of the DSL. This includes sharing information about possible radicalisation. Staff who receive the information about children and families in the course of their work must pass this on to the DSL. Information can be shared without the consent of the parents if seeking such consent would increase the risks to the child or prejudice a criminal investigation.
- 34.4 Data disclosed and processed on any safeguarding topic will be handled with the utmost sensitivity and confidentiality and in accordance with the terms of the *General Data Protection Regulation (GDPR)*. Schools will ensure that data is held for a specified period in a secure manner according to the requirements of the CLP Data Protection Policy. The importance of diligent data security is stressed to staff and they will receive appropriate training to ensure the risk of breach is minimised.
- 34.5 All records relating to child protection/safeguarding incidents will be maintained by the DSL, under the guidance of the Data Protection Manager and only shared as is consistent with the law relating to the protection of children.
- 34.6 All CLP schools will agree to be part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our schools prior to the start of the next school day when they have been called to a domestic incident. Staff and parents are fully aware that schools are part of Operation Encompass. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- 34.7 The Operation Encompass information is received by schools as a Public Protection Notice (PPN). Schools must not upload these to MyConcern since the police have not consented to this information being shared beyond the school's designated staff. The PPN must be stored securely and MyConcern updated to note that a PPN has been received.

34.8 All CLP schools within the county of Dorset will sign the Dorset Information Sharing Charter (DiSC) which aims to provide a robust foundation for the lawful, secure and confidential sharing of personal information. Further information about the DiSC can be found [here](#).

34.9 It is acknowledged that the loss of sensitive child data could constitute a serious breach which could place the wellbeing of a pupil at risk. Should a breach occur, this must be reported promptly to the Partnership's Data Protection Officer, who will undertake an assessment of the risks to the rights and freedoms of individuals and disclose to the subject and supervisory authority if required.

### **35. Private Fostering – Local Authority notification**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a close relative in their own home for 28 days or more. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where a member of staff or volunteer identifies that a private fostering arrangement is planned, or is in place, this will be raised with the DSL who will in turn notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

### **36. Action to be Taken When a Pupil Transfers to Another School**

In the event of a pupil who is being dealt with under CLP's safeguarding procedures transferring to another school, the school will:

- Inform the local authority
- Find out the name of the receiving school and contact the relevant member of staff at that school to discuss the transfer;
- Send all information relating to the pupil to the receiving school in an agreed and secure manner which limits the risk of sensitive data transfer breach;
- Require signed confirmation that the information has been received by the receiving school;
- Check with the receiving school that the pupil has actually arrived there on the expected day; and
- Inform all relevant agencies of the transfer.

### **37. Required reading, training and induction**

37.1 Safeguarding and child protection will be part of induction for all staff, regular volunteers and governors new to CLP schools. This induction will include the school's policy and arrangements as well as the required reading outline below.

37.2 All staff who work directly with children are required to read Part 1 of KCSiE on induction and at the start of every year and to confirm that they have done so. This also applies to regular volunteers who work directly with children. Staff and volunteers who do not work directly with children are required to similarly read Annex A (which is a condensed version of Part 1).

37.3 All Trustees are required to read KCSiE in full on induction and each year thereafter and confirm that they have done so; the same applies to those appointed as Local Governors for Safeguarding. All other individuals with a governance responsibility must similarly read at least Part 1 of KCSiE and confirm that they have done so.

- 37.4 A proportional risk based approach will be taken regarding the level of information provided to all temporary staff and volunteers. As a minimum they will be provided with, and will be expected to follow, the child protection summary sheet (at appendix C) and directed to the full document.
- 37.5 All staff who do not have designated responsibility for safeguarding and child protection will undertake suitable accredited refresher training at least every three years.
- 37.6 All staff members will receive regular safeguarding and child protection updates from the DSL as required, but at least termly. This will include learning from local and national serious cases when the learning becomes available. Additionally, all staff and those with a governance responsibility are required to complete an e-training unit every September which refreshes and updates their knowledge of the latest version of KCSiE (*unless* they have undertaken three-yearly refresher training that September). DSLs will ensure that staff have appropriate training regarding online safety.
- 37.7 When DSLs and Deputy DSLs take up the role they will undertake enhanced (Level 3) safeguarding training, provided through the Pan-Dorset Safeguarding Children Partnership multi-agency course. They must be updated at 2 yearly intervals after that.
- 37.8 Designated Teachers for Looked After Children will also undertake appropriate training.
- 37.9 Any members of staff who miss any whole-school training, or were not in post at the time, will be required to undertake the next available and relevant training e.g. by joining another school's training.
- 37.10 At least one Trustee and one Local Governor from each school, along with each Headteacher, will complete safer recruitment training. The school will keep records confirming these training arrangements.
- 37.11 All governors and trustees attend training, briefings or other input which equips them to understand fully and comply with their safeguarding duties as set out in Keeping Children safe in Education.
- 37.12 All staff will be given appropriate information raising their awareness to the indicators associated with FGM. The DSLs and Deputy DSLs will receive higher level training.
- 37.13 The DSLs and Deputy DSLs will undertake training on Prevent Duty by a WRAP (Workshop Raise Awareness of Prevent) accredited trainer. Although KCSiE does not specify a periodicity for Prevent training, CLP requires DSLs to ensure they update their knowledge and skills at least annually, for instance through self-directed learning.
- 37.14 Amongst the responsibilities of the Data Protection Manager will be the proactive promotion of a safe data culture and the coordination of training to encourage the careful, secure and compliant handling of data relating to pupil attendance and loss.

## **38. Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff who have a mental health concern about a child that is also a safeguarding concern, should follow the reporting chain that is described in this policy.

### **39. Child Protection Conferences and Core Group Meetings**

- 39.1 Schools will determine appropriate procedures for attending and contributing to child protection conferences and 'core group' meetings.
- 39.2 A member of staff may be required to attend a child protection conference and this will usually be the DSL or a Deputy DSL. The DSL will prepare a report to present to the case conference Chair at the start of the meeting. The Chair will gather all information and assess the risks. Attendance may be similarly required at other meetings including Child in Need (CIN), Team Around the Child (TAC) and Team Around the Family (TAF).
- 39.3 If a child's name is placed on a child protection plan, a core group will be agreed in accordance with the local authority procedures. All core group members will meet regularly (at least monthly), to monitor and progress the child protection plan and core assessment. Schools will give priority to attendance at these meetings.

### **40. Staff Conduct**

- 40.1 Staff are reminded that they are in a 'position of trust' (under Section 16 of the *Sexual Offences Act 2003*) and must avoid any behaviour that could be construed as an abuse of trust.
- 40.2 There is CLP staff code of conduct with which all staff should be familiar and adhere to at all times.
- 40.3 Staff should work in a way that is attentive to safe working practices, as illustrated in the publication ['Guidance for safer working practice for those working with children and young people in education settings \(May 2019\)'](#).

### **41. Using reasonable force**

- 41.1 'Reasonable' means no more force than is warranted and only in situations where it is required.
- 41.2 CLP's 'Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions' includes the power to use reasonable force and this is also reflected in each school's individual behaviour policy including the circumstances in which force might be used. Any such incidents involving the use of reasonable force are recorded by the school and are reported to parents. Given the additional vulnerability of the group, due regard will be paid to the use of reasonable force on pupils who have special educational needs or disabilities and those with emotional and behavioural difficulties.
- 41.3 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. 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.
- 41.4 CLP recognises that all school staff have a legal power to use reasonable force in relevant situations such as to prevent pupils committing an offence, injuring themselves or others, or damaging property, to conduct a search and to maintain good order and discipline in the classroom. However, the primary aim in all schools is to consistently promote a positive culture and ethos. School staff will use de-escalation techniques and alternative strategies specific to the individual needs of children. Reasonable force would only ever be used in strict accordance with the legislative framework. Further details can be found in the government guidance ['Reducing the Need for Restraint and Restrictive Intervention'](#) (June 2019) and in DfE publication ['Use of reasonable force: Advice for Headteachers, Staff and Governing Bodies'](#) (July 2013).

41.5 To safeguard a pupil and others, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child and therefore CLP staff will consider the risks carefully. All records of restraint that are recorded in a bound book should be shared with and signed off by the safeguarding governor.

## **42. Missing Pupils**

### **42.1 Definition**

A pupil will be considered missing if members of staff do not know where they are.

CLP schools will place all pupils on an admission register and attendance register, as required by the *Education (Pupil Registration) (England) Regulations 2006*

42.2 Schools will inform the local authority if a pupil is going to be deleted from the admission register as soon as the criteria for deletion is met. This ensures that local authorities are able to follow up any child who may be in danger of not receiving an education and who may be at risk of abuse or neglect.

42.3 Criteria for deletion from the admission register:

- The pupil has been taken out of school by their parents and are being educated outside the school system, e.g. home education;
- The pupil has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- The pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- The pupil is in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe they will be returning to the school at the end of that period; or,
- The pupil has been permanently excluded.

42.4 Schools will take the attendance register at the start of the first session of each school day and once during the second session of each school day. It will be recorded whether every pupil is:

- Present;
- Attending an approved educational activity;
- Absent; or
- Unable to attend due to exceptional circumstances.

42.5 Schools will follow up all absences in order to:

- Ascertain the reason for absences;
- Ensure the correct safeguarding action is taken;
- Identify whether the absence is approved or not; and
- Identify the correct code for the school's electronic register.

Schools will follow the procedures set out in the CLP Pupil Attendance Policy: Parents, carers and guardians must be made aware of the requirements of this policy.

- 42.6 In the event of a pupil going missing, staff will follow the procedure set out below. The aim of the procedure is to locate the pupil as soon as possible and ensure that the correct people and agencies are informed.
- 42.7 When a member of staff identifies a pupil as missing, they will ask other pupils in the class if they are aware of their last known whereabouts. With this knowledge, they will alert senior management who will instruct all available staff to search the immediate school premises, paying particular attention to their last known whereabouts. If possible, staff will keep a mobile phone on them whilst searching in case of emergencies or in case the pupil is found.
- 42.8 If the pupil is not found after a search of the immediate school premises, all available staff will search the wider school premises, including the school grounds. Once the search of the wider school premises is completed and, if the pupil has still not been found, all available staff will search the immediate local community, without putting themselves at risk. This search will include following possible routes to the missing pupils' home as well as parks and other communal areas nearby.
- 42.9 Whilst this search is under way, the police will be called by the school to assist in the search. When the police arrive at the school, responsibility of the search is passed onto them, but staff will continue to assist in providing information and helping as necessary. Following the contact with the police the parent/carer of the missing pupil will be contacted informing them that the police have been alerted, and will be advised to ensure that somebody is at home in case the pupil comes back. The parent/carer will be strongly encouraged to contact family and friends outside of the school.

### **43. Elective Home Education**

- 43.1 Whilst Elective Home Education (EHE) may be a positive experience for some children, it can also expose children to harm by making them less visible to the services that exist to keep them safe.
- 43.2 Parents who wish to home educate must put their notification in writing to their child's school. Schools will immediately alert the Local Authority in line with local protocols. From September 2016, the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.
- 43.3 DfE guidance setting out the Local Authority's role with respect to EHE can be found [here](#).

## **Appendix A: Possible Indicators of Abuse**

The following information is not designed to turn school staff into experts but it will help them be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to Government advice 'What to do if you are worried about a child being abused' (2015) and the inter-agency safeguarding procedure on the Dorset Safeguarding Children Board website.

### **1. Physical Abuse**

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which is less likely to have been caused accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different ethnic groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse can include:

- Bruising in children who are not independently mobile
- Bruises that are seen away from bony prominences
- Bruises to the face, back, stomach, arms, buttocks, ears and hands
- Multiple bruises in clusters
- Multiple bruises of uniform shape
- Bruises that carry the imprint of an implement used, hand marks, fingertips or a belt buckle

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness must be seen promptly by a doctor.

Other physical signs of abuse can include:

- Cigarette burns
- Adult bite marks
- Broken bones
- Scalds

Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example wearing long sleeves in hot weather
- Running away from home

### **2. Emotional Abuse**

Emotional Abuse can be difficult to measure, and often children who appear otherwise well cared for may be emotionally abused by being taunted, put down or belittled. They receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence

often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse can include:

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- Sudden speech disorders
- Development delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- Neurotic behaviour, e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Self-harm
- Fear of parents being approached

### **3. Sexual abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. It is important to remember that children can also be sexually abused by other children (i.e. those under 18).

Usually, in cases of sexual abuse it is the child's behaviour which may cause concern, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to, taken seriously and appropriate action taken promptly.

The physical signs of sexual abuse include:

- Pain or itching in the genital/anal areas
- Bruising or bleeding near genital/anal areas
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting
- Pregnancy

Changes in behaviour which can also indicate sexual abuse can include:

- Sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or a group of people
- Having nightmares
- Missing school
- Running away from home
- Sexual knowledge which is beyond their age or development level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about

- Alcohol / substance / drug use
- Suddenly having unexplained sources of money
- Not being allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults or other children

#### **4. Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children and young people.

The physical signs of neglect can include:

- Constant hunger, sometimes stealing food from other children
- Being constantly dirty or smelly
- Loss of weight, or being constantly underweight
- Inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect can include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might evolve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who had an 'accident'. If any adult in school finds s/he is regularly attending to one or more aspects of a child's basic needs, then this will prompt a discussion with the Designated Safeguarding Lead.

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the DSBC website.

## **Appendix B: Important Contact Information:**

### **Contact details to report a concern about a child**

These can be found on the Pan-Dorset Safeguarding Children Website [here](#). Main numbers snipped below:

Bournemouth, Christchurch & Poole – Children's First Response Hub:	01202 123334 <a href="mailto:childrensfirstresponse@bcpcouncil.gov.uk">childrensfirstresponse@bcpcouncil.gov.uk</a>
Dorset - Children's Advice and Duty Service (ChAD) Professionals Number:  This is a professionals-only number to discuss your concerns, you will no longer complete a referral form.	01305 228558
Dorset Families and Members of the Public:	01202 228866

Bournemouth, Christchurch & Poole Out of Hours Service:	01202 738256 <a href="mailto:childrensOOHS@bcpcouncil.gov.uk">childrensOOHS@bcpcouncil.gov.uk</a>
Dorset Out of Hours Service:	01305 228558
Police Non-Emergency:	101
Police Emergency:	999

Child Exploitation and Online Protection Centre (incidents can be reported through the website) [WWW.CEOP.POLICE.UK](http://WWW.CEOP.POLICE.UK)

### **Local Authority Designated Officer (LADO)**

<b>BCP</b>	<b>Dorset</b>
Phone: 01202 817600 Email: <a href="mailto:LADO@bcpcouncil.gov.uk">LADO@bcpcouncil.gov.uk</a>	Phone: 01305 221122
In case of emergency outside of the above hours, contact the Out of Hours Team:	
01202 738256	01305 228558

### **Domestic Violence:**

24 hr National DV Helpline (Refuge) 0808 2000247; Domestic Violence Support Services 01202 547755

[BCP Domestic Abuse Support](#)  
0800 0325204

[DC Domestic Abuse Support](#)

[You First Integrated Service](#)

Domestic Violence:  
Poole DA Outreach 01202 710777

### **Other useful contacts / information:**

[MASH@dorset.pnn.police.uk](mailto:MASH@dorset.pnn.police.uk)

[Neighbourhood Police](#)

Dorset Police Safe Schools and Communities Team: 01202 222844

DfE's Counter Extremist Helpline (Prevent): 020 7340 7264

[Dorset Police Prevent Advice](#)  
[GOV.UK Prevent Duty Guidance](#)

Anti-Terrorist Hotline  
0800 789 321

Childline - 0800 1111

NSPCC whistleblowing helpline - 0800 0280285  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
0800 0280285

## **Appendix C: Child Protection Summary for All Visiting Professionals and Volunteers**

Welcome to St Luke's C.E. School

At our school, the safeguarding of all pupils is always a priority. All visitors to our school are expected to follow the Child Protection Policy, the key aspects of which are detailed below.

We thank you for your co-operation.

As an adult working directly with children in this school you have a duty of care towards all pupils. This means you must act at all times in a way that is consistent with their safety and welfare.

It is your responsibility to keep your child protection training up to date; you might be asked for evidence of this.

You must follow the principles of safer working practice, which include use of technology – on no account should you contact or take images of pupils on personal equipment, including your mobile 'phone.

If the behaviour of another adult in the school gives rise to concern you must report it to the Head of School.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL) or the Deputy/ies who are:

Hannah Easthope

Sarah Walton

Kerry Cutler

The following is not an exhaustive list but you might become concerned as a result of:

- Seeing a physical injury which you believe to be non-accidental
- Observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- A pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you must write down what you observed or heard, date and sign the account and give it to the DSL or a Deputy.

If a pupil talks to you about (discloses) sexual or physical abuse you:

- Listen carefully without interruption, particularly if s/he is freely recalling significant events
- Only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
- Make it clear you are obliged to pass the information on, but only to those who need to know
- Tell the DSL or Deputy without delay
- Write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

Do not ask the pupil to repeat the disclosure to anyone else in school, ask him/her or any other pupil to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth.

Remember – share any concerns, don't keep them to yourself.

### **Action on Hearing the Fire Alarm.**

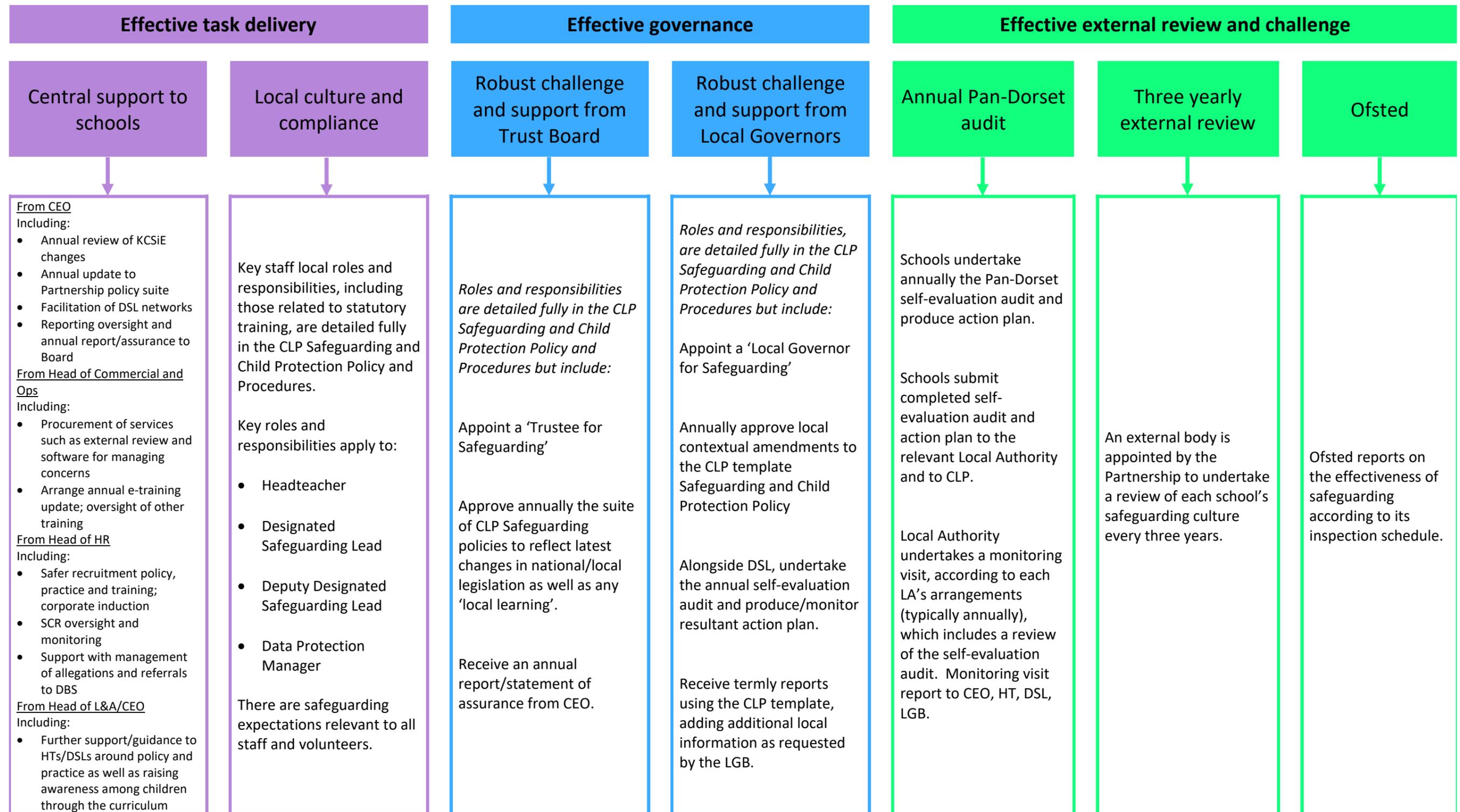
Should the fire alarm sound, it is your responsibility to ensure your own safety and that of any children you may be working with.

Please ensure that you know where the nearest fire exit is.

Below is key information concerning fire practice in our school.

- Fire exit detailed on cover form – if unsure, as a member of staff at the beginning of the day
- Children to walk out of the building in silence and onto the playground (infants – grass, juniors playground by their class muster point)
- Teacher to walk children to the fence and line up.
- Adult to count children and let a member of SLT know if there is anyone missing.
- Adult to take register. Children to not talk – just raise their hand.

Establishing an effective safeguarding culture across Coastal Learning Partnership



The above diagrammatic summary should be read alongside the detailed CLP Safeguarding and Child Protection Policy and Procedures which is available on each school's website.