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Child Protection and Safeguarding Policy

Including
Early Years Foundation Stage

Owners:

**Designated Safeguarding Lead and
Safeguarding Governor**

- Policy required by ISI (inspection use)
- ISI requirement for publication on website
- Internal decision to publish on website
- Internal only
- Required reading for all staff

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Safeguarding is the responsibility of the Governors.

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1: Introduction

Everyone at Sunninghill Prep School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children. School staff form part of the wider safeguarding system for children to prevent concerns from escalating. We will work with Children's Social Care, the Police, Health services and other relevant agencies to promote the welfare of children and protect them from harm.

This policy applies to all staff, including the Senior Leadership Team, teachers, volunteers, trainee teachers, non-teaching staff, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expects from all staff, it will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; Keeping Children Safe in Education 2021, Working Together to Safeguard Children 2020 and the Independent Schools Standards Regulations 2019.

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting
- Identifying and responding to 'early help' needs of children and families
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

2. Our School's Commitment

We are committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

2.1 Safeguarding and promoting the welfare of children is defined 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 children to have the best outcomes.

2.2 Child Protection

Refers to procedures and actions undertaken regarding children who are at risk of significant harm or have been significantly harmed.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk or with a special educational need or disability.
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging.
- Children can be both victims and perpetrators of abuse.
- Children who harm others may have been maltreated themselves.
- Allegations against staff can be made, however careful and safe our recruitment practices are.

2.2 Our Approach to Safeguarding Children

- We will ensure all staff are aware of their safeguarding and child protection responsibilities
- All staff have appropriate training to ensure they are able to identify children and young people where concerns about their safety and welfare arise.
- We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (DSL) (or Deputy DSLs) and that their concerns will be taken seriously.
- There will always be a DSL (or Deputy DSL) on site or contactable.
- All DSLs (or Deputy DSLs) will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

3. Roles and Responsibilities

3.1 All staff and volunteers will:

- Fully comply with the school's policies and procedures, attend appropriate training, and inform the Designated Safeguarding Lead of any concerns. The Governing body will ensure that the mechanisms are in place to support all staff to understand and discharge their role and responsibilities to safeguarding all pupils in our school.
- The Senior Leadership team, DSL and DDSLs and the Governing Body will read and sign to say they have read the full guidance of 'Keeping Children safe in Education 2021 (KCSIE 2021).
- All teaching staff, LA's and any other members of staff who work directly with our children are required to read and sign to say they have read and understood Part one of KCSIE 2021.
- All staff in the school who do not work directly with children are required to read and sign to say they have read and understood Annex A of KCSiE 2021.

4. Designated Safeguarding Lead(s) (DSL)

4.1 Referrals

- The DSL will act as a source of support, advice and expertise within our school and have access to the Pan Dorset Safeguarding Children Partnership, guidance and procedures (PDSCP).
- Consult with and/or refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals.
- Liaise with the Headteacher to advise of any issues and ongoing investigations and ensure there is always cover for the DSL role.
- Attend and contribute to safeguarding and child protection meetings as appropriate.
- Monitor and support Child in Need and Child Protection plans.
- Keep detailed, accurate and securely stored written or electronic records, which will include the outcomes of all actions taken.

4.2 Training

- The DSL will recognise how to identify signs of abuse and know when it is appropriate to make a referral to children's social care
- Have knowledge of the PDSCP Escalation policy and the Local Authority Designated Officer (LADO) role
- Have a clear understanding of the process involved for a child protection case conference and be able to attend and contribute to these
- Ensure that all staff have access to and understand the school's safeguarding and Child Protection Policy.
- Ensure that all staff have induction safeguarding training and receive regular updates.
- Access resources and attend any relevant or refresher training courses at least every two years.

4.3 Raising Awareness

- The DSL will ensure the Safeguarding Policy is updated and reviewed annually and work with the Governing Body regarding this.
- Ensure parents are made aware of the Safeguarding Policy which will alert them to the fact that referrals may be made by the DSL or a member of school staff, to ensure parents are clear of the schools safeguarding responsibilities and to avoid conflict later.
- Where a child leaves the school, ensure the child protection file is copied for the new setting in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.
- The DSL and the Safeguarding Governor complete the Annual Audit return for the PDSC, to ensure that the school is meeting its requirements under statutory guidance.

5. Our Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including Child Criminal exploitation.
- Sufficient resources and time are allocated to enable the DSL and the deputy to carry out their roles effectively, including the attendance at initial and review child protection conferences, core group and other necessary meetings.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle Blowing Policy](#)
- They have completed Safer Recruitment training.
- The procedure for managing allegations against staff is known to all staff and is signposted in the staffroom for staff to find on the staff server.
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO)
- Anyone who has harmed or may pose a risk to a child is referred to the DBS and any other relevant professional body.
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

6. Our Governing Body will ensure that:

- The school has a Safeguarding Policy with procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures. The policy is made available to parents on request and via our website.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school follows the Pan Dorset Safeguarding Children Partnership, guidance, and the statutory guidance Keeping Children Safe in Education 2021, for dealing with allegations of abuse against staff and volunteers.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy).
- There is a named Governor for safeguarding and DSL and DDSL within the school.
- Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction.
- Staff Comply with the Pan Dorset Safeguarding children Partnership, (PDSCP) guidance
- They remedy, without delay, any deficiencies, or weaknesses regarding safeguarding arrangements
- A Governor is nominated to be responsible for liaising with the LADO and /or partner agencies in the event of allegations of abuse being made against the

Headteacher, taking appropriate action to minimise any further possible risk to the children in our school.

- Where services or activities are provided on the school premises by another group or individual, the school will check they have appropriate policies and procedures in place to safeguard children and have 'hire agreements' with external groups and individuals.
- Prevent guidance will be followed to ensure any hire agreements with external groups and individuals are not promoting extremist ideologies.
- Policies and procedures are reviewed annually and provide information to the Local Authority as part of the annual Audit about how the above duties have been discharged.

7. Supporting Children and Working in Partnership with Parents

- Staff at Sunninghill Prep School recognise that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children rely on a positive, open and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals to Children's Social Care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children.
- Children will be given an explanation, appropriate to their age and understanding of what action is being taken on their behalf and why.
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties.
- The DSL will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child on the principle of those working directly with children will need to know, in accordance with our [Data Protection Policy](#)
- Staff will not be enabled to share this information further without the expressed permission of the DSL.

8. Information about Safeguarding for Pupils

Through the curriculum and lessons pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome, considering their wishes and feelings.

- They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.
- Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices.
- All pupils know there is a DSL responsible for their safety and welfare, who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned.

- Pupils are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.
- There is a display in the school identifying the DSLs and children are made aware of this.

9. A Partnership Approach

At Sunninghill Prep School we recognise that it is essential to establish positive and effective working relationships with other agencies that are partners of the Pan Dorset Safeguarding children Partnership, there is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children, working together to secure positive outcomes.

This will include:

- Social workers/ police attending the school following a Strategy discussion, which has found a child to be at risk of significant harm.
- We will ensure that all staff are aware of the Early Help Services available in order to make timely referrals for support
- The appropriate member of staff will attend /lead on Team Around the Family (TAF) and Team around the child (TAC) meetings as required.

10. Identifying children who may be at risk or may have been significantly harmed

There are four categories of abuse: physical, emotional, sexual and neglect. Teachers, staff and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of or suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

10.1. Definitions and Indicators of Abuse

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another
- **Development** means physical, intellectual, emotional, social or behavioural development
- **Health** includes physical and mental health
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those

known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people.

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

10.3 Emotional Abuse is 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 a child 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.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability,
- Overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

10.4 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

10.5 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.
- 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.

11. Taking action to ensure that children are safe at school and home

All staff must read and follow the statutory guidance for schools and colleges; **Safeguarding Information for All Staff, Keeping Children Safe in Education 2021. (See S3.1)**

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL or the Deputy DSL prior to any discussion with parents/carers.

All School Staff Must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child or young person.
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present).
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (This is known as Private Fostering).

12. Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that they can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information without asking leading or probing questions

- Make a written record of what the child has said and log this on 3sys, the school's recording of information system
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Will not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead
- Reassure and support the child or young person as far as possible
- Not promise secrecy
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the child will be involved as appropriate.

13. Confidentiality

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Child Safeguarding Practice Reviews (CSPR) where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. (Ref: 2018. Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents and carers. HM Government)

The GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. (Ref: 2018. Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents and carers. HM Government)

Our School has a clear and explicit [Confidentiality Policy](#). However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. (as stated above)

The school will ensure:

- Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm
- Pupil's and/or parent's/carer's confidentiality is respected
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

14: Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with the Pan Dorset Safeguarding Children Partnership, guidance which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)

- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a Child in Need, Child Protection or Care Plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store and agree appropriate access to this Child Protection information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred when a child moves to another school or setting, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead'.

15. Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the DSL will:

- Consider the child's wishes and feelings, but not promise confidentiality
 - Consider any urgent medical needs of the child
 - Make an immediate referral via a discussion **with Children's Advice and Duty Service (ChAD)** if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
 - Wherever possible, talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - Consider whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
 - Contact the designated officer for safeguarding in another agency if that agency is working with the family
- OR**
- Decide not to make a referral at this stage, but retain the information in written notes on the child's school file
 - Consider if Early Help support will be helpful to the child and family at this time. If this is appropriate referrals will also be progressed via the **Dorset - Children's Advice and Duty Service (ChAD)**.

All information and actions taken, including the reasons for any decisions made, will be fully documented. If a child is resident outside of the Dorset area the referral should be made to their local Social Care services.

15.1 Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker
- Contribute to any Strategy Discussion and/or Strategy Meeting as required
- Provide a report for, attend and contribute to any initial or review Child Protection Conference
- Provide a written report to the conference organiser, 3 days prior to the Initial Child Protection Conference (ICPC) or 5 days prior to the Review Child Protection Conference (RCPC)
- Share the content of this report with the parent/carer, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan, Attend TAF meetings in order to be part of a plan for the child/ren.
- When a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker

15.2 Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, or decisions of another agency do not adequately safeguard a child. The Pan Dorset Safeguarding Children Partnership; escalations policy should be used in such circumstances.

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Progressing plans and communication.

Where school staff consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people are the paramount consideration in any professional activity
- Resolution should be sought within the shortest timescale possible to ensure the child is protected
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest)
- Disagreements should be resolved at the lowest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children's Social Care if they consider the response to a referral has not led to the child being adequately safeguarded.
- Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan.
- Use the PDSCP escalation policy if this does not resolve the concern.:
https://pandorsetscb.proceduresonline.com/p_escalation.html

16. Safer Recruitment and Selection

Sunninghill Prep School pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education 2021- Part three, Safer recruitment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and barring service (DBS)

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity. (KCSIE 2021 pg. 56)
- Our school is committed to keeping an up to date Single Central Record which details a range of checks carried out on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this Safeguarding Policy.
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made as part of the recruitment process.
- Staff responsible for recruiting and appointing must be suitably qualified and have completed training on recruitment and selection, with a minimum of one trained staff member sitting on interview panels.

17. Safe Practice

Our school will comply with the current 'Guidance for Safer Working Practice for those working with children and young people in education settings' (2019)_ensuring that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school. <https://www.saferrecruitmentconsortium.org/> Safe working practice ensures that pupils are safe and that all staff:

- 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 in an open, honest and transparent way.

- Work with other colleagues where possible in situations that could be open to question.
- Discuss and/or take advice from the Head Teacher or DSL over any incident which may give rise for concern.
- Record any incidents or decisions made.
- Apply professional standards respectfully in relation to diversity issues.
- Be aware of information-sharing and confidentiality policies.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

18. The use of ‘Reasonable force’

We do not routinely use any form of physical contact in order to manage the children however there may be occasions when the school staff have to physically restrain pupils using ‘reasonable force’ only to prevent them from hurting themselves or others, from damaging property, or from causing disorder. This may include guiding a child to safety by the arm, or breaking up a fight, to prevent violence or injury and this action should be taken using no more force than is needed. (Pg.39 KCSiE 2021) Physical restraint is used a last resort. If a child has some additional needs, a care plan will be put in place to address actions to be taken prior to using any form of positive handling, this may be by distraction techniques, removing any objects which could cause harm to the child, and using de-escalation strategies.

- School staff will familiarise themselves with the Department for Education’s guidance regarding use of reasonable force in school. ‘Use of Reasonable force, Advice for headteachers, staff and governing bodies’ July 2013. and ‘Keeping Children Safe in Education 2021’ pgs.39-40.
- Will follow the school’s [Behaviour Policy](#). The school will offer training to staff in appropriate use of physical intervention and/or restraint.

19. School Safeguarding, Child Protection Training and Staff Induction

The school’s Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake appropriate safeguarding and child protection training and refresher training at two yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, training and children will be updated regularly, including a yearly update. The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school’s safeguarding policy and informed of school’s safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

20. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and Child Protection policy and procedures continue to apply. If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will ensure that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location, and activity to be undertaken in accordance with the school's Risk Assessment protocol.

21. Allegations regarding person(s) working in or on behalf of the school (including volunteers)

Keeping Children Safe in Education (2021) Part 4 – Allegations of abuse made against teachers and other staff, including supply staff and volunteers.

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she will pose a risk of harm if they work regularly or closely with children

Whilst we acknowledge that some allegations may be false, malicious, or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and that outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here', in line with the Staff Code of Conduct

Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

21.1 Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind
- Make a written record of the information using including the time, date and place of incident/s, persons present and what was said and sign and date this. A copy of notes should be kept by the person reporting the allegation and an original handed to the Headteacher.
- Immediately report the matter to the Headteacher unless the allegation is against the Headteacher, in which case the Chair of Governors must be reported to.

21.2 Initial Action by the Headteacher

In line with the School's Disciplinary Policy:

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- The member of staff would be put on leave pending an investigation
- Contact the Local Authority Designated Officer (LADO) within 1 working day
- Inform the Chair of Governors of the allegation

21.3 Subsequent Action by the Headteacher (or designated person)

- In consultation with the Chair of Governors conduct a disciplinary investigation, in line with the School's Disciplinary Policy, if an allegation indicates the need for this
- Contribute to the child protection process by attending professional strategy meetings
- Maintain contact with the Chair of Governors
- Ensure clear and comprehensive records regarding the allegation, and action taken, and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made

22. Low Level Concerns

Our aim is to create and embed a culture of openness, trust and transparency. Our [Staff Code of Conduct](#), sets out our values and expected behaviours by all staff. Staff should ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Any physical contact should be the minimum required for care, instruction or restraint.

KCSIE 2021 sets out details of what is considered low-level concerns about staff. This could include but not limited to:

- Being over friendly
- Having favourites
- Taking photos on your phone
- Engaging a child on a one to one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

22.1 Reporting Low Level Concerns

- All low-level concerns should be reported to the Headteacher.
- The Headteacher will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses
- Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be included, respecting wishes to remain anonymous as far as reasonably possible

22.2 Reviewing Records about Low levels of concern

- Records of low-level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

22.3 Supply staff and Contractors

- Any reports obtained about supply staff and contractors will be shared with their employers so that any potential patterns of inappropriate behaviour can be identified

22.4 Pattern of Behaviour which has been identified

- Where a pattern of behaviour is identified, the school will decide on the appropriate course of action. This might be internal disciplinary procedures Disciplinary Procedure, or referral to the LADO if the harms threshold is met.
- We will consider if any wider cultural issues in school have enabled this behaviour to occur and if appropriate policies should be revised or extra training delivered to minimise the risk of this reoccurring.
- All decisions and actions will be recorded.

23. Children with special educational needs and disabilities

All schools have a duty to use their 'best endeavours' to identify and support pupils with SEN and meet their educational needs.

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, SEND children can be up to four times more likely to be abused due to additional vulnerabilities. We will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEND without further exploration
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

The Special Education Needs Co-ordinator for this school is Ms. Claire Thomasson.

24. Mental Health

All of the staff have an awareness that mental health problems can in some cases be an indicator that a child is or has suffered abuse, neglect or exploitation.

The staff would not attempt to make a Mental health diagnosis. However, the staff are in a good position to observe the children on a daily basis and therefore identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one.

When children have suffered **adverse childhood experiences**, this may impact on them throughout their lives. This can also then have an impact on their behaviour, their ability to learn and affect their mental health.

If staff have a concern about the mental health of a child, they will follow school policy and report their concerns to the DSL. [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

25. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection processes in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, including first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

Below are some of the issues that all staff at Sunninghill Prep School we take seriously and will act in line with the safeguarding policy to ensure children are safe.

25.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

For further information please see the DEF guidance, Preventing and Tackling Bullying,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf and our school's [Anti-bullying Policy](#)

25.2 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.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. (Pg. 33 KCSiE2021)

If there is a concern that a pupil or member of staff are at risk, it should be reported to the Anti- Phishing Working Group: <https://apwg.org/>

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school encourages parents to consider measures to keep their children safe when using social media.

The school has an E-safety Policy that is known to all staff and pupils.

25.3 Filters and monitoring

The Governing body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing bodies will ensure there are appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, taking into consideration the age range and number of pupils, and how often they access the IT system. The appropriateness of any filters and monitoring systems will be informed in part by the risk assessment required by the Prevent Duty.

<https://www.saferinternet.org.uk/>

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. The Governors will consider a whole school approach to online safety which will include a clear policy on the use of mobile technology in the school – (pg. 33 Keeping Children safe in education 2021).

The governing body will ensure that appropriate filters and monitoring systems are in place, ensuring that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Governors will ensure that, as part of the requirement for staff to undertake regularly updated safeguarding training and the requirement to ensure children are taught

about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. The Governing body must complete Safeguarding training on appointment to their role and the Chair and Safeguarding Lead governor must undertake training every 2 years

25.4 Information and support.

There is a wealth of information available to ensure our school keeps children safe online.

These include:

- UKCIS. Online Safety in schools and Colleges: Questions for the governing board.
- NSPCC. Provides online advice regarding online safety arrangements.
- South West Grid for Learning. Provides advice on all aspects of a school or colleges online safety arrangements.

25.5 Photography and Images

Most of the people who take, or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils, we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
- Seek parental consent.
- Use only the pupil's first name with an image.
- Ensure pupils are appropriately dressed
- Only use school equipment to make images of children (no personal devices are permitted for this purpose)
- Encourage pupils to tell us if they are worried about any photographs that are taken of them

E-Safety Policy

25.6 Children Missing from Education

All staff **understand** that a child who is persistently missing from school may be at risk of a range of safeguarding issues, criminal exploitation, including neglect child sexual abuse, child sexual and criminal exploitation.

School staff will follow the local guidance available on the Pan Dorset Safeguarding children partnership website and where reasonably possible, the school will hold three emergency contact numbers for each pupil. This goes beyond the legal minimum and is good practice as it provides additional options to contact a responsible adult when a child is missing from education.

https://pandorsetscb.proceduresonline.com/p_ch_miss_care_home_ed.html

25.7 Elective Home Education (EHE)

Where parents inform our school that they wish to 'home educate' their child, they must do so in writing, our school will inform the Elective Home Education administrator (EHE) who will implement the 'Elective Home Education' procedure.

<https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/elective-home-education-ehe-information-for-parents.aspx>

25.8 Children who harm others

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care for the victim(s) and perpetrator(s).

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

25.9 Peer on Peer Abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; up skirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. (pg. 135 KCSiE2021)

26. Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children (pg. 99 KCSiE2021)

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are

never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Sunninghill Prep School ensures that all staff are aware of the importance of:
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. We will ensure we have plans in place to support all of the children at Sunninghill Prep School are protected and any additional needs are taken into consideration as part of this process.

When, we as a school, consider issues of sexual violence and harassment between children we will seek support from our children’s social care partners.

26.1 Up skirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Up skirting Act, came into force on 12 April 2019. ‘Up skirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim. We will ensure that all staff act immediately should an incident of Up skirting arise in our school and report this to the police /social care immediately.

27. Child Criminal Exploitation

As set out in the Serious Violence Strategy published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. (<https://www.gov.uk/government/publications/serious-violence-strategy>)

27.1 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child

sexual exploitation if the ‘exchange’, as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the local guidance provided by the PAN Dorset safeguarding Partnership.

Further guidance can be obtained from ‘Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation can be useful when considering cases of CSE’. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

27.2 County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

28. Assessment of risk outside the home (previously contextual safeguarding)

Assessment of risk outside of the home is an approach to understanding, and responding to, young people’s experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children’s social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Assessment of risk outside of the home, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. If, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children’s social care. <https://contextualsafeguarding.org.uk/>

29. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

This procedure is typically performed on girls between the ages of 4 and 13 but on some cases, it is performed on new-born infants or on young women before marriage or pregnancy.

If we are concerned that a child may be at risk of FGM we will follow the Pan Dorset Safeguarding Partnership guidance following the referrals procedure.

29.1 FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

https://pandorsetscb.proceduresonline.com/p_referrals.html

29.2 So-called ‘honour-based’ Abuse

Honour based abuse is a collection of practices which are used to control behaviour within families or other social groups. To protect perceived cultural religious beliefs and or honour. Such violence can occur when perpetrators perceived that a relative has shamed the family and or the community by breaking the honour code. For young victims this is a form of child abuse and a serious abuse of human rights. It can be distinguished from other forms of violence as it is often committed with some degree of approval and or collusion for family and or the community members. Women and men, and younger members of the family can all be involved in the abuse. Any suspicion or disclosure of violence or abuse against a child in the name of honour will be treated seriously and an immediate referral to Children’s Social Care will be made with reference to the local Pan Dorset continuum of Need.

https://pandorsetscb.proceduresonline.com/p_referrals.html

30. Preventing Radicalisation and Extremism

From 1 July 2015 (updated 2021) all schools must have regard to the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to schools and child care providers, and states that schools should have due regard to the need to prevent people from being drawn into terrorism”. We will fulfil our responsibilities under the Prevent Duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge

extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If we are concerned, we will follow safeguarding procedures and refer to the Pan Dorset Safeguarding Children's Partnership's guidance on Prevent. https://pandorsetscb.proceduresonline.com/p_sg_ch_extremism.html?zoom_highlight=prevent+duty

30.1 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

31. Children with Family members in Prison

There are around 200,000 children in England and Wales who have a parent sent to prison each year. This places the children at risk of poor outcomes, including poverty, stigma and isolation. They may also suffer from poor mental health. NICCO provides information for professionals who work with the offender and their children to assist in mitigating the negative consequences for the children.

32. Operation Encompass

Sunninghill Prep School is an operation encompass school.

Operation Encompass operates in all police forces across the UK, it assists the police and schools to work together to provide emotional and practical help to children who are victims of Domestic abuse. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult Our Key adults Sarah Smith in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

33. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will make a referral into the local housing Authority should they be concerned that a child in our school is about to become or has become homeless (this does not replace the referral to Children's Social Care when a child/ren are at risk)

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have

access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. When a child of 16/17 years is homeless and is estranged from parents a referral should be made to Children's Social Care immediately (KCSiE 2021)

34. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils from the ages of 5 – 11 years old, will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

'Going to Court'

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Pupils aged 12 and above will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

'Going to Court and being a witness'

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

35. Child abduction and community safety incidents

Child abduction is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers. All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils. Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

APPENDICES

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; DSLs and other staff will find it helpful to refer to Government advice 'What to do if you are worried about a child being abused' (2015): <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> and the inter-agency safeguarding procedures on the PDSCP website: <https://pandorsetscb.proceduresonline.com/>

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:

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

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- 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 (i.e. those under 18)

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

The physical signs of sexual abuse 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 DSL.

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:

Record Keeping: Best Practice

Appendix 2

To be read and followed by all DSLs/Deputies

1. Introduction

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

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

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.

Any electronic record keeping system should comply with the general standards set out below.

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

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.

The record should ideally be on a standard 'concerns' form (LA model available from the Safeguarding and Standards Team or on Nexus) 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

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.

Schools should never ask pupils, regardless of their involvement in a child protection matter (i.e. 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 DSL

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

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.

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.

All 'lower level' / pastoral concerns about a child's welfare, will be recorded on 3Sys (our school database). In addition, if the child is accessing our Well-being service then written records of One to One meetings and any interventions will be kept within the Well-being folder in the DSL's office.

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

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 referral to/ involvement of, and in most cases assessment by, child care social workers.

It is the responsibility of the DSL to start a school child protection file when a social worker is or was involved, e.g.:

- a) A formal referral is made by the school to Children's Social Care on an inter-agency referral form or
- b) Social Care inform the school they have commenced an assessment in relation to a pupil resulting from information from another source or
- c) A child protection file is forwarded to the school by a previous school or pre-school attended by the pupil or
- d) A child who is in care/looked after transfers into the school or
- e) A pupil is privately fostered

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.

If two (or more) pupils 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 pupils.

'Document wallet' - type files are not ideal as the papers therein can easily fall out or get 'out of order'.

School child protection files are never 'closed' or de-categorised. Once a school has started a child protection file, the chronology is maintained so that any future concerns can be considered in the context of past events, even if Social Care ceases involvement.

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

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.

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.

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.

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.**

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.

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

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.

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.

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.

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.

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, whether the concerns have escalated and why plus the actions taken by the school to support and protect the child. This will be particularly useful for DSLs in receiving schools when pupils transfer, for professionals involved in collating information for Serious Case Reviews and for parents/pupils/ex-pupils if they view the record.

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

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

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

The pupil's general school file should be marked in some way (e.g. a yellow star) to indicate that a 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

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.

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.

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 pupils who are 12 years of age or above, if they are of normal development or maturity.

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.

Always seek advice from your legal advisor or Dorset Data Protection Officer (01305 225175) 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 pupils, to be removed.

In respect of requests from pupils 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.

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.

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).

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.

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

9. Transfer of child protection records

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.

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.

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).

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.

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.

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.

School 'welfare' or pastoral records (i.e. 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' pupils

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 pupils, 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

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

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).

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 (i.e. any records relating to sexual abuse).

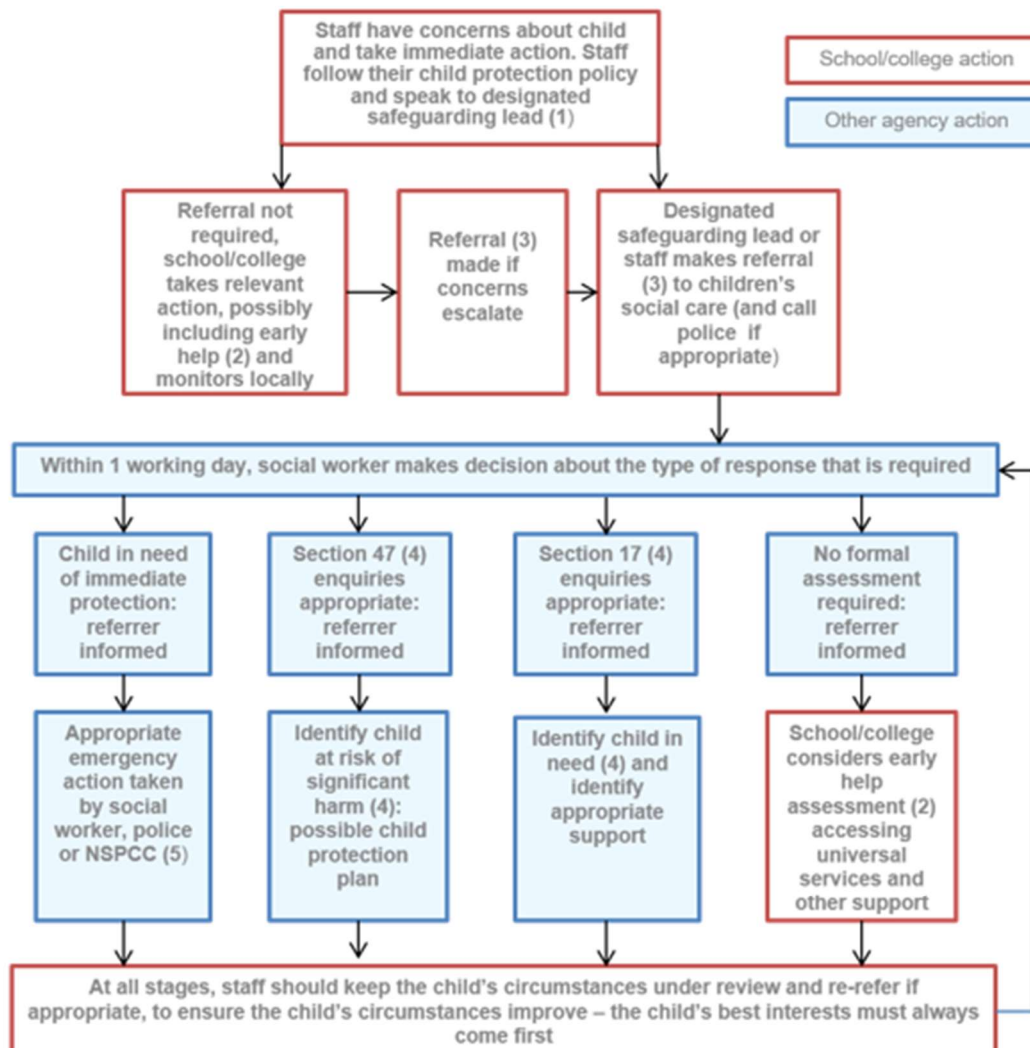
12. Electronic child protection records

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

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

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.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Useful Contacts

For all referrals (concerns about children, which require a social work assessment)

Call ChAD (Children's Advice and Duty Service) 01305 228558

Out of Hours Service 01202 228558

Dorset Safeguarding and Standards Team 01305 221122

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

- Safeguarding and Standards Advisor's Schools
Ann Shaw 01305228329
Email: SafeguardingAndStandardsAdvisors@dorsetcouncil.gov.uk
- The Education Safeguarding Standards Advisor who offers advice and support to schools in relation to safeguarding and child protection issues
- The Local Authority Designated Officer (the LADO) to whom allegations against adults who work with children in education establishments must be reported: **(LADO) Email:** lado@dorsetcc.gov.uk 01305 221122

Useful contacts

Prevent 0207340 7264

Local police force non-emergency phone number and the DfE dedicated helpline and mailbox for non-emergency advice for staff and governors
counter.extremism@education.gov.uk

SSCT - Safe Schools team, Dorset Police 01202 222844

Email: ssct@dorset.pnn.police.uk

Cyberbullying or digital safety concern?

SWGfL Professionals Online Safety Helpline 0344 381 4772

Email: helpline@saferinternet.org.uk

Dorset Virtual School for Children in Care 01305 228350

**Dorset Governor Services
(For governor safeguarding training) 01305 224382**

To contact children's allocated social workers:

West Area 01305 221450

(Previously Bridport and Dorchester teams)

East Area 01202 474106

(Previously Ferndown and Christchurch teams)

Central Area 01929 553456

Purbeck

North Dorset **01258 472652**

South Area 01305 760139

(Weymouth & Portland)

Additional information and related policies

- Acceptable Use Policy Child
- Acceptable Use Policy Staff Volunteers
- Anti-bullying Policy
- Attendance and Registration Policy
- Behaviour Policy
- Child Trafficking and Modern Slavery
- Complaints Policy
- Data Protection Policy staff
- Electronic devices search and deletion
- E safety Policy
- Keeping Children Safe in Education
- Mental Health and Well-being Policy
- Missing Child Policy
- Mobile phone policy
- Prevent and Channel
- PSHCE policy
- RSHE
- Safer recruitment
- Serious crime pupils at risk
- Statutory guidance on the Role and responsibilities of the designated teacher
- Staff Code of Conduct
- Upskirting
- Visiting speakers

- Whistle Blowing Policy
- Working Together to Safeguard Children Amended 2020
- What to do if you're worried about a child being abused – Government Guidance March 2015
- Youth Produced Sexual Imagery (previously known as sexting) in schools and colleges: Responding to incidents and safeguarding young people 2016

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Child sexual exploitation

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Accessed August 2021

Contextual Safeguarding Network

<https://contextualsafeguarding.org.uk/> Accessed August 2021.

Elective home education (EHE) information for parents.

Dorset Council

<https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/elective-home-education-ehe-information-for-parents.aspx> Accessed August 2021.

[Educating your child at home - Dorset Council](#) accessed August 2021.

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<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> Accessed August 2021

National Information centre on children of offenders.

<https://www.nicco.org.uk/> Accessed August 2021

Operation Encompass

[Home: Operation Encompass](#) Accessed Sept 2021

Pan-Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual <https://pandorsetscb.proceduresonline.com/> accessed August.2021

Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies. (2017). Department for Education.

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<https://www.gov.uk/government/publications/serious-violence-strategy> Accessed August 2021

[Supporting Children and Young People Vulnerable to Violent Extremism \(proceduresonline.com\)](#) . Accessed August 2021

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DFE.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> Accessed August 2021

The use of Reasonable force in schools (2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
Accessed August 2021