



Oakdale Junior 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

NOTICE OF SAFEGUARDING

OAKDALE JUNIOR SCHOOL

Child Protection Notice
To be prominently displayed in the school

Last Updated: March 2020

<p>Our appointed Local Governor for safeguarding is:</p> <p>Mrs Linda Naylor</p>
<p>Our designated lead for safeguarding is:</p> <p>Miss Jenny Horlock</p>
<p>Our deputy safeguarding leads are:</p> <p>Mrs Eileen Bissell Mr Gary Woolley</p>
<p>Our designated teacher for looked-after children is:</p> <p>Miss Jenny Horlock</p>
<p>Our staff and/or local governors who have safer recruitment training are:</p> <p>Mrs Eileen Bissell Mr Gary Woolley</p>
<p>Our e-safety champion is:</p> <p>Mr Derek Wingrove</p>
<p>Our Educational Visits Coordinator (EVC) is:</p> <p>Mr Derek Wingrove</p>
<p>Our additional relevant roles are:</p> <p>Anti - Bullying Champion: Mrs Elizabeth Vadgama</p>
<p>The person who takes leadership responsibility for safeguarding across the Partnership is our Head of Commercial and Operations, Paul Knight</p>
<p>The appointed Trustee who provides oversight of safeguarding across the Partnership is: Dai Hounsell</p>

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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 statutory DfE documents underpin all aspects of safeguarding and child protection:

- [Keeping Children Safe in Education](#);
- [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.](#)

The above documents were followed by the *Counter-Terrorism and Security Act 2015* which 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](#)
- [Bournemouth, Christchurch and Poole Local Safeguarding Children Board website \(Partnership schools in Bournemouth, Christchurch or Poole Local Authority\)](#)
- [Dorset Safeguarding Children Board \(Partnership schools in Dorset Local Authority\)](#)

CLP Policies:

- Code of Conduct (staff, Local Governors and Trustees)
- Confidentiality Policy
- Data Protection Policy
- Dealing with Allegations of Abuse Procedural Policy
- Educational Visits Policy
- E-Safety Policy
- First Aid Policy
- Health & Safety Policy
- Intimate Care Policy
- Managing Allegations
- Partnership-Wide Policy for Behaviour Principles, Reasonable Force and Exclusions (and school-specific behaviour policy)
- Pupil Attendance Policy
- Safer Recruitment Policy
- Sex and Relationship Policy
- Supporting Pupils with Medical Conditions Policy
- Use of Cameras and Images Policy
- Whistleblowing Policy and Procedure

1. Aims

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

1.1 The aims of the policy are to:

- Promote a culture in which children feel safe to learn and afford protection for all children in CLP schools;
- Ensure that there are effective procedures in place to deal with any safeguarding issues which may arise;
- Ensure that CLP schools develop and implement policies and procedures in accordance with this policy;
- Assist staff to work safely and responsibly and to monitor their own standards and practices;
- Set out the various responsibilities which together work to ensure a robust safeguarding culture;
- Describe how CLP schools will meet their statutory responsibilities as outlined in Keeping Children Safe in Education (KCSiE) 2019.

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:

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

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 and that this is scrutinised by an individual with appropriate experience and expertise;
- Determine any changes to the policies and procedures as appropriate; and
- Be responsible for reviewing and amending the policy as appropriate.

3.4 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 pupils;
- Ensure reporting takes place as defined in paragraph 4.
- Undertake training as required by paragraph 31.

3.5 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

3.6 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.

3.7 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 DSL duties are presented fully in appendix A.

3.8 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.

3.9 All staff will:

- Be alert to the signs of 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. Other staff won't have all the information until the DSL puts the whole picture together.
- Take any opportunity 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 will make 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).
- 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 can regularly evaluate the robustness of member schools' practices, regular reporting on safeguarding matters is required as follows:

- Termly, (such as) within the Headteachers' report to their LGBs
- Annually, through a report produced by DSLs and LGB Appointed Safeguarding Leads. This report is shared with the Trust Board and the relevant LGB and there is a required format and approach for this report (see Appendix E).

4.2 Additionally, schools comply with the request from Pan-Dorset Safeguarding Children Partnership that all schools undertake an annual self-evaluation audit for safeguarding. CLP schools use the template provided by from Pan-Dorset Safeguarding Children Partnership 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 Headteacher report. The completed audit is reviewed by the Local Authority's Education Safeguarding Advisor (ESA).

5. **Safer Recruitment**

5.1 CLP schools will undertake recruitment rigorously in line with KCSiE 2019 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 safe recruitment techniques according to current government guidance.

- 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 checked in accordance with the statutory government guidance [Keeping Children Safe in Education](#), covering any necessary section 128 checks and prohibition orders.
- 5.5 Local Governors are subject to Enhanced Criminal Records checks which are recorded and kept current. Schools will also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a local governor. This is the same for CLP Trustees and Members.

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 which might indicate he/she has been abused.

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; and
- 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 (see Item 5.1) 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:

Pastoral support, Family Support Worker and School Nurse drop ins, use of Primary Mentor, half termly audits with School Attendance Worker, home visits, PEP meetings, SGO meetings.

It is essential when considering a referral to Social Care to look at the [continuum of need](#) which can help determine what level of intervention will be helpful.

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 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. Allegations of Abuse

- 9.1 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.
- 9.2 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.
- 9.3 The DSL will determine whether the matter should be referred or discussed Children's Social Care (see Item 5.1). 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.

- 9.4 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.

10. 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).

- 10.1 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.
- 10.2 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.
- 10.3 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.
- 10.4 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.

11. Indicators of Abuse and Neglect

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

- 11.1 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.
- 11.2 Lists of signs and indicators are in Appendix B. All staff should be familiar with these, record signs carefully and discuss them with the DSL.
- 11.3 All staff should be aware of indicators which may signal that children at risk from, or are involved in, serious violent crime. This may be Child sexual exploitation or criminal exploitation 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.

12. 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.

12.1 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.

12.2 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”.

12.3 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.

13. Immediate Response to the Pupil who discloses abuse

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

13.2 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 to avoid pressing pupils for details, 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”. Listening is better than any questioning.
- 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”.

14. Recording Information

14.1 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 assumption 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 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.

14.2 The DSL will maintain a safeguarding file for all pupils where concerns have been raised. This will record all incidents, actions, dates and will include a clear chronology.

14.3 Currently staff record concerns on a dedicated red form that is handed directly to the DSL and succinct chronologies kept.

15. Making a referral to social care

15.1 Should you wish to make a social care referral, BCP schools should do so via Multi-Agency Safeguarding Hub (MASH) and Dorset Council schools should do so via the Children's Advice and Duty Service (CHAD)

15.2 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. See Appendix C Contact Information.

15.3 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

15.4 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.

15.5 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.

15.6 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.

15.7 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.

15.8 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.

15.9 All referrals to social Care via MASH/CHAD must be followed up within 24 hours in writing using the appropriate pro-forma.

16. Response from Social Care to a school referral

16.1 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).

16.2 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.

17. Responding to concerns reported by parents or others in the community

- 17.1 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.
- 17.2 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.
- 17.3 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.
- 17.4 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.
- 17.5 This process also applies to parent's / 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.

18. Allegations Against Staff

CLP schools must refer to the school's Procedural Policy for Dealing with Allegations of Abuse (of a child) Against a Member of Staff which is based on KCSiE part 4.

19. Support

19.1 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.

19.2 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.

20. **Listening to Pupils**

- 20.1 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.
- 20.2 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.
- 20.3 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.
- 20.4 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.

21. **Photography and Images**

- 21.1 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
- 21.2 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
- 21.3 CLP has a separate, detailed policy for the use of cameras and images.

22. **E-Safety**

- 22.1 CLP has an E-Safety policy (including the use of social media and mobile devices) which sets out how pupils are kept safe online.

- 22.2 Schools will appoint a designated member of staff as E-Safety champion who will work closely with the DSL to ensure that E-Safety arrangements are contributing effectively to safeguarding arrangements in school.
- 22.3 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.

23. Peer on Peer Abuse and Sexual Harassment

- 23.1 All peer on peer abuse and sexual harassment is unacceptable and will be taken seriously. 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.
- 23.2 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.
- 23.3 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.
- 23.4 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.
- 23.5 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.
- 23.6 KCSiE part 5 deals with Child on Child sexual violence and sexual harassment.

24. Female Genital Mutilation (FGM)

- 24.1 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.
- 24.2 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.
- 24.3 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.
- 24.4 See also [Home Office guidance on violence against women and girls](#).

25. 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.

26. 'Honour-based' violence 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 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. All forms of so called honour- based violence are abuse, regardless of the motivation, and should be referred accordingly.

27. Domestic Abuse

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. Schools are not informed of the detail of the incident, only that one has occurred.

27.1 Where such an alert has been received, schools will monitor the children and provide support where required. Such an alert will prompt the school to open a safeguarding file for that child. 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 such as the class teacher.

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

28. Confidentiality

Children are classed as vulnerable individuals under data protection law.

28.1 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*. 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.

28.2 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.

- 28.3 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.
- 28.4 Where a member of staff is in doubt about whether to share information, he/she should seek guidance from the DSL.
- 28.5 Schools have every confidence in the integrity of the data protection measures in place on site, but acknowledge 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.

29. 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.

30. 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;
- Check with the receiving school that the pupil has actually arrived there on the expected day; and
- Inform all relevant agencies of the transfer.

31. Training

Safeguarding and child protection will be part of induction for all staff and volunteers new to CLP schools. They will be given a copy of this policy and procedures, the Code of Conduct, and part 1 of 'Keeping Children Safe in Education: information for all school and college staff' plus Annex A if they work directly with children. All staff are then required to read part 1 and Annex A KCSiE at the start of every year and sign to confirm that this has been done.

- 31.1 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 and directed to the full document on the school website.
- 31.2 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 Governors are required to complete an e-training unit every September which refreshes and updates their knowledge of the latest version of KCSiE.
- 31.3 All staff who do not have designated responsibility for safeguarding and child protection will undertake suitable in-person refresher training at least every three years.

- 31.4 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.
- 31.5 Designated Teachers for Looked After Children will also undertake appropriate training.
- 31.6 Any members of staff who miss any whole-academy 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 academy school's training.
- 31.7 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.
- 31.8 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 2019'.
- 31.9 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.
- 31.10 The DSLs and Deputy DSLs will attend training on Prevent Duty by a WRAP (Workshop Raise Awareness of Prevent) accredited trainer. All staff will need to undertake the accredited online training.
- 31.11 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.

32. Child Protection Conferences and Core Group Meetings

- 32.1 Schools will determine appropriate procedures for attending and contributing to child protection conferences and 'core group' meetings.
- 32.2 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).
- 32.3 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.

33. Staff Conduct

- 33.1 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.
- 33.2 There is CLP staff code of conduct with which all staff should be familiar and adhere to at all times.
- 33.3 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 \(May 2019\)'](#).

34. Using reasonable force

- 34.1 'Reasonable' means no more force than is warranted and only in situations where it is required.
- 34.2 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.
- 34.3 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.
- 34.4 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).
- 34.5 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.

35. Missing Pupils

35.1 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*

- 35.2 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.

35.3 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.

- 35.4 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.

35.5 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 must be made aware of the requirements of this policy.

- 35.6 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.
- 35.7 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.
- 35.8 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.

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.

Appendix A:

The role of the Designated Safeguarding Lead (DSL)

The overall responsibility 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 committees up to date.**

Key responsibilities:

The DSL is responsible for:

- Ensuring that all staff, including supply teachers and other visiting staff and volunteers, are informed of the DSL and deputy DSLs and the school's arrangement for safeguarding and child protection;
- Ensuring that all relevant national and local procedures are made available for easy staff reference;
- Ensuring that all cases of suspected or actual problems associated with safeguarding pupils are dealt with in line with this policy;
- Being aware of the latest guidance and requirements and keeping the Headteacher and staff informed as appropriate;
- Ensuring that effective communication and liaison takes place between the school, the relevant local authority department and any other relevant agencies where there is a safeguarding pupils/child protection concern in relation to a pupil;
- Ensuring that all staff have an understanding of child abuse and its main indicators;
- Ensure the school central record is rigorously maintained;
- Advising staff on the school's and their own safeguarding/child protection responsibilities and supporting them in their safeguarding/child protection role;
- Dealing with allegations of abuse in accordance with agreed procedures;
- Ensuring that safeguarding / child protection is part of induction arrangements and that all staff are regularly updated;
- Ensuring that appropriate training for staff is organised according to the agreed programme;
- Ensuring that adequate reporting and recording systems are in place;
- Attending any reviews called by the local authority calling on appropriate members of staff for reports; and
- Liaising with the nominated governor for safeguarding pupils.
- Being available to support staff on child welfare and child protection matters.
- Making appropriate assessments of children's needs in order to make accurate and timely referrals and take part in strategy discussions and other inter agency meetings.
- Liaising with other agencies in line with Working Together to Safeguarding Children 2018 and from Pan-Dorset Safeguarding Children Partnership interagency procedures.
- Ensuring that relevant information exchange agreements from Pan-Dorset Safeguarding Children Partnership are signed and responsibilities undertaken.

Policies and procedures – the DSL must:

- Ensure the safeguarding / child protection policies and procedures are reviewed and up dated at least annually, and that any changes during the year are incorporated into policies, procedures and practice and staff advised.
- Make safeguarding policies and procedures available to parents/carers as a hard copy or on the setting's website.
- Ensure that all staff, volunteers, students and committee members have a copy of safeguarding policies and procedures and ensure these are both understood and practised by staff, volunteers, students and committee members.
- Ensure that safer recruitment practice is followed in line with current guidance.

Training & Induction-the DSL must:

- Receive updated safeguarding training at least once in every 3 years (this must also be undertaken by the deputy DSL) and attend safeguarding forums and other training as required to undertake the role effectively and be able to cascade key messages to all staff, volunteers, students and committee members if appropriate.
- Ensure that all staff, volunteers, students and committee members, if appropriate, have read, understood and agreed to abide by the setting's safeguarding policies and procedures and that they have easy access to all relevant documents.
- Ensure new staff, supply/agency staff, volunteers and committee members receive safeguarding induction and that staff receive regular supervision.
- Ensure all staff, volunteers, students and committee members undergo suitable role specific safeguarding training on a regular basis.
- Ensure key updates are disseminated at staff meetings/briefings and committee meetings as appropriate and a record is kept of this.
- Ensure sufficient staff have undertaken other safeguarding related training i.e. how to complete or contribute to an early help assessment (PEHA in Poole and EHA - Early Help Assessment in Bournemouth), safer recruitment and allegations management training, domestic abuse and MARAC training.
- Disseminate lessons from Serious Case Reviews and makes any necessary changes to safeguarding policies, procedures and practice accordingly
- Maintain a record of all training attended by staff, volunteers, students and committee members, including dates attended and names of training organisations.

Action relating to children - the DSL must:

- Ensure incident of concern forms are completed to a high standard and ensure an appropriate response is made which may include undertaking an early help assessment or making a referral to the appropriate agency i.e. Health Visitor, Children's Social Care and/or Early Help services.
- Refer all cases of suspected abuse to Social Care immediately and ensure that the referral is progressed, but where concerns remain they are escalated in accordance with the Pan-Dorset Safeguarding Children Partnership policy.
- Maintain safeguarding records and store these in accordance with data protection guidance.
- Share information with other agencies as appropriate.
- Share safeguarding information with setting staff on a need to know basis in order to promote the welfare of the child.
- Attend child protection conferences, children in need meetings and other meetings relating to children's welfare and supporting other members of staff to do so when appropriate.
- Contribute to child assessments and provide written reports when required to do so.
- Work in partnership with parents/carers unless doing so would potentially put a child at risk. Wherever in doubt a discussion should be held with Social Care for advice.
- Ensure individual records contain a chronology for Looked after children, Children in need, Child Protection and other children with safeguarding issues. Records are kept of all contacts with parent/carer, child and other agencies. Ensures safe transfer of records when a child moves to another setting or school.
- Act as the setting link worker for MARAC and Domestic Abuse.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

Staff Action – the DSL must ensure that:

- Safer recruitment practices are being adhered to in line with from Pan-Dorset Safeguarding Children Partnership guidance and CLP policies.
- The Single Central Record (SCR) is complete and up to date.
- Any allegations or safeguarding concerns relating to a member of staff are discussed with the LADO (designated officers of the Local Authority) and that any action taken is done so in line with statutory regulation and from Pan-Dorset Safeguarding Children Partnership guidance and CLP policies.

- If a member of staff is dismissed for a safeguarding incident or leaves prior to dismissal it is reported to the DBS (this is a legal requirement).
- Ensures the whistle blowing policy is shared with all staff, volunteers, students, committee members and parents/carers.

Audit and Reporting – the DSL must ensure that:

- Work with the Local Authority to undertake safeguarding checks and audits in order to self-evaluate and improve practice.
- Collate information for various purposes e.g. referrals to other agencies, attendance at Child Protection conferences and Core Groups
- In voluntary settings work with the Committee to ensure that any actions or recommendations set by Ofsted during inspection or the local authority during audit visits are progressed.

Appendix B

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' car
- 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 C: Important Contact Information:

Contact	BCP Council		Dorset Council (DC)	
	Telephone number	Web link / email	Telephone number	Web link / email
Child Exploitation and Online Protection Centre	(incidents can be reported through the website)	WWW.CEOP.POLICE.UK	(incidents can be reported through the website)	WWW.CEOP.POLICE.UK
Domestic Violence: National DV Helpline	0808 - 2000247		0808 - 2000247	
Domestic Violence Support Services	01202 547755 Bournemouth Community Support	BCP Domestic Abuse Support	0800 0325204 Dorset Council	DC Domestic Abuse Support You First Integrated Service
Domestic Violence:	01202 710777 Poole DA Outreach			
Multi Agency Safeguarding Hub (MASH) or Children's Advice and Duty Service (CHAD)	01202 735046	MASH@bcpcouncil.gov.uk Local Safeguarding Board	01305 228558	Children's Advice and Duty Service Dorsetlscb.co.uk
Local Authority Designated Officer (LADO)	01202 456744 01202 456708 01202 453992	lado@bcpcouncil.gov.uk Laura Baldwin - Direct line John McLaughlin - Direct line	01305 221122	Dorsetlscb.co.uk/
Police	999 101	MASH@dorset.pnn.police.uk	999 101	MASH@dorset.pnn.police.uk
Local Community Police		Neighbourhood Police		Neighbourhood Police

Contact	BCP Council		Dorset Council (DC)	
	Telephone number	Web link / email	Telephone number	Web link / email
Police - Dorset Police Safeguarding Referral Unit	01202 222844	sru@dorset.pnn.police.uk	01202 222844	sru@dorset.pnn.police.uk
Prevent	020 7340 7264	Dorset Police Prevent Advice GOV.UK Prevent Duty Guidance		Dorset Police Prevent Advice GOV.UK Prevent Duty Guidance
Anti-Terrorist Hotline	0800 789 321		0800 789 321	
Safer Schools Community Team (SSCT)	01202 - 222844	Dorset Police SSCT	01202 - 222844	Dorset Police SSCT
Childline	0800 1111	Childline	0800 1111	Childline
NSPCC whistleblowing helpline	0800 0280285	www.nspcc.org.uk Email: help@nspcc.org.uk	0800 0280285	www.nspcc.org.uk Email: help@nspcc.org.uk
CLP Whistleblowing Policy	Confidential Helpline 020 3117 2520	https://www.pcaw.org.uk/ Email: whistle@protect-advice.org.uk	Confidential Helpline 020 3117 2520	https://www.pcaw.org.uk/ Email: whistle@protect-advice.org.uk

Appendix D

Child Protection Summary for All Visiting Professionals

Welcome to Oakdale Junior 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:

DSL: Miss Jenny Horlock (Assistant Headteacher)
Deputy DSLs: Mrs Eileen Bissell (Headteacher)
Mr Gary Woolley (Deputy Headteacher)

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 it.

Key information concerning fire practice in our school: Pupils line up in alphabetical order and assemble in the Courts. The red register must be checked and then held in the air when all pupils are accounted for.

Appendix E

Annual Safeguarding Report

The purpose of this annual report is to demonstrate how the school is meeting its safeguarding responsibilities under section 175 Education Act 2002, Working Together 2015 and Keeping Children Safe in Education 2018 and to identify areas for improvement.

Name of School:	
Academic Year:	

Report prepared by:	
Name	
Role	
Date of meeting in which this report was received and considered by the Local Governing Body (<i>this should be reflected in the minutes of this meeting</i>)	

Section 1: Safeguarding Self-Evaluation Audit		
Date of most recent audit:		
Summary of good practice to report:		
<ul style="list-style-type: none"> • Add • Add 		
Issues identified along with actions required and progress towards addressing them:		
Issue identified	Actions required	Progress

Section 2: Training related to Child Protection / Safeguarding			
Date last whole school training held:		Date when next due:	
What arrangements this year ensured that any absent / new staff were subsequently trained?			
Dates when the DSL/deputies undertook required training			
Staff member	Role	Date of most recent Level 3 training	Date when next due <i>(Renewal every two years)</i>
Completion of Handsam online safeguarding e-training unit			
Staff		Local Governors	
Total number of staff:		Total number of Local Governors:	
Number completed the e-training:		Number completed the e-training:	
% completion:		% completion:	
Names of staff and Local Governors that have undertaken 'in person' Safer Recruitment Training			
Staff		Local Governors	
Name	Date	Name	Date

Section 3: Safeguarding Activity							
<i>Provide an overview of the safeguarding activity of the school during this year</i>	Number of pupils						
Child protection plans							
Child in need plans							
Children looked after							
Referred to or discussed with Social Care							
EHCP							
Children referred to the Family outreach worker and other early help services							
Number of children where the school completed an assessment e.g. Poole Early help assessment							
Subject of domestic abuse alerts							
MARAC referrals <i>(Multi-Agency Risk Assessment Conference)</i>							
Total number of pupils for whom there is a separate safeguarding file							
Referral to SAW as a result of low attendance							
Number of E-safety incidents							
Number of pupils where physical intervention / reasonable force has been required <i>(also complete the table below if relevant)</i>							
<table border="1"> <thead> <tr> <th colspan="2">Complete if individual pupils have multiple instances of physical intervention / reasonable force</th> </tr> <tr> <th>Child number</th> <th>Number of instances</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		Complete if individual pupils have multiple instances of physical intervention / reasonable force		Child number	Number of instances		
Complete if individual pupils have multiple instances of physical intervention / reasonable force							
Child number	Number of instances						
Any other statistics which demonstrate the school activity in relation to safeguarding specific children <i>(for example racist or homophobic incidents)</i>							

Section 4: Policies and other documents relating to safeguarding
<p>This year, how has the school ensured that all staff have received Part 1 of KCSiE 2019?</p> <p>This year, how has the school ensured that staff are aware of other key policies (eg Managing Allegations, Whistleblowing, Safeguarding Policy, Child Protection Procedures, Use of Cameras and Images)</p>

Section 5: Single Central Record

Name of person with responsibility for updating the SCR:

Date of last monitoring check and by whom:

Outcome of last monitoring check

Ofsted likely to approve SCR

Ofsted likely to highlight 'minor admin errors' and give the opportunity to correct before the end of inspection

Ofsted unlikely to approve the SCR

Issues and actions arising from latest SCR monitoring check

Issues / actions

Progress towards addressing these

Section 6: Concerns / Allegations against staff

Provide an anonymised overview of any incidents this year and how these were dealt with

Include involvement of LADO along with outcome including any disciplinary action or dismissals with referrals to the DBS in relation to safeguarding?

Section 7: Partnership and Inter-agency working

Any relevant comments / examples about how effective partnerships are with other agencies in relation to safeguarding.

Section 8: Children and parents involved in safeguarding

Provide a summary of activities this year which have taught children how to keep themselves safe; also any work with parents to help them keep their children safe (e.g. e-safety training)

Section 9: Summary of any other safeguarding activity this year / any further comments on safeguarding issues that you wish to make