



**Sunninghill**  
PREP SCHOOL DORCHESTER

**Date of Review: November 2022**

**Approving Body: Board of Governors**

**Date of Approval: 24<sup>th</sup> November 2022**

**Review Due:  
November 2023**

# **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

## Key Personnel

**The school DSL: Mrs Sarah Smith** (Head of Humanities, Well-being, Looked after children)

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## **Named personnel with designated responsibility regarding allegations against staff**

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### **Deputy Designated Senior Manager**

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Safeguarding is the responsibility of the Governors.

## Contents

Contents	Page
<b>1. INTRODUCTION .....</b>	<b>5</b>
4.2 TRAINING .....	7
4.3 RAISING AWARENESS.....	7
<b>5. OUR HEAD TEACHER WILL ENSURE THAT: .....</b>	<b>7</b>
<b>6. OUR GOVERNING BODY WILL ENSURE THAT: .....</b>	<b>8</b>
<b>8. INFORMATION ABOUT SAFEGUARDING FOR PUPILS .....</b>	<b>9</b>
8.1 HUMAN RIGHTS ACT 1988.....	10
8.1 EQUALITY ACT 2010 .....	10
<b>9. A PARTNERSHIP APPROACH .....</b>	<b>10</b>
9.1 LOOKED AFTER CHILDREN .....	11
<b>10. IDENTIFYING CHILDREN WHO MAY BE AT RISK OR MAY HAVE BEEN SIGNIFICANTLY HARMED .....</b>	<b>11</b>
10.1. DEFINITIONS AND INDICATORS OF ABUSE.....	11
10.2 PHYSICAL ABUSE.....	11
10.3 EMOTIONAL ABUSE .....	11
10.4 NEGLECT .....	12
10.5 SEXUAL ABUSE .....	12
<b>11. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND HOME .....</b>	<b>12</b>
<b>12. RESPONDING TO DISCLOSURE .....</b>	<b>14</b>
<b>13. CONFIDENTIALITY.....</b>	<b>14</b>
<b>14: PUPIL INFORMATION .....</b>	<b>15</b>
15.1 ACTION FOLLOWING A SAFEGUARDING REFERRAL.....	16
15.2 DEALING WITH DISAGREEMENTS AND ESCALATION OF CONCERNS .....	16
<b>16. SAFER RECRUITMENT AND SELECTION .....</b>	<b>17</b>
16.1 AGENCY AND THIRD-PARTY STAFF (SUPPLY STAFF) .....	17
<b>18. THE USE OF 'REASONABLE FORCE' .....</b>	<b>18</b>
<b>20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS.....</b>	<b>19</b>
<b>21. ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING VOLUNTEERS, SUPPLY TEACHERS AND CONTRACTORS) .....</b>	<b>19</b>
21.1 INITIAL ACTION BY PERSON RECEIVING OR IDENTIFYING AN ALLEGATION OR CONCERN .....	19
21.2 INITIAL ACTION BY THE HEADTEACHER.....	20
21.3 SUBSEQUENT ACTION BY THE HEADTEACHER (OR DESIGNATED PERSON) .....	20
<b>22. LOW LEVEL CONCERNS .....</b>	<b>20</b>
<b>23. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES .....</b>	<b>22</b>
<b>24. MENTAL HEALTH .....</b>	<b>22</b>
<b>25. FURTHER INFORMATION ON SAFEGUARDING ISSUES .....</b>	<b>22</b>
25.1 BULLYING .....	23
25.2 ONLINE SAFETY .....	23
25.3 FILTERS AND MONITORING .....	24
25.4 INFORMATION AND SUPPORT.....	25

25.6 CHILDREN MISSING FROM EDUCATION .....	25
25.7 ELECTIVE HOME EDUCATION (EHE) .....	25
25.8 CHILDREN WHO HARM OTHERS .....	26
25.9 CHILD ON CHILD ABUSE.....	26
<b>26. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES.....</b>	<b>27</b>
26.1 UP SKIRTING .....	28
<b>27. CHILD CRIMINAL EXPLOITATION .....</b>	<b>28</b>
27.1 CHILD SEXUAL EXPLOITATION (CSE) .....	28
27.2 COUNTY LINES.....	30
<b>28. ASSESSMENT OF RISK OUTSIDE THE HOME (PREVIOUSLY CONTEXTUAL SAFEGUARDING) .....</b>	<b>30</b>
<b>29. FEMALE GENITAL MUTILATION (FGM).....</b>	<b>30</b>
29.1 FGM MANDATORY REPORTING DUTY .....	30
29.2 SO-CALLED 'HONOUR-BASED' ABUSE .....	31
<b>30. PREVENTING RADICALISATION AND EXTREMISM.....</b>	<b>31</b>
30.1 CHANNEL .....	32
<b>31. CHILDREN WITH FAMILY MEMBERS IN PRISON .....</b>	<b>32</b>
<b>32. OPERATION ENCOMPASS .....</b>	<b>32</b>
<b>35. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS .....</b>	<b>33</b>
<b>APPENDICES .....</b>	<b>34</b>
POSSIBLE INDICATORS OF ABUSE.....	34
RECORD KEEPING: BEST PRACTICE .....	38
RESPONSE FROM CHILDREN'S ADVICE AND DUTY SERVICE (SOCIAL CARE) TO A SCHOOL REFERRAL .....	46
SUNNINGHILL PREP SCHOOL'S RESPONSE TO INCIDENTS INVOLVING YOUTH PRODUCED SEXUAL IMAGERY (SHARING NUDES AND SEMI NUDES) .....	47
SEXUAL VIOLENCE AND SEXUAL HARASSMENT .....	51
WHEN TO CALL THE POLICE .....	54
TERMINOLOGY .....	55
JOB DESCRIPTION DESIGNATED SAFEGUARDING LEAD (DSL) .....	57
USEFUL CONTACTS.....	60
ADDITIONAL INFORMATION AND RELATED POLICIES.....	62
REFERENCES .....	64

## 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 2022, 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 2022 (KCSIE 2022).
- 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 and Annex B.
- 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 2022.

## **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 PDSCP, 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 2022, 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.
- Governing bodies and proprietors should ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. (KCSIE 2022, page 23 – 24).



## **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**

At Sunninghill Prep school, we understand that Preventative Education is most effective in the context of a whole-school approach, which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biophobic and sexual violence/harassment.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life, underpinned by our school behaviour policy and pastoral support system, as well as our planned programme PSHE and RSE, reflecting our values and standards which we aim to demonstrate throughout all aspects of school life.

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.

- Pupils 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.

## **8.1 Human Rights Act 1988**

The Human Rights Act 1998 (HRA) compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,<sup>25</sup> and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. (KCSIE 2022, page 24).

## **8.1 Equality Act 2010**

- Sunninghill Prep school is aware of its obligations under the Equality Act 2010 (the Equality Act) and that it is unlawful to discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- We will carefully consider how we support pupils with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.
- We understand that it may be necessary to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need.
- We understand some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

## **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.

## 9.1 Looked After Children

### Virtual school heads

At Sunninghill Prep school, the designated teacher will work with the virtual school head to discuss how funding can be best used to support the progress of any looked after children in the school and meet the needs identified in the child's personal education plan.

<sup>53</sup> The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

## 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 2022. (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).

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

## 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,
- Ensure abuse occurring online or outside of school will be treated equally as seriously
- Clarify the information without asking leading or probing questions
- Make a written record of what the child has said and log this on My Concern, the school's safeguarding recording of information system. Refer to the [Pupil Event Flow Diagram](#) for further guidance.
- 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](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 2022- 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 2022 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. Curriculum Vitae will only be accepted alongside an application form. In addition, as part of the shortlisting process, we will carry out an online search as part of our due diligence on shortlisted candidates.
- 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.

### **16.1 Agency and third-party staff (supply staff)**

- Written notification will be obtained from any agency, or third party organisation we work with, to show that they have carried out the same checks as we do in school.
- We will ensure that written notification confirms the enhanced DBS certificate has been obtained by either the employment business or another such business.

## **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.41 KCSIE 2022) 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 2022' pgs.41 - 42.
- 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 as well as the following documentation: Part 1 of KCSIE or Annex A and for staff involved with children – Annex B (latest versions), Staff Behaviour policy (Code of Conduct), Pupil Behaviour policy, Child Missing in Education policy and the E-safety policy. They sign a safeguarding induction sheet to show they know they must read and understand these, asking the DSL if they have any further questions. They are informed of the school's safeguarding arrangements at their induction, including the other members of the Safeguarding and Wellbeing team. The school maintains 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, supply teachers and contractors)**

Keeping Children Safe in Education (2022) 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 Behaviour policy](#).

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 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
- Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.
- For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made. KCSIE 2022, **Pgs. 98 and 99.**

## **22. Low Level Concerns**

Our aim is to create and embed a culture of openness, trust and transparency. Our [Staff Behaviour Policy](#), sets out our values and expected behaviours by all staff and references what are considered to be low level concerns. 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 2022 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**

- The process will be followed as per the Low- [Level Concerns policy](#).
- 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.
- Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Schools and colleges should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

### **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 harm 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. [Low Level Concerns Policy](#)

## 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 – cognitive understanding distinguishing between fact and fiction when going online

Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/mental-health-and-behaviour-in-schools.pdf)

## 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 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](#), 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. 35 – 36, KCSiE 2022)

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. E-safety communications are provided regularly to help support parents and carers to keep their children safe online.

The school has an E-safety Policy.  
All Staff sign an Acceptable User Policy.

### **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. 36 Keeping Children Safe in Education 2022).

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.

### **25.3 Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavor to reduce the additional



barriers faced and provide a space for them to speak out or share their concerns with members of staff.

#### **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
- In the EYFS setting personal mobile phones will not be used as per the Mobile Phone policy.

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](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 Child on Child Abuse**

**All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

**All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst cases scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence,<sup>9</sup> such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment,<sup>10</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)
- upskirting,<sup>12</sup> which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **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. 104, KCSiE 2022)

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 Upskirting 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](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](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](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](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

**Domestic abuse** can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (KCSIE 2022, page 14)

**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 2022)

### **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](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://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://pandorsetsb.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:

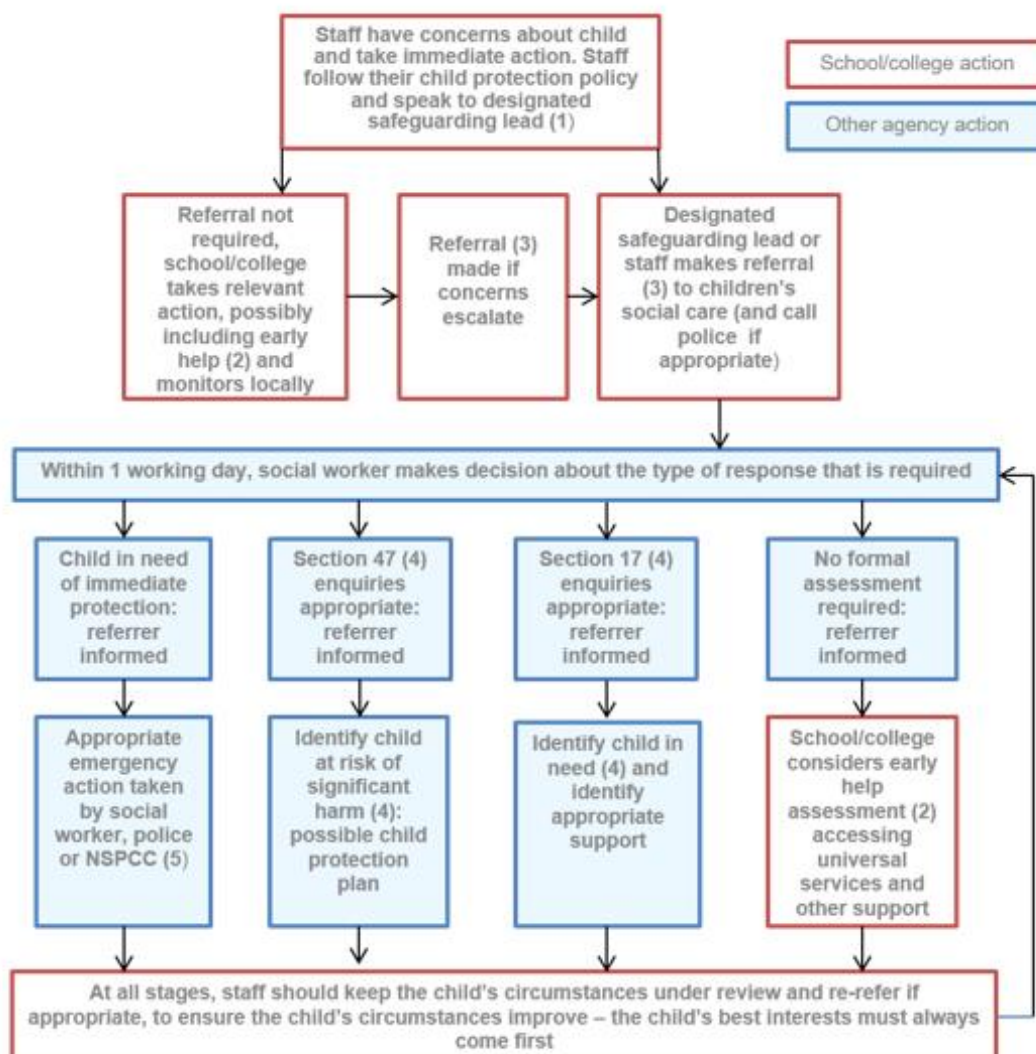
- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

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:

## 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).

## 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: [Sunninghill Prep School's 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. Refer to the [Pupil Event Flow Diagram](#) for further guidance. 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

- 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/carers 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 (within 5 days for an in-year transfer or within the first 5 days of the start of a new term to have support in place for when the child arrives) 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).

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

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.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required (KCSIE 2022, page 32)

## **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 6<sup>th</sup> form studies), the last school attended should keep the child protection file until the pupil's 25<sup>th</sup> 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.

### **Response from Children's Advice and Duty Service (Social Care) to a school referral**

- **Referral** Once a referral is received by the relevant team, a manager will decide on the next course of action within one working day. When there is concern that a child is suffering, or likely to suffer significant harm, this will be decided more quickly, and a strategy discussion held with the Police and Health professionals (section 47 Children Act 1989).

The Designated Safeguarding Lead should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again. If s/he disagrees with the decisions made by social workers or the outcome of the referral, the matter can be raised under the escalation policy (available on the PDSCP website).

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

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

- **S17 Enquiries (Child in Need)** If it is decided that a Child is in need of support from professionals but is not at risk of immediate harm, then they may be made subject to a Child in Need plan. The child/young person is always seen as central to that process.

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

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



### **Sunninghill Prep School's Response to Incidents Involving Youth Produced Sexual Imagery (Sharing nudes and semi nudes)**

This guidance is produced in accordance with the UKCIS guidance on Sharing nudes and semi-nudes: how to respond to an incident 2020. This document should be referred to when dealing with an individual case.

Youth produced sexual imagery or 'nudes' as it is commonly called is a concerning problem and should be treated as a Safeguarding issue.

Youth produced sexual imagery is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services such as 'AirDrop'. It does NOT apply to adults sharing nudes or semi-nudes of young people under 18. This is a form of Sexual abuse and will be treated as such.

The response of Sunninghill Prep School in dealing with youth produced sexual imagery is to be supportive of the victim and ensuring that the matter will be treated with the utmost importance and sensitivity.

#### **What to do if an issue involving Sexual Imagery is suspected**

- The issue must be referred to the DSL as soon as possible. If the DSL is unavailable the issue should be referred to one of the Deputy DSLs
- If possible, any relevant devices should be handed to the DSL/ Deputy DSL. The DSL / Deputy DSL ensures that, and devices are locked away for the duration of the investigation and may need to hand them over to the police depending on the outcome of the issue. The reporting member of staff should not view the images or delete them. The pupil should not be asked to delete them
- The DSL / Deputy DSL will hold an initial meeting that includes but is not limited to themselves, the teacher who originally discovered the issue and the relevant HT
- The DSL / Deputy DSL will speak to the pupil(s) concerned with the HT present. If the HT is not available, the relevant AHT or a House tutor would be a suitable alternative. The DSL / Deputy DSL will reassure the pupil that they are not alone and that they will be supported. The conversation will remain solution-focused and avoid victim-blaming. The issue of consent within healthy relationships will also be discussed
- Parents should be informed at an early stage unless there is good reason to believe that this would put the pupil at risk of harm

- In discussion with the Head and/or Deputy Head Pastoral, the DSL / Deputy DSL will decide what to do and will liaise with all the relevant parties. All discussions and decisions should be based on the best interests of the pupil

### **Information to establish**

- Whether there is an immediate risk to the pupil
- Whether the imagery has been shared widely and via what platforms
- Whether immediate action has been taken to remove the imagery from devices or online services
- Any other relevant facts about the pupil involved which would influence any decisions
- If there is a need to contact another school, college, setting or individual

### **Viewing the Image**

In most cases, images should not be viewed. If the image has been viewed by accident, this will be reported to the DSL. When the DSL is unavailable the report should be made to a Deputy DSL.

However, there may be cases where it is necessary to view the image/s. The decision to do so should be made by the Head, Deputy Head Pastoral and the DSL. It is acceptable for only two of these people to make the decision if needed.

If images are viewed intentionally, as stated in the paragraph directly above, the following procedure must be followed:

- The image should be viewed on a screen. It should not be printed, copied or shared as this is illegal
- The viewing should happen in the presence of a second member of the Senior Leadership team. This second person does not need to view the image
- The image should be viewed on the School site in a location where there is no risk of another person viewing the image accidentally. Ideally this would be in the office of a member of the Senior Leadership team
- The viewing of the image should be recorded in the Safeguarding records. Records should include who was present, why the image(s) was viewed and any subsequent actions. The form should be signed and dated by all present
- If the image is unavoidably viewed by a member of staff as a result of either a disclosure from a pupil or through undertaking their daily role, the DSL is responsible for ensuring that the member of staff is appropriately supported as this can be distressing. Appropriate emotional support may be required and must be offered

### **Deleting the Imagery**

Whether the image is deleted by the School will depend on the outcome of the incident however a general guide is:

- If the incident is passed on to the police or Dorset Safeguarding, then the imagery should not be deleted. If this is the case, then the device will be disconnected from the Internet to prevent images being deleted remotely
- If the incident is dealt with by the School, then the image will be deleted wherever possible. If this is the case, any pupil who has the image on their device will be asked to delete the image/s and then confirm to the DSL that they have done this

## **Response**

The Deputy Head (Pastoral)/DSL in discussion with the Head will decide how to respond. It should be dealt with primarily as a Safeguarding issue but may also become a disciplinary issue if there is evidence that either the images were taken without permission, or the images had been shared without permission.

Police and/or Dorset Safeguarding guidance must be sought if the image fulfils one or more of the following criteria:

- If the image was made or shared by an adult
- If there is reason to believe that the young person or people have been coerced, blackmailed or groomed
- If there were any concerns over the person's ability to consent i.e., for Special Educational Needs reasons, or due to intoxication
- If there is reason to believe that the image involves sexual acts involving violence or that are unusual for the young person's developmental stage
- If there is reason to believe that the image is of a sexual act and involves any person under 13
- If there is any reason to believe that the image was shared without consent and with malice
- If there is any reason that a young person is at immediate risk of harm owing to the sharing of the imagery e.g., the young person involved is presenting as suicidal or self-harming

Pupils should be asked and encouraged to remove sexual images from devices and/or social media for which they have control.

The [Internet Watch Foundation](#) should be contacted to see if it is possible to get the image removed if it has been shared more widely.

It is possible to report inappropriate use to most social media sites and the DSL can advise how to do this.

Supporting parents/guardians/carers Parents/guardians/carers will be:

- given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the education setting

- given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate
- given support on how to speak to their child about the incident
- advised on the law around the sharing of nudes and semi-nudes
- kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough and sufficiently capable to make that informed decision
- informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline counsellor online or on 0800 11 11, in house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999
- directed to NCA-CEOP if their child or young person discloses any further details to them that may suggest they are being groomed or sexually exploited

#### Useful Contacts

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

CEOPS ThinkUKnow: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## **Sexual Violence and Sexual Harassment Definitions**

### **Sexual Violence**

Sexual violence are sexual offences under the Sexual Offences Act 2003. They are:

- Rape Intentional penetration of the vagina, mouth or anus by a penis without consent (and the perpetrator does not believe they have consent).
- Assault by Penetration Intentional penetration of the vagina or anus by a part of the body or something else for sexual purposes without consent (and the perpetrator does not believe they have consent).
- Sexual Assault Intentional touching of a sexual nature where the victim does not consent, and the perpetrator does not believe they have consent.

Consent is about having the freedom and capacity to choose. Consent may be given for some sexual acts but not others. Consent can be withdrawn at any time.

### **Sexual Harassment**

Sexual harassment is unwanted conduct of a sexual nature. It can occur online and offline. Sexual harassment is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments • sexual 'jokes' or taunting including sexual banter
- physical behaviour such as deliberately brushing against someone, interfering with someone's clothes or displaying images of a sexual nature
- on-line sexual harassment
- 'Upskirting' (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)

### **Response to an allegation of Sexual Harassment or Sexual Violence**

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the

impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Following an allegation, the DSL (or a Deputy DSL) will be involved in the decision in how to proceed. Each case will be taken on a case-by-case basis with the wishes of the victim's wishes taken into account wherever practicable. Other considerations will be the nature of the alleged incident, whether a crime has been committed, the ages of the children involved, the developmental stages of the children involved, any power imbalance between the children, is the alleged incident a one-off or a sustained pattern, are there ongoing risks to the victim or other child or adults within the school, other related issues. Careful thought should also be made to how and when the alleged perpetrator is going to be told of the allegations.

Where there has been a report of sexual violence, the DSL / Deputy DSL will make an immediate risk and needs assessment. This may also be considered for cases of sexual harassment.

The risk and needs assessment should consider the protection and support of the victim, the alleged perpetrator, and other children (and adults if appropriate) within the school. Risk assessments should be recorded and be kept under review.

There are four likely scenarios of how sexual violence and/or sexual violence will be managed:

- Manage Internally One-off incidents of sexual harassment.
- Early help Useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. A TAF may be considered, and the Dorset Family partnership zone engaged with.
- Referral to children's social care This should be used when a child has been harmed, is at risk of harm or is in immediate danger.
- Report to the Police

This will in general also be accompanied by a referral to social care. It should be used in all cases of rape, assault by penetration or sexual assault. It is important that the DSL liaise closely with the police to ensure that any disciplinary measures or support does not jeopardise a police investigation.

When referring to children's social services or the Police, parents or carers will usually be told unless telling them puts a child at risk of harm.

At all times the response will be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions will be recorded and kept as part of a safeguarding file.

The DSL / Deputy DSL will not wait for the outcome of a social care or Police investigation before protecting the victim, alleged perpetrator and other children in the school.



The victim and alleged perpetrator will require on-going support. Substantial details of this can be found in Part 5 of 'Keeping Children Safe in Education (Sept 2022)'. Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the victim will be asked if they would find it helpful to have a designated trusted adult (for example, their tutor, or the DSL/DDSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible).

The victim will not be isolated although there may be times when they will feel unable to attend particular lessons or other activities. This will be supported by the School and will be because the victim wants to, not because it makes it easier for the School to deal with the situation.

If the victim decides that they wish to move schools, then the DSL will be responsible for passing on details of any support needs.

Support of the perpetrator will also be considered. Any child will likely experience stress as a result of being the subject of allegations and may have unmet needs as well as posing a risk to other children. Advice will be taken as appropriate from children's social care, specialist sexual violence services and the police where relevant.

If the alleged perpetrator moves to another school, the DSL will be responsible for passing on any support needs and any potential risks to other children and staff.

If a report or allegation provided by a pupil is subsequently found to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it as per the [Behaviour policy](#).

Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

## Appendix 6

### **When to Call the Police**

It is recognised that involving the police in incidents can feel a big step, but it should be remembered that the Police can give advice as well and will usually ask the victim about their wishes in how to proceed.

In an emergency where there is either danger to life or a crime is currently being committed, 999 will be called. In all other situations, the police will be contacted using the 101 service.

The Dorset Safer Schools and Communities team can also be contacted on [ssct@dorset.pnn.police.uk](mailto:ssct@dorset.pnn.police.uk).

If the Police are to be involved due to a Safeguarding issue, then as recommended in the NPCC guidance 'When to call the police', the single point of contact will be the DSL. In her absence, one of the Deputy DSL's will be the single point of contact and will remain so for that case.

If it is decided to contact the Police, then the following steps must be taken:

- The School's investigation of the incident must cease
- All investigation paperwork must be collected together and made available in case the Police wish to see it. This should, where possible, include any questions asked of the pupil and their response
- The investigation up to that point should be entered into CPOMS in a timely manner and where possible scanned copies of original notes should be added
- Any reference numbers given by the Police must be added into the incident report in CPOMS as well as the name and badge number of any investigating member of the

### **Police Involving the Police will be considered for:**

- all incidents involving drugs
- sexual harassment
- online bullying
- theft (both on and off School site)

The Police will always be informed about incidents involving:

- sexual violence

- hate crimes

If the Police are involved then the victim will always be informed and where known, the alleged perpetrator will be told. Where able, the parents of both the victim and alleged perpetrator will also be informed.

More information can be found in the NPCC guidelines [‘When to Call the Police’](#)

## Appendix 7

### Terminology

#### **ACE: Adverse Childhood Experience**

One of 13 social and medical issues that are known to negatively impact children, possibly for the rest of their lives. They are experiencing physical abuse, experiencing sexual abuse, experiencing emotional abuse, physical neglect, emotional neglect, violence from an intimate partner, witnessing your mother being treated violently, substance abuse within the household, mental illness within the household, parental separation or divorce, and having an incarcerated family member.

#### **CAF: Common Assessment Framework**

This can be used to help ensure Early help is coordinated and may lead into a full Child Protection referral. Within Dorset, a CAF is not required for Early help but may be used if required. In most counties, a CAF must be completed if a ‘Team Around the Family’ meeting is held.

#### **ChAD: Children’s Advice and Duty service**

This is where all referrals from professionals should happen. There is no need to contact them in writing; the social worker will e-mail you back confirmation of the conversation.

#### **CIN: Child in Need plan**

This is used for children who are aged under 18 and need local authority services to achieve or maintain a reasonable standard of health or development, to prevent significant or further harm to health or development or who are disabled.

#### **CPC: Child Protection Conference**

This is held to discuss children who have been referred to social services. Representatives from Education, Health and Social care should be present and other agencies may be invited. If possible, the parents of the child will be invited as well.

#### **CPP: Child Protection plan**

This is used to try and prevent harm to a child by supporting the strengths, addressing the vulnerabilities and risk factors and helping meet the child's unmet needs; promoting the child's health and development, i.e. his or her welfare; and provided it is in the best interests of the child, to support the family and wider family members to safeguard and promote the welfare of their child. It is more involved than a Child in Need plan and will be used for children who are at risk of immediate harm.

**DSL: Designated Safeguarding Lead**

The person within the school who is responsible for coordinating an organisation's prevention of and response to safeguarding issues.

**LADO: Local Authority Designated Officer**

The person within the Local Safeguarding board who is responsible for looking at all issues concerning adults i.e., people over 18. The LADO must always be contacted over Safeguarding allegations against staff within Sunninghill Prep School.

**MASH: Multi Agency Safeguarding Hub**

This sits within the LSCB. Within one building there are representatives from Social Care, Police and Health thus promoting a prompt and easily coordinated response

**PDSCP: Pan-Dorset Safeguarding Children Partnership**

The organisation that is responsible for coordinating local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together.

**TAF: Team Around the Family Meeting**

This was previously known as a 'Team Around the Child Meeting'. These meetings are had to promote the welfare of a particular child and family before issues get to the Child Protection referral stage. Parents should be present and must give permission. In most counties a Common Assessment Framework must be completed after the TAF has taken place but in Dorset, a CAF is not necessary provided records are kept. This is thought to promote the use of Early Help and reduce the incidence of Adverse Childhood Experiences.

## **Job Description Designated Safeguarding Lead (DSL)**

### **Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The DSL need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

### **Manage referrals**

The DSL is expected to:

- advise and act upon all suspicion, belief and evidence of abuse reported to them
- be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies and any other in all matters of child protection
- refer cases of suspected abuse to the local authority children's social care (Pan-Dorset Multi-Agency Safeguarding Children Partnership – PDSCP) as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required

Sunninghill Prep school will together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. (KCSIE page 29)

### **Work with others**

The DSL is expected to:

- liaise with the Head to inform them of all safeguarding issues in a timely manner, unless they are the subject of a complaint
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member

- liaise with staff (especially pastoral staff, school nurses, IT Technicians, and the named person with oversight for SEN in the School) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- lead the Deputy Designated Safeguarding Lead (DDSL) team
- act as a source of support, advice and expertise for all staff.

## **Training**

The DSL (and DDSLs) should undergo training to provide them with the knowledge and skills required to carry out the role. Child Protection and Inter-agency training should be updated at least every two years.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the School's Child Protection and Safeguarding policy and procedures
- maintain and deliver the ongoing safeguarding training programme for all School employees, including induction of all new staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

## **Raise Awareness**



The DSL should:

- ensure the School's Child Protection and Safeguarding policy is known, understood and used appropriately
- ensure the School's Child Protection and Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the School's Child Protection and Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
- work with the PDSCP to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

### **Child protection file**

Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DDSLs and the named person with oversight for SEN in are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the DSL or a DDSL should always be available for staff in School to discuss any safeguarding concerns. It is not feasible to have a member of the safeguarding team available throughout the school holidays. Therefore, during the school holidays a rota will be in place and one of the safeguarding team will be on call and able to respond to any reports within 24 hours.

## 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  
01305228329  
**Email:** [SafeguardingAndStandardsAdvisors@dorsetcouncil.gov.uk](mailto: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 – Martha Sharpe) **Email:** [lado@dorsetcc.gov.uk](mailto:lado@dorsetcc.gov.uk) 01305 221122.

## Useful contacts

**Operation Encompass** provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

**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](mailto:counter.extremism@education.gov.uk)

**SSCT - Safe Schools team, Dorset Police** **01202 222844**

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

## Cyberbullying or digital safety concern?

**SWGfL Professionals Online Safety Helpline** **0344 381 4772**

Email: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

**NSPCC Helpline** **0808 800 5000**

Email: [help@nspcc.org.uk](mailto:help@nspcc.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**

Purbeck

**01929 553456**

North Dorset

**01258 472652**

**South Area**

(Weymouth & Portland)

**01305 760139**

## **Additional information and related policies**

- [Acceptable Use Policy Child](#)
- [Acceptable Use Policy Staff Volunteers](#)
- [Anti-bullying Policy](#)
- [Attendance and Registration Policy](#)
- [CEOP – Child Exploitation and Online Protection](#)
- [Behaviour Policy](#)
- [Child on Child Abuse: Prevention](#)
- [Child Sexual Abuse: Supporting Practice in Tackling CSA](#)
- [Child Trafficking and Modern Slavery](#)
- [Complaints Policy](#)
- [County Lines and Criminal Exploitation Toolkit](#)
- [Data Protection Policy staff](#)
- [Educate Against Hate](#)
- [Electronic devices search and deletion](#)
- [E safety Policy](#)
- [Forced Marriage: Government Guidance](#)
- [Harmful Online challenges and Hoaxes](#)
- [Keeping Children Safe in Education](#)
- [Looked After Child - Promoting the Education of LAC and Previously LAC](#)
- [Mental Health and Well-being Policy](#)

- [Missing Child Policy](#)
- [Mobile phone policy](#)
- [Prevent and Channel](#)
- [PSHCE policy](#)
- [RSHE](#)
- [Specialist Sexual Violence Sector Organisations Sector: \[Rape Crisis\]\(#\) & \[The Survivors Trust\]\(#\)](#)
- [Safer recruitment](#)
- [Serious crime pupils at risk](#)
- [\[Sexual and Sexist Bullying Advice\]\(#\)](#)
- [Statutory guidance on the Role and responsibilities of the designated teacher](#)
- [Staff Behaviour Policy](#)
- [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](#)

### **Sexual Violence and Sexual Harassment Occurring Online:**

- [Internet Watch Foundation](#)
- [Report Remove](#)
- UKCIS Sharing nudes and semi-nudes advice: [Advice for education settings working with children and young people](#)
- [Thinkuknow](#)

- LGFL '[Undressed](#)'

<b>Appendix 11</b>
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Child sexual exploitation

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Operation Encompass

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