

HARBOURSIDE LEARNING *Partnership*

Safeguarding and Child Protection Policy and Procedures

Committee:	Achievement and Standards
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Harbourside Learning Partnership
Safeguarding and Child Protection Policy and Procedures

Incorporating:

- Safeguarding Policy
- Child Protection Procedures
- PREVENT guidance
- Child Sexual Exploitation guidance
- Procedure for Managing Allegations Against Staff

Key safeguarding personnel at Baden-Powell & St. Peter's C.E. Junior School

Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Fr Jonny Scott
Designated Safeguarding Lead	Simon Frost
Deputy Designated Safeguarding lead	Rachel Rusling, Karen Johnstone-McCarthy

1. Introduction

1.1 This policy complies with national statutory guidance from:

- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children (March 2015)

1.2 It also reflects the Pan-Dorset Multi-Agency Safeguarding Policies and Procedures Manual (August 2017).

1.3 There are three main sections to the Harbourside Learning Partnership (HLP) Safeguarding and Child Protection Policy and Procedures:

- The overarching Safeguarding Policy including 'statement of principles'
- Detailed child protection procedures
- A child protection summary sheet (which is provided routinely for those adults who will have unsupervised contact, even as a 'one-off', with children on a temporary or intermittent basis such as supply, peripatetic or visiting professionals)

2. Section A: Safeguarding Policy/Statement of principles

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the Trust Board to have arrangements in place which ensure effective safeguarding and promoting the welfare of children. The Trust Board and Local Governors recognise that that children have a fundamental right to be protected from harm or exploitation and that children cannot learn effectively unless they feel secure. HLP schools will, therefore, provide an environment which promotes self-confidence, a feeling of worth and the knowledge that children's concerns will be listened to and acted upon.

2.1 There are three main elements to the Trust's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to children, good adult role models)
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
3. **SUPPORT** (to children, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required)

2.2 Schools do not operate in isolation: **safeguarding children and protecting them from harm is everyone's responsibility; everyone who comes into contact with children and families has a role to play.** All professionals work within the same safeguarding procedures. 'Working Together to Safeguard Children' (2015, HM Government statutory guidance) defines safeguarding as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes

2.3 The purpose of this policy is to promote a culture in which children feel safe to learn and afford protection for all children in HLP schools by:

- Raising the awareness of all school staff, volunteers and visitors of the importance of child protection and safeguarding children and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- Ensuring children and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- Promoting effective liaison with other agencies in order to work together for the protection of all children
- Supporting children's development in ways which will foster security, confidence and independence
- Integrating a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages

- Informing policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety

2.4 This policy applies to all Trustees, Local Governors and Trust staff. It also applies to temporary and visiting staff as well as volunteers or anyone working on behalf of the school. All members of HLP school communities must acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.

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

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

2.6 The Trust Board and Local Governing Bodies will ensure that the schools carry out statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. The schools recognise the contribution they can make to protect and support children in their care and contribute to a co-ordinated offer of early help.

2.7 Trustees, Local Governors, staff and volunteers in HLP schools understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

2.8 HLP schools are committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse. All schools within HLP recognise that the welfare of the child is paramount: the needs and wishes of each child will be put

first. The duty to safeguard and promote the welfare of the children and young people in all HLP schools is taken seriously.

2.9 The Trust Board is ultimately accountable for ensuring that the Trust meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective. The Trust will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (September 2016) to safeguard and promote the welfare of children in this Trust.

The day to day leadership and management of safeguarding and child protection is delegated to the schools' Designated Senior Leads (DSL) along with the schools' Appointed Local Governing Body (LGB) Safeguarding Leads.

2.10 In order that the Trust Board can regularly evaluate the robustness of member schools' practices and compliance, and in line with 'Standard 4: Accountability' from the publication 'Child Safeguarding Standards and how to implement them' by the charitable organisation 'Keeping Children Safe', regular reporting on safeguarding matters is required as follows:

- Termly, 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

2.11 Additionally, HLP complies with the request from Bournemouth and Poole's Local Safeguarding Children Board (LSCB) that all schools undertake an annual self-evaluation audit for safeguarding. HLP schools use the template provided by LCSB 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 Designated officer (LADO).

2.12 Appendix A provides information related to the timing of the schools' last such audits.

2.13 The Child Protection Procedures which follow in Part B provide detailed information about how HLP schools will meet their statutory safeguarding responsibilities. However, the following is a brief summary overview – Harbourside Learning Partnership will aim to safeguard children and young people by:

- Abiding by the Keeping Children Safe in Education guidance: *'Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for*

children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm'. (KCSIE Part one).

- Giving all staff a copy of Part 1 of KCSIE and ensure that it is read
- Ensuring that all staff have knowledge of and access to all of KCSIE especially Part 4 which relates to allegations of abuse made against teachers and other staff.
- Having a Child Protection/Safeguarding Policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB)
- Appointing a Local Governor responsible for safeguarding practice within the school (the Trust Board will appoint a similarly responsible individual to work across the schools)
- Having regular opportunities to discuss safeguarding issues and concerns within staff and Local Governors' meetings.
- Appointing a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Ensuring that the DSL leads on the Prevent agenda.
- Having a named member of staff to support children who are Looked After Children (Designated Teacher) who will work closely with the DSL where this post is held separately
- Requiring teachers, staff and volunteers to read and implement the appropriate Bournemouth and Poole LSCB procedures, school policy and good practice guidelines and take the right action if a child discloses or there are indicators of abuse.
- Ensuring that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertaking relevant safer recruitment and allegations management training
- Ensuring any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensuring staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Signing up to the Dorset Information Sharing Charter (DISC) previously the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse
- Acknowledging and actively promoting that multi-agency work is the best way to promote the welfare of children and protect them from harm
- Allowing access to Social Care to conduct assessments and other Local Authority officers to carry out safeguarding functions (eg to investigate allegations)
- Ensuring that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children

- Ensuring management of allegations procedures are implemented
- Ensuring staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognising that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Having and using an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Having an e-safety policy in line with LSCB requirements; appointing a member of staff as an E-Safety Champion.
- Having a whistle blowing policy where it is safe to discuss concerns
- Making policies available to parents and children via the school website
- Providing education to children about safeguarding issues
- Ensuring the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally; always acting in children's best interests
- Reporting formally to the Trust Board and Local governing Body on matters related to safeguarding in line with the requirements of this policy.
- Reviewing the safeguarding policy and child protection procedures on an annual basis.
- Implementing recommendations from Serious Case Reviews to improve the ways in which schools within the Trust work to protect children.
- Ensuring that children have a choice of staff who will listen to their concerns either about themselves or about one of their peers

2.14 HLP schools have a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering/any regulated activity such as host families
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
- Trafficking and modern slavery
- Illegal child employment

2.15 These 'Safeguarding and Child Protection Policy and Procedures' form part of a suite of policies and other documents which relate to the wider

safeguarding responsibilities of HLP schools. In particular it should be read in conjunction with:

- Code of Conduct for Staff
- Code of Conduct for Members, Trustees and Local Governors
- Code of Conduct for Volunteers
- E-safety policies for children and staff which include use of mobile technology
- Safer recruitment policy and procedures
- Whistle blowing policy
- Behaviour policy
- Anti-bullying policy
- Pupil Attendance policy
- Confidentiality policy
- Data protection policy
- Use of cameras and images policy
- Procedural policy for dealing with allegations of abuse made against a member of staff

2.16 Key policies and procedures can be accessed on the Trust and separate school websites and by request from the Trust and school main offices.

3. Section B: Child Protection Procedures

3.1 These procedures should be read in conjunction with 'Keeping Children Safe in Education, Part One: Information for all School and College Staff' (September 2016).

3.2 What is Child Protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3.3 What is significant harm?

The Children Act 1989 introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children's Social Care and Police.

3.4 Purpose of these procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years.

3.5 Responsibilities and roles

All adults in HLP 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.

3.5.1 The Trust Board is ultimately accountable for ensuring that HLP schools have an effective child protection policy which is reviewed annually and available publicly. In HLP schools, this policy along with associated documentation is readily available through the Trust website as well as the websites of the separate schools. Statutory safeguarding guidance for schools within 'Keeping Children Safe in Education' requires all schools and colleges to have a senior board level (or equivalent) lead to take leadership responsibility for safeguarding. In HLP, each 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. The named individuals undertaking these roles in each school can be found in Appendix B

3.5.2 The following is a link to the Department for Education's 'Governance Handbook' (January 2017) in which the sections pertaining to accountability and compliance are of particular relevance with safeguarding:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

3.5.3 Each school will appoint a Designated Safeguarding Lead (DSL) from within the Senior Leadership Team. This is the person who takes lead responsibility for safeguarding and undergoes Level 3 safeguarding training at least every two years. Any concerns about children should be discussed with / reported to the DSL who will decide what action to take including referring to Children's Social Care or Police as appropriate. More information about the DSL role can be found in Annex B of Keeping Children Safe in Education 2016 and also as Appendix D within this document.

3.5.4 HLP schools will also have at least one Deputy DSL to ensure there is always someone available during school hours for staff or others to discuss any safeguarding concerns (larger schools within HLP will appoint more than one Deputy DSL) (see Appendix B: roles and responsibilities). Where any roles of the DSL are delegated to appropriately trained deputies, those deputies retain the ultimate lead responsibility for those particular actions.

3.5.5 Each 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 (see Appendix B: roles and responsibilities)

3.5.6 All individuals undertaking these key roles will have appropriate training as set out in statutory guidance or recommended by the Bournemouth and Poole Local Safeguarding Children Board (see 'Training' on page 29). The named individuals undertaking these roles in each school can be found in Appendix B.

3.5.7 In addition, Poole Social Care and Families First can provide advice and guidance on safeguarding and child protection matters including early help. See Appendix C for useful contact details.

3.6 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 (2015).

i. 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.

ii. 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.

iii. 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.

iv. 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 care-givers); or ensure access to appropriate medical care or treatment.

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

3.6.2 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.

3.7 Recognising child abuse – signs and symptoms

Keeping Children Safe in Education (2016) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

3.7.1 Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They must maintain an attitude of 'it could happen here' and always act in the best interests of the child. Appendix E details examples of possible indicators of each of the four kinds of abuse.

3.8 Children who abuse other children (eg bullying, presenting sexually problematic behaviour to others, violent behaviour or self-harm)

Staff should recognise that children are capable of abusing their peers. There are different forms of 'peer on peer' abuse and such abuse will never be tolerated or simply considered to be 'part of growing up'. Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action. For example, gender issues which can be prevalent include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

3.8.1 If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously, parents/carers will be contacted and appropriate action taken.

3.8.2 The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The DSL should be consulted if there is any doubt about the right course of action.

3.8.3 A referral to the Multi-Agency Safeguarding Hub (MASH) will be made if a child or young person displays sexually harmful or inappropriate behaviour. MASH will then advise on the appropriate action to take and facilitate a strategy meeting when appropriate. Such sexually harmful or inappropriate behaviour involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.

3.8.4 The process for managing sexually harmful behaviour can be found in the interagency safeguarding procedures on the LSCB website. In brief, a multi-agency meeting should be convened by Children's Social Care following a referral and an action plan agreed.

3.8.5 The school will use the School Risk Assessment Management Plan (RAMP). An assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.

3.8.6 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. For example, 'sexting' involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or of children under the age of 18, shared via a mobile phone, handheld device or website. When an incident involving youth produced sexual imagery comes to the school's attention, the incident will be referred to the DSL as soon as possible. The DSL will hold an initial review meeting with appropriate school staff and there will be subsequent interviews with the young people involved (if appropriate). Incidents will be dealt with following the August

2016 guidance from the UK Council for Child Internet Safety (UKCCIS): 'Sexting in schools and colleges: responding to incidents and safeguarding young people.'

3.8.7 At any point in the process if there is a concern a child has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

3.9 Children engaging in under-age sexual activity

Where a child is under the age of 13 penetrative sex is classified as rape under the Sexual Offences Act 2003 so must be reported to social workers in every case.

3.9.1 The inter-agency safeguarding procedures, on the LSCB website, have more information about under-age sexual activity.

3.10 Child sexual exploitation

This form of abuse involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of technology without the child's immediate recognition e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

3.10.1 Recognition of child sexual exploitation is part of staff training. It is noted that any child or young person may be at risk of this form of abuse, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

3.10.2 Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

3.10.3 Any concerns about child sexual exploitation will be discussed with the DSL who will take appropriate action which might include completing a risk assessment form and a referral made to social care or the police. The form and more detailed local procedures are in the inter-agency safeguarding procedures on the LSCB website.

3.11 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.

3.11.1 Where such an alert has been received, schools will monitor the children and provide support where required. 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.

3.11.2 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.

3.11.3 Useful contact information/web links:

- [National DV Helpline](#) 0808 2000247
- [Poole DA Outreach](#) 01202 710777
- [Bournemouth DA Service](#)

3.12 Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. Where a member of staff has concerns regarding the potential for FGM they should inform the DSL who will then use existing multi-agency procedures. The passing on of these concerns is a mandatory duty. Where a member of staff discovers that an act of FGM appears to have been carried out, it is their statutory duty to report to the DSL who will then refer the report to the police.

3.13 Forced Marriage is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad. HLP recognises that school staff can play an important role in safeguarding children from forced marriage.

3.14 So called '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.

3.15 Forms of abuse linked to culture, faith or belief

All staff in HLP schools will promote mutual respect and tolerance with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

3.16 Anti-radicalisation and extremism (the PREVENT DUTY)

3.16.1 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

3.16.2 Extremism is defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

3.16.3 HLP schools recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. HLP acknowledges its responsibility for this in relation to the Counter Terrorism and Secure Act, 2015, also known as the PREVENT duty. HLP will:

- Ensure that each school's DSL and Deputy DSL(s) attends 'Prevent' training (provided by an accredited 'Workshop to Raise Awareness of Prevent' (WRAP) trainer)
- Ensure that DSLs and Deputy DSLs disseminate this information and provide the appropriate awareness training to all staff
- Provide online Prevent training so that all staff are able to identify children at risk of being drawn into terrorism
- Ensure that staff understand the risk of radicalisation and extremism and receive training to give them knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas
- Ensure that staff know where and how to refer children and young people for further help (e.g. referral to the Channel programme)
- Ensure that adequate filtering keeps children safe from terrorist and extremist material when accessing the Internet in schools

3.16.4 The curriculum at HLP schools promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

3.16.5 It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore staff strive to equip children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

3.16.6 Any concerns about children becoming radicalised or being drawn into extremism will be reported to the DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police by emailing the Safeguarding Referral unit: sru@dorset.pnn.police.uk

3.16.7 Where the school has reason for concern for children travelling to a conflict zone, advice may be sought from the Home Office and a referral made to the MASH if these concerns persist.

3.16.8 The Designated Safeguarding Lead is also the Prevent Lead.

3.16.9 Dorset has a Channel Panel in place; this is a multi-agency meeting which discusses individuals who have been referred by the Police as being

vulnerable to being drawn into terrorism. Where children at HLP schools are being discussed, the DSL will attend the Panel meetings.

3.16.10 All staff in HLP schools will attend appropriate Prevent training. For DSLs and Deputy DSLs, this will be WRAP training.

3.17 Early Help

Identifying concerns and providing appropriate support early to prevent them from escalating including undertaking an assessment of the need for early help and engaging early help services such as a school nurse, Family Outreach Worker, School Attendance Worker, Education Welfare and Children and Adolescent Mental Health Service (CAMHS)

3.17.1 HLP schools acknowledge that providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges. Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving (KCSIE 26). Since February 2017 a referral is made to the Multi Agency Safeguarding Hub (MASH)

3.17.2 In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse, Pastoral Worker, School Counsellor, SENCO, Family Outreach Worker (FOW), Adolescent support worker (ASW), School attendance worker (SAW), breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

3.18 Partnerships with parents/carers and the community

HLP schools share a purpose with parents to educate, keep children safe from harm and promote children's welfare. The schools are committed to working with parents positively, openly and honestly and ensuring that all parents are treated with courtesy, dignity and respect. Parents' rights to privacy and confidentiality are respected and sensitive information will not be shared until permission has been sought or it has become necessary to do so to protect a child.

3.18.1 HLP schools will share with parents any concerns about their child unless to do so may place a child at risk of harm. Parents are encouraged to disclose any concerns they may have with one of the Trust schools. Parents are made aware of the Trust's Safeguarding and Child Protection Policies and Procedures as well as how to access them.

3.18.2 Information about safeguarding is readily available and visible in all HLP schools. For example, all HLP schools will clearly display the names of DSLs and other key staff in the reception areas and classrooms. Key material such as KCSIE LSCB leaflets are available in school reception areas and all key documentation is readily available on the Trust and school websites. Such key

information, along with relevant policy and guidance information, will also be clearly displayed and available in staffroom areas.

3.18.3 The school has links with its local community which will promote the welfare and safeguarding of the children e.g. with respect to religious, cultural or other local issues.

3.19 Children missing from education (eg Elective Home Education, exclusion and low attendance)

HLP schools encourage high attendance levels from all children and will take action where a child is missing school regularly because it is recognised that irregular attendance can be indicative of a safeguarding issue (eg female genital mutilation, forced marriage, honour based violence, child sexual exploitation are all issues that can lead to irregular attendance). It is recognised that a child going missing from education is a potential indicator of abuse and neglect, including the specific types of abuse detailed above and/or travelling to conflict zones. A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including sexual exploitation or risk of radicalisation. Consequently, HLP has a clear and detailed policy and procedure for dealing with unauthorised absence, particularly on repeat occasions, to help identify vulnerable children and to help prevent the risks of their going missing in future. This policy requires that attendance and patterns of attendance will be regularly reviewed. Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2016).

3.19.1 Actions could include involving other professionals and, if any of the criteria are met, informing the local authority where a pupil's name has been removed from the school roll. The HLP Pupil Attendance Policy provides fuller information on how schools work to promote maximum attendance along with the actions that a school will take in response to attendance which raises concerns. Schools will inform the Local Authority (LA) via their LA designated School Attendance Worker of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

3.19.2 All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education (EHE), ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded (KCSIE part 1 - link, 51, Annex A). Any safeguarding concerns about children who become EHE will be communicated to the MASH or other services.

3.19.3 If a school excludes a pupil from site or educates them off site they will endeavour to ensure their safety. The Statutory Guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' (2017) sets out the lawful use of these powers.

3.19.4 There is more information about specific safeguarding issues including links to websites in Part one and Annex A of 'Keeping Children Safe in Education' 2016.

3.19.5 It is important that staff in all schools are aware of all forms of abuse and report concerns to the DSL who will seek further advice from statutory agencies.

3.20 Children with Special Educational Needs or Disabilities

HLP schools recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. These child protection procedures will be followed if a child with special educational needs or who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who are disabled. Such children may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, online grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

3.20.1 Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff awareness should be raised to these issues.

3.20.2 Schools will provide a school environment in which children with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, children will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator to identify children with particular communication needs.

3.21 Children who are Looked After/In care

Each 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 (see Appendix B: roles and responsibilities). Schools will ensure that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents.

3.22 Children with Mental Health/Emotional Health Needs

Children identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Children will have a choice of staff who will listen to their concerns about themselves or other children and appropriate early help services are available within school. Some staff will practice mental health first aid (if trained). Referrals will be made to CAMHS or other appropriate services in conjunction with parents.

3.22.1 There will be a strategy for providing ongoing education for young people subject to S26 Mental Health (Children & Families) Act 2014.

3.22.2 Schools will work in line with [mental health and behaviour in schools guidance 2016](#)

3.22.3 Schools will support children with strategies to develop their own emotional well-being i.e. emotional literacy and resilience. Additional support will be available at exam, result and transition times and appropriate information will be widely advertised e.g. [Childline](#)

3.23 Responding to the child who discloses (talks about) abuse

HLP schools ensure that all children are aware of staff who they can talk to. The names of the DSLs and Deputy DSLs are also displayed around the school and in classrooms.

3.23.1 When responding to a disclosure from a child, all staff and volunteers will follow this LSCB guidance:

- **Be honest**
 - Do not make promises that you cannot keep
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment**
 - Stay calm
 - Reassure the child and stress that he/she is not to blame
 - Tell the child that you know how difficult it must have been to confide in you
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
 - Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events. Do not stop him/her in order to find a 'witness' as this could inhibit the child from saying more
 - Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary they should be framed in an open manner and not 'lead' the child in any way.
 - Explain what will happen next and with whom the information will be shared
 - Do not ask the child to repeat the disclosure to anyone else in school – including the DSL - nor ask him/her or any other children who were present to write a written account or 'statement'.
- **Record on the appropriate form exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say**
 - Do not interview the child and keep questions to a minimum
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**

- Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your DSL so that any appropriate action can be taken to protect the pupil if necessary
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by the MASH whether to convene a strategy meeting, undertake a social care or joint investigation or provide alternative services or advice
 - Although referrals to the MASH would normally be made by the DSL, any other individual with concerns can make a referral.

3.23.2 Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

3.23.3 See Appendix F which identifies the course of action to take should a child suffer or be likely to suffer harm (flow chart taken from KCSIE 2016); this also outlines the T.E.D. approach (Tell me about... Explain... Describe...), a technique which will enable staff to ask open-ended questions during such a disclosure.

3.24 Taking action

All action taken is in line with the following guidance:

- DfE guidance (2016) – Keeping Children Safe in Education
- Working Together to Safeguard Children (2015) – published by HM Government
- Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance, accessed through the Dorset Safeguarding Children Board website www.dorsetlscb.co.uk
- What to do if you're worried a child is being abused – Government Guidance (2015)

3.24.1 Where physical injuries have been observed, these will be carefully noted (using body maps, for example) but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the child's body.

3.24.2 Any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy DSL as soon as possible or, where this is not possible and concerns are immediate, ensure a referral is made without delay to Social Care. Where the child already has an allocated social worker, that person or a manager or duty worker in the same team will be contacted promptly.

3.24.3 A written record according to the schools' agreed arrangements will be made of what was said, including the **child's own words**, as soon as possible.

3.24.4 If the child can understand the significance and consequences of making a referral to social workers, they will be asked for their views. It will be explained that whilst their view will be taken into account, the school has a responsibility to take whatever action is required to ensure the child's safety and that of other children.

3.25.5 The DSL will decide whether to contact parents or carers at this stage, judging whether do so is likely to place the child at risk of harm from their actions or reactions - for example in circumstances where there are concerns that a serious crime such as sexual abuse, domestic violence or induced illness has taken place. If in any doubt, the DSL or staff member will call the duty worker first and agree with him/her when parents/carers should be contacted and by whom. The reason for the decision not to contact parents first will be recorded in the child's school child protection file.

3.25.6 The DSL and relevant staff will all be aware, on a need to know basis, of any parental factors which may impact on the welfare of a pupil e.g. violence, mental health, substance misuse. Parents should be encouraged to make the school aware themselves but must also realise that other agencies will share safeguarding information. A record of this will be kept at school.

3.25.7 A child protection referral from a professional cannot be treated as anonymous.

3.25.8 Where there is no disclosure by a child but concerns are accumulating, such as in relation to neglect or emotional abuse, the DSL will ensure that all information is brought together and that s/he makes a professional judgement about whether to refer to outside agencies.

3.25.9 The LSCB's 'Threshold Document' (Levels of Need continuum) should be used to help clarify the pathway required for a child: whether concerns will be managed within the school; or with the help of other agencies as part of early help; or whether they require specialised support such as a social work assessment or referral to Child and Adolescent Mental Health Services (CAMHS).

3.25.10 A member of staff who reports concerns to the DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he can press for reconsideration and if following this, s/he still believes the correct action has not been taken, will refer the concerns directly to social workers. Refer to flow chart in Keeping Children Safe in Education 2016.

3.26 Useful contact details:

3.26.1 Social Care referrals:

Bournemouth MASH: Telephone 01202 458101

Poole MASH: Telephone 01202 735046

Dorset MASH: 01202 228866

3.26.2 The Dorset Police Safeguarding Referral Unit

sru@dorset.pnn.police.uk or 01202 222844

3.26.2 Follow up to referrals

The agency to which the referral was made (e.g. Social Care) should inform the referrer of their action. Where this does not happen promptly the referrer should

re-contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended.

3.26.3 If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration

3.26.4 Schools will remain actively involved in support and plans even where another agency is taking the lead whether at Early Help, Child in Need or Child Protection level

3.26.5 Where there is a difference of opinion with another agency and this cannot be resolved the LSCB Escalation policy should be used.

http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html

3.27 Children with 'Child Protection' or 'Child In Need' Plans

HLP schools will contribute to Child Protection (CP), Child in Need (CiN) or other plans and will providing additional support as required for children who are the subject of such plans. Children who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or Child Protection Plan. The DSL or a Deputy DSL will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

3.27.1 HLP schools recognise that children who are the subject of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. School will ensure that appropriate support mechanisms are in place.

3.28 Responding to concerns reported by parents or others in the community

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.

3.28.1 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.

3.28.2 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.

3.28.3 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.

3.28.4 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.

3.29 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

3.29.1 Anyone can make a referral to Social Care, not just the DSLs. See Appendix C for contact details.

3.29.2 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.

3.29.3 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.

3.29.4 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.

3.29.5 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 LSCB 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.

3.30 Keeping and sharing records and information

It is the responsibility of the DSL to ensure that safeguarding information is appropriately managed. Appendix G provides detailed record keeping guidance. Clear, accurate and contemporaneous safeguarding and child protection records will be rigorously maintained.

3.30.1 Schools will share information about safeguarding concerns with agencies who need to know, and involve children and their parents/carers appropriately.

3.31 Response from Social Care to a school referral

Referral: Once a referral is received by the relevant team, 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).

3.31.1 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 LSCB website), particularly if the child's situation does not appear to be improving.

3.31.2 Assessment: All assessments should be planned and co-ordinated by a qualified social worker. They should be holistic, involving other professionals, parents/carers and the children themselves as far as practicable. Assessments should show analysis, be focused on outcomes and usually take no longer than 45 working days. School staff have a responsibility to contribute to the assessment.

3.31.3 S47 Enquiries (regarding significant harm): The process of the investigation is determined by the needs of the case, but the child/young person will always be seen as part of that process. On occasions, this will mean the child/young person is jointly interviewed by the Police and social workers, sometimes at a special suite where a video recording of the interview is made.

3.31.4 The Child Protection Conference: If, following the s47 enquiries, the concerns are substantiated and the child is judged to be at risk of significant harm, a Child Protection Conference (CPC) will normally be convened. The CPC must be held within 15 days of the first strategy discussion and school staff will be invited to attend - normally the Headteacher or DSL. This person will produce a written report in the correct format (a pro forma is available on the LSCB website). This will be shared with the child/young person and his/her family before the conference is held. A copy will also be sent to the person chairing the initial CPC at least 24 hours in advance.

3.31.5 More information is in the inter-agency safeguarding procedures ('Child Protection Conferences') on the LSCB website.

3.32 Responding to allegations or concerns about staff or volunteers

Rigorous recruitment and selection procedures and adhering to the Trust's code of conduct and safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers.

However, if a member of staff or any other person has any reason to believe that another adult in any school has acted inappropriately or abused a child or young person, they will take action by reporting to the Headteacher who will refer to the appropriate LADO. Even though it may seem difficult to believe that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

3.32.1 If the allegation/concern is about the Headteacher or the CEO, it will be discussed with the Chair of Local Governors (Chair of Trustees if the allegation is made against the CEO) who will then report the allegation to the Local Authority Designated Officer (LADO) in the Safeguarding and Standards Team. See Appendix C for contact numbers.

3.32.2 In all cases of allegations against staff or volunteers, the Headteacher and Chair of Governors must follow the correct procedures as set out in Part Four of 'Keeping Children Safe in Education' along with the LSCB procedures. These procedures relate to the investigation process and also providing support to the member of staff.

3.32.3 The Trust's Whistle Blowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

3.33 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The Trust's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

3.33.1 All staff can access the NSPCC whistle blowing helpline:
<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

3.34 Technology and online safety

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

3.34.1 HLP schools will endeavour to protect children from explicit or harmful internet content as much as possible by using appropriate filters and monitoring systems. Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet. Children are also taught to never tolerate bullying, including through use of technology. An Acceptable Use code is in place for children and for staff.

3.35 Photography and images

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, HLP 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

3.35.1 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.

3.36 Using reasonable force

'Reasonable' means using no more force than is warranted and only in situations where it is required. HLP 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 DfE publication 'Use of reasonable force: Advice for Headteachers, Staff and Governing Bodies' (July 2013). Each school within HLP has a behaviour policy and this policy includes the power to use reasonable force, including the circumstances in which force might be used. Any such incidents involving the use of reasonable force are recorded by the school using the form on Appendix H and are reported to parents. 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.

3.37 Safer Recruitment & Induction

All schools within HLP will recruit members of staff following the guidance outlined in Part 3 of KCSiE (2016).

3.37.1 HLP schools will adhere to the practices outlined as a part of safer recruitment, including:

- Ensuring all staff, volunteers and adults who have regulated contact with children are checked in accordance with the requirements and that these checks are listed on the single central record
- Providing effective management for staff through induction, support and regular training appropriate to their role
- Ensuring that all interview panels include at least one person who has undertaken safer recruitment training
- Ensuring that all staff and volunteers are required to disclose any reasons for disqualification by association
- Adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media

3.37.2 As part of their induction process, all new staff will be provided with the following documentation:

- This Safeguarding and child protection Policy and procedures document
- KCSiE (2016) Part One
- Whistleblowing policy
- Code of Conduct for Staff
- Policy relating to appropriate use of IT
- School's behaviour policy
- Confidentiality policy
- Use of cameras and images policy
- Data protection policy

3.37.3 All volunteers in regulated activity will complete an application form (plus references) and undertake an informal interview prior to volunteering at the school: they must disclose any disqualification by association as per the requirements in KCSiE.

3.38 Safer Working Practice

Detailed guidance for staff can be found in 'Guidance for safer working practice for those working with children and young people in education settings' (October 2015), a copy of which provided to all staff on appointment.

3.38.1 All adults who come into contact with children will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. Detailed requirements regarding professional behaviour can be found in HLP's Code of Conduct.

3.38.2 All adults will work in an open and transparent way, applying the same professional standards to all children and other members of staff in school.

3.38.3 All HLP schools will promote a culture whereby members of the school community should feel able to raise with the Headteacher, or any member of the leadership team, any concerns about staff conduct. If the reporter feels that the issue has not been addressed they should contact someone outside of the school, such as the Chair of Governors or the LADO. (See Appendix C contact numbers.)

3.38.4 Safe working practice ensures that children are safe and that all staff, volunteers and Governors/Trustees:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents with the actions and decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of the Trust's confidentiality policy

- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- Are aware of the expectations of their professional conduct outlined in the e-safety policy

3.39 Training

Child protection will be part of induction for all staff and volunteers new to HLP schools. They will be given a copy of this policy and procedures, the Code of Conduct, details about the role of the DSL 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.

3.39.1 This will be followed up by basic child protection training that equips individuals to recognise and respond appropriately to concerns about children.

3.39.2 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 which forms part of this policy and directed to the full document on the school website.

3.39.3 All staff members will receive regular safeguarding and child protection updates from the DSL as required, but at least annually. This will include learning from local and national serious cases when the learning becomes available.

3.39.4 All staff who do not have designated responsibility for safeguarding and child protection will undertake suitable refresher training at appropriate intervals. The DSCB recommends this is at least every three years.

3.39.5 When DSLs and Deputy DSLs take up the role they will undertake enhanced (Level 3) safeguarding training, provided through the LSCB multi-agency course. They must be updated at 2 yearly intervals after that.

3.39.6 Designated Teachers for Looked After Children will also undertake appropriate training.

3.39.7 At least one Trustee and one Local Governor from each school, along with each Headteacher, will complete safer recruitment training either through a multi-agency taught session or by completing the NSPCC on-line course. The school will keep records confirming these training arrangements.

3.39.8 It is recommended by the LSCB that 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 2016'. Attendance includes those who also work with children and have attended child protection training in that role.

3.39.9 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.

3.39.10 The DSLs and Deputy DSLs will attend training on Prevent Duty by a WRAP accredited trainer. All staff will need to undertake the accredited online training.

3.40 Raising concerns about safeguarding practice in our schools

HLP schools promote a culture where any staff or volunteers feel able to raise with the Headteacher any concerns about safeguarding or child protection practice.

3.40.1 Any issues which they have not been able to resolve with the Headteacher should be reported to the Local Governors in the first instance. If they are still not satisfied they should approach the Chief Executive Officer or (and especially if the issue relates to the conduct of or allegation against a member of staff), they can contact the LADO.

3.40.2 Staff should refer to the Trust's whistle-blowing policy for more information or can use the NSPCC whistle blowing helpline: 0800 0280285.

3.41 Off site visits

Off site visits are the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the same procedures. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and Headteacher, who will pass onto the MASH if appropriate. In an emergency, the staff member in charge will contact the police and/or the MASH.

3.41.1 The child protection/safeguarding policy and procedures of an off-site provider will be checked and the DSL satisfied that they are appropriate before using the facility.

3.42 Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

3.42.1 Professionals will be required to bring their identity badges on all visits and to wear these; they will be asked to provide identification on arrival at any of the schools. They will complete signing in/out forms and wear a school visitor's badge.

3.43.2 For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE must be followed.

Harbourside Learning Partnership

Child Protection and Safeguarding Summary for all Visiting Professionals

As an adult working in any of HLP schools, **you have a duty of care towards all children**. 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 includes use of technology – on no account should you take images of children 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 Headteacher.

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 key staff:

- Designated Safeguarding Lead (DSL): [name]
- Deputy Designated Safeguarding Lead: [name]

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 Deputy DSL.

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

Appendix A:
Annual safeguarding audit

Baden-Powell & St. Peter's CE Junior School	
Date when last audit was completed	Autumn Term 2016
Names of those undertaking the audit	Rachel Rusling, Karen Johnstone McCarthy
Date when audit was discussed with the Local Authority Designated Officer (LADO)	5 th December 2016
Date when action plan was received by the Local Governing Body	6 th December 2016
Courthill Infant School	
Date when last audit was completed	March 2017
Names of those undertaking the audit	Andrew Laws, Ali Carter
Date when audit was discussed with the Local Authority Designated Officer (LADO)	March 2017
Date when action plan was received by the Local Governing Body	May 2017
Lilliput CE Infant School	
Date when last audit was completed	18th September 2016
Names of those undertaking the audit	Christine Chambers, Sarah Rogers (Governor)
Date when audit was discussed with the Local Authority Designated Officer (LADO)	20th September 2016
Date when action plan was received by the Local Governing Body	24 th November 2016
Longfleet CE Primary School	
Date when last audit was completed	21 st March 2017
Names of those undertaking the audit	Julie Murphy, Sue Eden, Kelly Price, Bev Heawood
Date when audit was discussed with the Local Authority Designated Officer (LADO)	21 st March 2017
Date when action plan was received by the Local Governing Body	Spring 2017
Oakdale Junior School	
Date when last audit was completed	November 2017
Names of those undertaking the audit	Jenny Horlock/Adrian Cormack
Date when audit was discussed with the Local Authority Designated Officer (LADO)	February 2017
Date when action plan was received by the Local Governing Body	13 th November 2017
Old Town Infant & Nursery School	
Date when last audit was completed	29 March 2017
Names of those undertaking the audit	Janine Harries, Carla Miller, Sue Bennett (Governor) Julie Murphy (BoP)
Date when audit was discussed with the Local Authority Designated Officer (LADO)	29th March 2017

Date when action plan was received by the Local Governing Body	May 2017
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Appendix B:
Key safeguarding personnel in each school

Baden-Powell & St. Peter's CE Junior School	
Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Jonny Scott
Designated Safeguarding Lead	Simon Frost
Deputy Designated Safeguarding Lead(s)	Rachel Rusling / Jude Evans / Karen Johnstone-McCarthy
Designated Teacher for Looked-After Children	Simon Frost
Staff who have undertaken safer recruitment training (date)	Rachel Rusling 6 th December 2015
Local Governors who have undertaken safer recruitment training (date)	None.
Courthill Infant School	
Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Andrew Laws
Designated Safeguarding Lead	Ali Carter / Jo Quarrie
Deputy Designated Safeguarding Lead(s)	Karen Hunnisett
Designated Teacher for Looked-After Children	Jo Quarrie
Staff who have undertaken safer recruitment training (date)	Sarah Haley, November 2016 Jo Quarrie & Ali Carter, September 2017
Local Governors who have undertaken safer recruitment training (date)	Sarah Fairman
Lilliput CE Infant School	
Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Sarah Rogers
Designated Safeguarding Lead	Christine Chambers
Deputy Designated Safeguarding Lead(s)	Michelle Smith / Adam Burt
Designated Teacher for Looked-After Children	Christine Chambers
Staff who have undertaken safer recruitment training (date)	Christine Chambers 27th February 2015
Local Governors who have undertaken safer recruitment training (date)	Janet Morris (recently left)

Longfleet CE Primary School	
Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Sue Cobb
Designated Safeguarding Lead	Sue Eden
Deputy Designated Safeguarding Lead(s)	Nigel Helm / Kelly Price / Bev Heawood
Designated Teacher for Looked-After Children	Sue Eden
Staff who have undertaken safer recruitment training (date)	Sue Eden May 2015, Rebecca Munro May 2015, Chris Fehrenbach February 2015, Nigel Helm (date unsure)
Local Governors who have undertaken safer recruitment training (date)	Kay Davies March 2017.
Oakdale Junior School	
Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Adrian Cormack
Designated Safeguarding Lead	Eileen Bissell
Deputy Designated Safeguarding Lead(s)	Jenny Horlock
Designated Teacher for Looked-After Children	Jenny Horlock
Staff who have undertaken safer recruitment training (date)	Kristina Allen 2016, Eileen Bissell Nov 2015, Gary Woolley Nov 2015
Local Governors who have undertaken safer recruitment training (date)	Kristina Allen Oct 2015 Eileen Bissell Oct 2015
Old Town Infant & Nursery School	
Appointed Trustee for Safeguarding	Linda Moss
Appointed Local Governor for Safeguarding	Sue Bennett
Designated Safeguarding Lead	Janine Harries
Deputy Designated Safeguarding Lead(s)	Doug Gubbins / Aysha Donald / Carla Miller
Designated Teacher for Looked-After Children	Janine Harries
Staff who have undertaken safer recruitment training (date)	Janine Harries 14th September 2017
Local Governors who have undertaken safer recruitment training (date)	Sue Bennett

Appendix C:
Useful contacts

1) Children and Young People's Social Care/The Hub

When making new referrals ask for the Child Care Duty Officer for the area in which the pupil lives:

- 01202 735046 Poole
- 01308 422234 Bridport
- 01202 474106 Christchurch
- 01305 221450 Dorchester
- 01202 877445 Ferndown
- 01258 472652 North Dorset
- 01929 553456 Purbeck
- 01305 760139 Weymouth & Portland

2) Family Support Team (Ted Webster Family Centre)

- 01202 261550

3) Out of Hours Service

- 01202 657279

4) Bournemouth and Poole Local Safeguarding Children Board (LSCB)

- 01202 458873

The team comprises Children's Services managers and advisors including:

- The Education Safeguarding Standards Advisor who offers advice and support to Headteachers and Designated Safeguarding Leads in relation to safeguarding and child protection issues
- The Local Authority Designated Officer (LADO) to whom allegations against adults who work with children in education establishments must be reported.

5) Poole Governor Services

- 01202 633770

6) Local Authority Designated Officer (LADO)

- Julie Murphy 01202 633694
- John McLaughlin 01202 714677
- Jill Aiken 01202 714747

Appendix D:

The role of the Designated Safeguarding Lead (DSL)

Taken from Bournemouth & Poole Local Safeguarding children Board, September 2017:

The overall responsibility of the DSL is to ensure that safeguarding is undertaken in line with all relevant policies and procedures and to keep committees up to date.

Key responsibilities:

- To be available to support staff on child welfare and child protection matters
- To make 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.
- To liaise with other agencies in line with Working Together to Safeguarding Children 2015 and LSCB interagency procedures.
- To ensure LSCB that the Compact * is signed and responsibilities undertaken.

**The compact is an agreement between the schools and LSCB, generated by the LSCB, which requires schools to operate in line with key principles or 'standards' of best practice.*

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 LSCB 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 LSCB guidance.
- The DBS log (Single Central Record) is complete and up to date.
- Requirements in relation to Disqualification by Association are being followed.
- 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 LSCB guidance.
- 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 setting operates an effective whistle blowing policy which 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 E:

Possible indicators of abuse

The following information is not designed to turn school staff into experts but it will help them to 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 the inter-agency safeguarding procedures on the Dorset Safeguarding Children Board website for more detailed information.

i) 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:

- aggressive behaviour or severe temper outbursts
- fear of parents being approached for an explanation
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- missing school
- running away from home

ii) 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 may 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
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- being unable to play
- neurotic behaviour, e.g. sulking, hair twisting, rocking
- fear of making mistakes
- self-harm
- fear of parents being approached

iii) 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 (ie 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 can 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 down
- 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 group of people
- having nightmares
- missing school

- running away from home
- sexual knowledge which is beyond their age or developmental 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

iv) 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

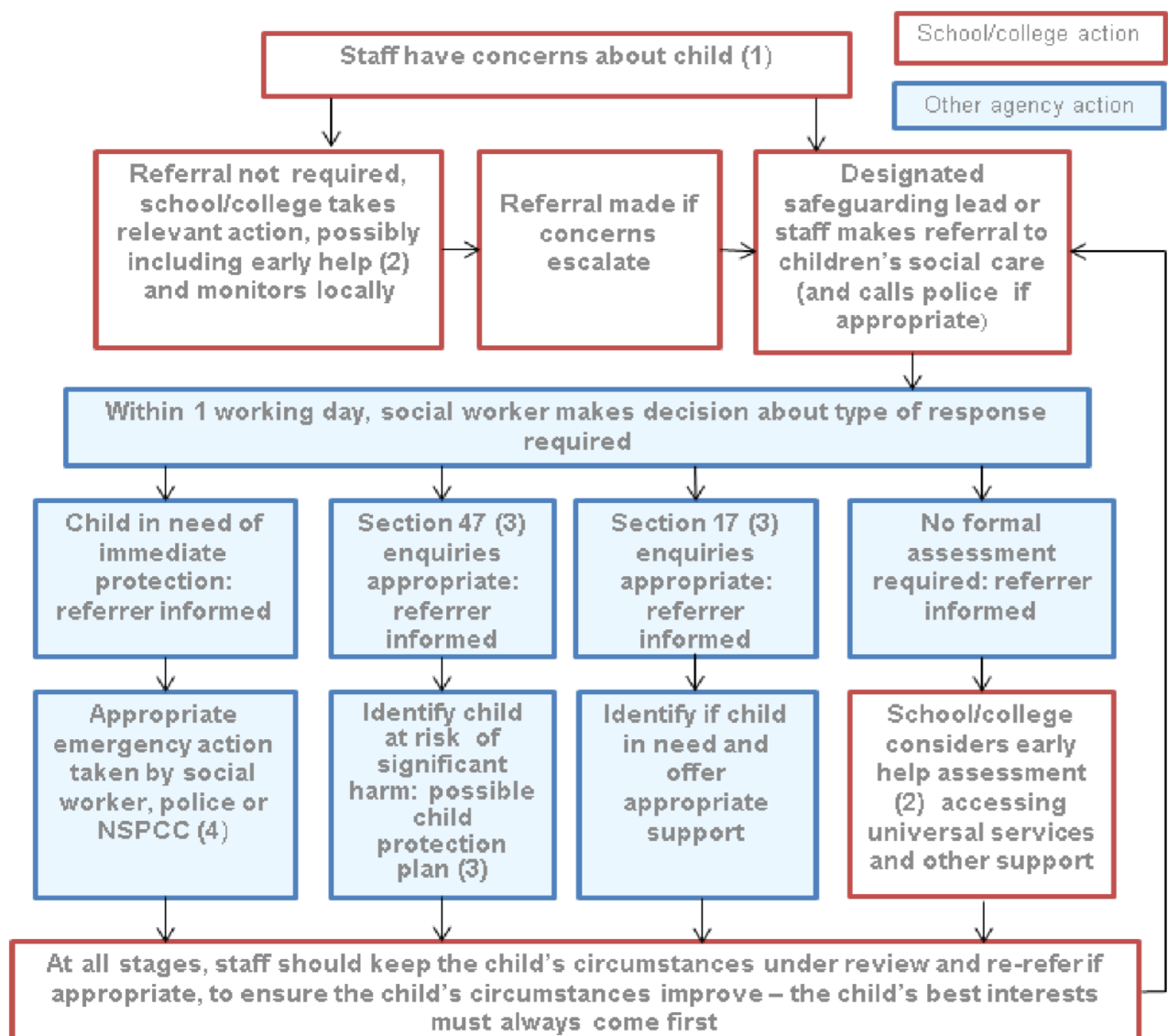
It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might involve, 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 has 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 LSCB website.

Appendix F:

Actions where there are concerns about a child



Remember T.E.D.

If the disclosure is unclear, you may need to discuss this further in a **non-leading** way. Try sentences which start with

Tell me....

Explain....

Describe....

Record Keeping: Best Practice

1. Introduction

1.1 The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.

1.2 It is the Designated Safeguarding Lead (DSL)'s responsibility to ensure that child protection files, access, storage and transfer meet the required professional standards as detailed in this document.

1.3 The common law of confidentiality, Data Protection and Human Rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information or records. In summary, the Data Protection Act requires that records should be securely kept, accurate, relevant, up to date and kept for no longer than is necessary for the purpose for which they were made.

2. Record to be made by an adult receiving a disclosure of abuse (when a child talks about abuse)

2.1 This record should be made as soon as possible **after** the individual hearing the disclosure has reported it verbally to the DSL. The facts, not opinions (unless of particular relevance), should be accurately recorded in a non-judgemental way. It is important to remember that expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds.

2.2 The record should ideally be on the school's standard 'concerns' form (LA model available from the Safeguarding and Standards Team) but if this is not used, should include:

- The child's name, gender and date of birth
- Date and time of the conversation
- What was the context and who was present during the disclosure
- What did the child say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions –verbatim
- Any observations concerning child's demeanour and any injuries
- The name of the person to whom the disclosure was reported
- Printed name and job title of the author, followed by signature and date

2.3 The record about a disclosure of abuse should be passed to the DSL and retained in the pupil's child protection file in its original and contemporaneous form (as it could be used as evidence in court proceedings), even if later typed or if the information is incorporated into a report.

2.4 Schools should never ask children, regardless of their involvement in a child protection matter (ie the subject of an allegation, a witness or the alleged 'perpetrator'), to write out their 'statements' of what has happened. In some cases this could have the unintended consequence of jeopardising a child protection investigation. This applies regardless of whether the incident(s) took place within or outside school.

3. Records kept by the Designated Safeguarding Lead

3.1 As stated at 2.2 above it is useful and recommended practice for school staff to have a standard pro forma for recording all 'welfare' and child protection concerns.

3.2 The concern form should be passed to the DSL who will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures, using the Threshold Tool if necessary. The decision about any action, whether or not a referral is made to Social Care, will be recorded clearly by the DSL.

3.3 Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the DSL with the parent, or, at the other end of the scale, could lead to matters being heard in a court.

3.4 All 'lower level' concerns about a child's welfare, which will generally have been discussed with parents/carers, are kept in the child's main file. Alternatively, some schools have adopted their own systems of collating such welfare concerns, but whichever system is in place, these records should not be labelled 'child protection'.

3.5 It is never good practice to keep pupil welfare records in a diary or day-book system. Often it is only when a number of seemingly minor issues relating to an individual pupil over a period of time are seen as a whole that a pattern can be identified indicating a child protection concern.

4. Starting a school child protection file

4.1 A school child protection file does not necessarily mean that the pupil is or has been the subject of a child protection conference or plan. 'Child protection file' denotes a high level of school concern which has warranted the involvement of, and in most cases an assessment by, child care social workers.

4.2 It is the responsibility of the DSL to start a school child protection file when a social worker is or was involved, eg:-

- i. A formal referral is made by the school to Children's Social Care on an inter-agency referral form or

- ii. Social Care inform the school they have commenced an assessment in relation to a pupil resulting from information from another source or
 - iii. A child protection file is forwarded to the school by a previous school or pre-school attended by the pupil or
 - iv. A child who is in care/looked after transfers into the school or
 - v. A pupil is privately fostered
- 4.3 It is not good practice to make 'family files'; each child should have his/her own record which includes information specific to him/her and which will be sent to the next school at the time of transfer. The names of siblings and/or other children who live in the household who also attend the school should be clearly noted on individual files.
- 4.4 If two (or more) children at the school are referred to Social Care for the same concern (for example, an allegation of sexually harmful behaviour), then child protection files will be started on both/all children.
- 4.5 'Document wallet' - type files are not ideal as the papers therein can easily fall out or get 'out of order'.
- 4.6 School child protection files are never 'closed' or de-categorised. Once a school has started a child protection file, it is always a school child protection file and the chronology is maintained so that any future concerns can be considered in the context of past events.
- 4.7 Note - If there is an allocated social worker because a child is disabled or a young carer and there are no child protection concerns then a child protection file should not be started.

5. Adopted children

5.1 When a pupil is admitted to a school in Reception class and parents provide the information that s/he was adopted prior to commencing education, this should be recorded with their permission on the main school file in order that appropriate support can be provided in future if necessary. In these situations it is not necessary to start a child protection file **unless** the criteria described above (at 4.2a and 4.2b) also apply.

5.2 Some older adopted children will have school child protection files because they were initially in care/looked after and were subsequently adopted. During the period when the child is 'placed for adoption' (prior to an adoption order being made) any file that contains information that identifies both the birth family and the adoptive family must be classed as highly sensitive and this information should only be shared on a strictly 'need to know' basis.

5.3 Once the adoption order has been made the DSL in the school that holds the child protection file must overhaul the file. The principle is that there

must be nothing that identifies the child's birth name or the birth family. In sifting the file it is acceptable to destroy documents that will continue to be held by other agencies: for example, child protection conference minutes and LAC review minutes which will be in Social Care records.

5.4 A chronology should be prepared that gives an overview of the information previously held in the file but **without giving the child's birth name or any details which would identify the birth family.**

5.5 The overhauled file should only contain the new chronology and any information that has originated from within school (for example concern forms). This file should now be in the child's new name, contain no information which identifies the birth name or birth family, will be held in the school as long as the child remains or sent onto a new school as described (at 9) below.

5.6 Please note that once a child is adopted, all school records, not just CP files, must be amended so that there is nothing which gives the birth name or identifies the birth family.

6. The format of child protection files

6.1 It is helpful if individual files have a front sheet with key information about the pupil and contact details of parents/carers, social worker and any other relevant professionals.

6.2 If the child is Looked-After the front sheet should include important information about legal status, parental responsibility, arrangements for contact with birth parents and extended family, levels of authority delegated to carers and the name of the virtual school head in the authority that looks after the child.

6.3 If a pupil is or was subject of a child protection plan or in care/looked after, this should be highlighted in some way to make it immediately obvious to anyone accessing the record.

6.4 It is a multi-agency standard that children's child protection files must have at the front an up to date chronology of *significant* incidents or events and subsequent actions/outcomes. Maintaining the chronology is an important part of the DSL role; it aids the DSL, Deputy and others to see the central issues 'at a glance' and helps to identify patterns of events and behaviours.

6.5 It should make sense as a 'stand-alone' document: anyone else reading the chronology should be able to follow easily what the concerns are/have been and the actions taken by the school to support and protect the child. This will be particularly useful for DSLs in receiving schools when children transfer, for professionals involved in collating information for Serious Case Reviews and for parents/children/ex-children if they view the record.

6.6 Once a chronology is started it should be updated as appropriate even if Social Care later cease involvement (see 4.6 above).

6.7 The file should be well organised and include, as appropriate, school 'concern forms', copies of correspondence, school reports to and minutes of child protection conferences, documents relating to children in care/'looked after' etc. The DSL will decide which relevant information which pre-dates the starting of the child protection file, such as CAF or other pastoral care documentation, will also be included.

7. Storage

7.1 All records relating to child protection concerns are sensitive and confidential so will be kept in a secure (ie locked at all times) filing cabinet, separate from other school files, and accessible through the DSL, the Deputy(s) and other senior staff in larger schools.

7.2 The pupil's general school file should be marked in some way to indicate that a separate child protection file exists. All staff who may need to consult a child's school file should be made aware of what the symbol means and to speak to the DSL if necessary if they see this symbol and have concerns. For example, a member of the office staff who is looking in the main file for a parent's contact details because of unexplained absence might decide to report this to the DSL if they see the indicator, in case the absence is significant.

8. Sharing of, and access to, child protection records

8.1 It is highly unlikely that all members of staff need to know the details of a child's situation, or that there should be widespread access to the records. Access to, and sharing of, information should be on a need-to-know basis, decided case by case. The DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to have some information.

8.2 The child who is the subject of a child protection record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment (which relates to significant harm) under the Children Act 1989.

8.3 Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record. Note that an older pupil may be entitled to refuse access to the record by his/her parents. As a guide, this applies to children who are 12 years of age or above, if they are of normal development or maturity.

8.4 References by name to children other than the pupil who is the subject of the file should be removed when disclosing records, unless consent

is obtained from the individual/s concerned (or their parents/carer on their behalf). Care must be taken to ensure all identifying information is removed from the copy of the record to be shared.

8.5 Always seek advice if there are any concerns or doubt about a child or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child or any other person at risk of harm. Any requests to see the child's record should be made in writing to give time for confidential information, such as any details of other children, to be removed.

8.6 In respect of requests from children or parents for information which wholly or partly consists of an educational record, access should be granted within 15 school days. This might be relevant to 'welfare' concerns in a main school file, for example. Viewing-only access to these records is free but it is reasonable to charge for copies on a sliding scale from £1 - £50 (maximum) depending on the number of pages.

8.7 However, should the request only seek access to a child protection file (which is not classed as an educational record), access should be granted within 40 calendar days. A discretionary maximum fee of £10 can be charged for viewing access to or a copy of a child protection record.

8.8 If the record to be disclosed contains information about an adult professional, that information can be disclosed if it relates to the performance by that person of their job or other official duties e.g. a reference to a teacher in their teaching role or a school nurse in their nursing role. However, if the reference refers to that individual's private life, it should be removed (unless this relates to a child protection matter which is relevant to the record to be disclosed).

8.9 Child protection information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. OfSTED and other school inspectors can view individual child protection files. Information should not be released to parents' solicitors on request; advice should be sought from the school's legal advisor in such cases.

8.10 Governors, including the Nominated Governor, should not access the records.

8.11 Further advice about disclosure of information held in child protection records can be sought from the DCC Data Protection Officer.

9. Transfer of child protection records

9.1 When a pupil transfers to another school (including to a Learning Centre because of permanent exclusion) the DSL should inform the receiving school as soon as possible in person or by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded

delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

9.2 If the records are to be posted, they should be copied and these copies retained until there has been confirmation in writing that the originals have arrived at the new school. They can then be shredded.

9.3 Whether child protection files are passed on by hand or posted, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving school.) This receipt should be retained by the originating school for 6 years (in line with guidance from the Records Management Society).

9.4 If the pupil is removed from the roll to be home educated, the school should pass the child protection file to the LA EHE Administrator and a receipt obtained as described above.

9.5 If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from a new school the DSL should follow the school's Child Missing Education (CME) procedures. If there is reason to suspect the pupil is suffering harm then the DSL will refer to Social Care in the usual way.

9.6 If a child arrives in the school in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school for a discussion with the DSL. There might be a cp file which has not been passed on.

9.7 School 'welfare' or pastoral records (ie where concerns or issues have been raised but there has been **no** referral to or involvement by a social worker) should also be passed on to the next school for their information and can be included in the main school file, for example. In respect of data protection, parents/carers should be made aware (either individually or through newsletters, for example) that information is transferred in this way to enable the next school to properly support their child. Most parents will understand the reason for this but if for whatever reason a parent disagrees with you passing on non-child protection documents, you should not do so.

10. 'Dual registered' children

10.1 Where a pupil is on roll at the school and starts to attend a Learning Centre (LC), the chronology and other relevant information in the child protection file should be copied and passed to the DSL at the LC at the earliest opportunity. Because of the nature of such 'bespoke' arrangements for individual children, the two DSLs should agree on which one of them will keep the chronology updated and how best to communicate to each other significant events and issues in relation to that pupil.

11. Retention of records

11.1 The school should retain the record for as long as the pupil remains in school and then transferred as described above.

11.2 Guidance from the Records Management Society is that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, and why).

11.3 The Independent Inquiry into Child Sexual Abuse has instructed relevant organisations, including schools and colleges, that they should NOT destroy, for the foreseeable future, any of their records that could potentially come within the scope of the inquiry (ie any records relating to sexual abuse).

12. Electronic child protection records

12.1 Electronic records must be password protected with access strictly controlled in the same way as paper records.

12.2 They should be in the same format as paper records (ie with well-maintained chronologies etc) so that they are up to date if/when printed, if necessary.

12.3 Electronic files must not be transferred electronically to other schools unless there is a secure system in place (such as cjsm, GCSX or IronPort) but should be printed in their entirety, linked with paper documentation such as conference minutes and transferred as described in section 9 above. When the receipt has been returned to confirm that the file has been received at the new school, the computer record should be deleted.

INCIDENT REPORT FOR USE OF REASONABLE FORCE

Name of School		
Name of staff member		
Date/time of incident	____/____/____	____:____
Location of incident		
Names of pupil(s) involved		
Names of witnesses		
Description of incident		
Steps taken to avoid force		

Any injuries or damage		
Nature of force used		
Pupil's response		
Contact with parent(s)/carer made	Date: ____/____/____	Time: ____:____
	Response of parent(s)/ carer:	
Outcome of the incident		
Signed: _____		Date: _____
Printed: _____		

Signed by Headteacher: _____ Printed: _____	Date: _____
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If you have any further queries, please contact info@handsam.co.uk.