
HANFORD

Safeguarding Policy and Child Protection Procedures



Latest Review: DSL, Deputy DSL, Nominated Governor for Safeguarding

Revision Num	Review Date	Date of next review	Amendments	Amended By
1	Nov 2017	Sept 2018	None	Full Governing Body
2	Sept 2018	Sept 2019	KCSIE update - amendments made in line with this. cp@ email address removed	SLT, DSL, Dept. DSL, Chair/Safeguarding Gov
3	Mar 2019	Sept 2020	Further changes following internal discussion and Governor Review. Sections 7/8	DSL / Gov Resp for safeguarding
4	Sept 2019	Sept 2020	KCSIE Update	DSL/DDSL/ Gov Resp for safeguarding
5	Oct 2019	October 2020	Changes to referral procedures following establishment of CHADS	DSL
6	Sept 2020		References to KCSIE updated to 2020	DSL
7	Nov 2020	Nov 2021		

KEY CONTACTS

Key contacts for Safeguarding Children at Hanford

Role Contact details

Designated Safeguarding Lead Mrs Susie Askew askews@hanfordschool.co.uk

Deputy safeguarding Leads Mr Rory Johnston (Headmaster) johnstonr@hanfordschool.co.uk

Mrs Sally Godden goddens@hanfordschool.co.uk

Telephone Contact for the Safeguarding Team is 01258 860219

Nominated Governor for Safeguarding Mrs Kate Saker
sakerk@hanfordschool.co.uk

Dorset Children's Advice and Duty Service (ChADS) 01305 228 558

Dorset Council Safeguarding Standards Advisor 01305 221122

Dorset LADO/ Designated Officer 01305 221122

MASH 01202 222229 / MASH@dorset.pnn.police.uk

Staff also have a summary leaflet and card with key contact details

IMPORTANT NOTICE

The child protection policy for Hanford School is based on a template provided by the Dorset Safeguarding and Standards Team; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures (on the Pan Dorset Safeguarding Children Partnership website) and 'Keeping Children Safe in Education' September 2020.

The Safeguarding / Child Protection Policy for Hanford consists of three main documents:

- Part One: Safeguarding Policy (including statement of principles)
- Part Two: detailed child protection procedures and
- Part Three: a separate child protection summary sheet for visiting professionals and temporary staff

This policy and these procedures apply to the Headmaster, all staff (including supply and peripatetic staff), regular volunteers, governors or anyone working on behalf of the school.

COMPLAINTS

Should you have a complaint about the operation of the school's policy for safeguarding children, please contact the Headmaster who will provide you with a copy of the Complaints Policy at your request.

MONITORING AND REVIEW

This policy will be reviewed annually, or earlier if necessary.

Rory Johnston
Headmaster

November 2020

GOVERNOR APPROVAL

This policy has been approved by the Nominated Governor for Safeguarding, on behalf of the Board.

Kate Saker
Nominated Governor for Safeguarding

November 2020

This policy was reviewed by the Full Governing Body in November 2020.

PART ONE: SAFEGUARDING POLICY

Introduction

All staff at Hanford recognise that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18. We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Safeguarding and promoting the welfare of children is everyone's responsibility. No single professional can have a full picture of a child's needs and circumstances. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

'Working Together to Safeguard Children' (July 2018), HM Government statutory guidance, defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health, mental health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life outcomes.

The Governing Body of Hanford will act in accordance with the following to safeguard and promote the welfare of children in this school:

- Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance *'Keeping Children Safe in Education' (September 2020)* to safeguard and promote the welfare of children in this school.
- *'What to do if you're worried a child is being abused' (March 2015)* – Government Guidance
- *'Working Together to Safeguard Children' (July 2018)* – published by HM Government - including the non-statutory advice: *Information Sharing (March 2015)*
- *'Prevent Duty Guidance: for England and Wales' (July 2015)* (Prevent) plus its supplementary advice and briefing note:
 - *'The Prevent Duty: Departmental advice for schools and childminders' (June 2015)*
 - *'The use of social media for on-line radicalisation' (July 2015)*
- Pan Dorset Multi-Agency Safeguarding Policies and Procedures, accessed through the Pan Dorset Safeguarding Children Partnership website www.pdscp.co.uk

The Governing Body is accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies, procedures and training are in place and effective.

In accordance with Dorset Safeguarding Standards (recommended by the Pan Dorset Safeguarding Children Partnership), Governors receive an annual report from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

The Dorset Standards also include that each school completes and submits to the Pan Dorset Safeguarding Children Partnership an annual audit of its safeguarding and child protection arrangements including an action plan.

Statement of intent

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

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

The purpose of this policy is to:

- afford protection for all pupils
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safe place to learn and in which children feel safe

This policy applies to the Headmaster, all staff (including supply and peripatetic staff), regular volunteers (i.e., those who come into school once a week or more than 4 times in a 30-day period), Governors or anyone working on behalf of the school.

Everyone in the school shares an objective to help keep children and young people safe by:

- 1 providing and maintaining a **safe environment** for all children in which they can all learn and develop;
- 2 **identifying** children who are in need or are suffering - or are likely to suffer - significant harm, and **taking appropriate action** to afford them protection;
- 3 practising **safe recruitment** in checking the suitability of staff and volunteers to work with children;
- 4 enabling staff and volunteers to **safeguard and promote the welfare of children**; and
- 5 having **clear lines of communication** with the local Safeguarding authorities.

Roles and responsibilities

All those who come into contact with children and families in their work have a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. Schools should work with children's social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Governors, staff and regular volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to safeguard children and promote their welfare.

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about Domestic Abuse incidents with our school soon after they have been called to a domestic incident. All Key Adults (DSL/DDSL) have attended an Operation Encompass local briefing as well as national online training. Our parents are fully aware that we are an Operation Encompass school. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The Key Adult has also led briefings for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification. The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports. The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

Promoting welfare and safety

We will endeavour to safeguard children and young people by:

- always acting in their best interests
- valuing them, listening to and respecting them
- involving them in decisions which affect them
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- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination including through use of technology
- ensuring the curriculum affords a range of opportunities to learn about keeping themselves safe, particularly when using technology and, where appropriate, in respect of radicalization and

extremist behaviour. At Hanford pupils are taught about safeguarding including online safety, e-safety is taught as part of the ICT curriculum and through involvement of outside speakers, through various teaching and learning opportunities as part of a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

- exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism
- supporting attendance and taking action if a child is missing school regularly
- appointing a senior member of staff as the Designated Safeguarding Lead and ensuring this person has the time, funding, support, training and resources to perform the role effectively
- appointing at least one Deputy Designated Safeguarding Lead to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
- appointing a Designated Teacher, when appropriate, to promote the educational achievement of children who are looked after/in care
- recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning behaviour and poor mental health.
- ensuring that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents
- ensuring that staff will also have the responsibility for promoting the educational achievement of children who have left care
- making sure all staff (including supply staff) and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- ensuring that all those named above (ie DSLs and Deputy DSLs; Designated Teacher; Headteacher, all staff and regular volunteers) have training appropriate to their roles as set out in statutory guidance or recommended by the Pan Dorset Safeguarding Children Partnership
- identifying any concerns early and providing appropriate help to prevent them from escalating, including working with parents/carers and other agencies as appropriate
- sharing information about child safe guarding concerns with agencies who need to know, and involving children and their parents/carers appropriately
- acknowledging and actively promoting that multi-agency working is often the best way to promote the welfare of children and protect them from harm

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- taking the right action, in accordance with Pan Dorset Safeguarding Children Partnership inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse
 - keeping clear, accurate and contemporaneous safeguarding and child protection records
 - recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure at least one appointment panel member has undertaken safer recruitment training
 - providing effective management for the above through induction, support and regular training appropriate to role
 - adopting a code of conduct which includes acceptable use of technologies for all staff and volunteers which includes staff/pupil relationships and communications including the use of social media
 - ensuring our online safety process includes appropriate filters and monitoring systems
 - ensuring staff and volunteers understand about 'whistle blowing' and how to escalate concerns about pupils or staff if they think the right action has not been taken to safeguard children
 - promoting a culture in which staff feel able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
 - dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance, including:
 - providing for a report to be sent promptly to the Disclosure and Barring Service if the school dispenses with a person's services because of unsuitability to work with children (or would have done so had the person not resigned)
 - considering making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

This child protection policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the school. In particular it should be read in conjunction with the

- staff behaviour policy (code of conduct)
- e-safety policies for pupils and staff which include use of mobile technology
- safer recruitment policy and procedures¹

¹ This includes procedures relating to staff employed by other organisations

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- procedures for responding to allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate)
 - whistle blowing policy
 - procedures to respond appropriately when children are missing education
 - counter-bullying policy and procedures

These policies are available from the Bursar and some are on Hanford's website.

Early help

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff should be taking account of the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Safer recruitment

Hanford undertakes to operate safe recruitment procedures, including checks with the DBS (Disclosure and Barring Service), checks that teachers are not subject to a prohibition order and compliance with the Independent School Standards Regulations and the National Minimum Standards for Boarding Schools. Those undertaking management posts will be subject to checks that they are not prohibited from management of Independent Schools.

The Headmaster will ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site, or off site (e.g., activity centres, coach drivers, taxi drivers).

In line with the United Kingdom leaving the European Union, from January 2021 the TRA Teaching Services System will no longer maintain a list of those teachers who have been sanctioned in EEA member states. Schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

criminal records checks for overseas applicants – Home Office guidance can be found on GOV.UK; and for teaching positions obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC. Further information can be found in DfE Guidance: Recruit teachers from overseas

PART TWO: CHILD PROTECTION PROCEDURES

These procedures should be read in conjunction with 'Keeping Children Safe in Education: Information for all School and College Staff' September 2020, plus Annex A.

1. What is Child Protection?

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

2. What is significant harm?

2.1 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and, in each case, require discussion with the statutory agencies: Children's Social Care and Police. The Pan Dorset Safeguarding Children Partnership has an online Threshold Tool to help professionals understand who is best placed to offer support and when to take action.

3. Purpose of these procedures

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

4. Responsibilities and roles

4.1 All adults in the school have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.

4.2 The Governing Body is accountable for ensuring their school has an effective Safeguarding / Child Protection Policy which should be reviewed annually and be available publicly such as on the school website. The Governing Body has nominated an individual Governor to take leadership responsibility for safeguarding and to work closely with the Designated Safeguarding Lead, thereby providing a link between the school and the Governing Body to monitor whether mandatory policies, procedures and training are in place and effective (which is in line with the Pan Dorset Safeguarding Children Partnership recommendations).

The Nominated Governor for Safeguarding at Hanford is Mrs Kate Saker

The statutory safeguarding guidance for schools: 'Keeping Children Safe in Education' (September 2020) states that all schools and colleges should have 'a senior board level (or equivalent) lead to take leadership responsibility' for safeguarding.

4.3 This school has a Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding. The DSL (and any deputies) is most likely to have a complete safeguarding picture. The DSL should have details of the local authority Personal Advisor appointed to guide and support any child leaving care. Any concerns about children should be discussed with / reported to the DSL who will decide what action to take including referring to Children's Social Care or Police as appropriate. More information about the DSL role can be found in Annex B of Keeping Children Safe in Education September 2020.

This is the person with whom concerns about children should be discussed and reported. The school also has a Deputy Safeguarding Lead.

The Designated Safeguarding Lead in this school is Mrs Susie Askew

The Deputy Safeguarding Leads are Mr Rory Johnston (Headmaster) and Mrs Sally Godden

4.4 The role of the Designated Safeguarding Lead is set out in detail in Appendix IV.

4.5 In addition, Dorset Children's Social Care (and other contacts listed in Appendix 1) can provide advice and guidance on safeguarding and child protection matters

See Appendix I for contact details

4.6 All action is taken in line with the following guidance:

- DfE guidance (2020) - Keeping Children Safe in Education
- Working Together to Safeguard Children (2018) - published by HM Government
- Pan Dorset Multi-Agency Safeguarding Policies and Procedures, accessed through the Pan Dorset Safeguarding Children Partnership website www.pdscp.co.uk
- What to do if you're worried a child is being abused - Government Guidance (2015)

4.7 There are no looked after children in school at present. Should this change, a Designated Teacher will be appointed.

4.8 The Designated Teacher, on commencement of sections 4 to 6 of the Children and Social Work Act 2017, has the responsibility to promote the educational achievement of children who are looked after and those children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from the state care outside England and Wales.

4.9 A previously looked after child potentially remains vulnerable and all staff should have skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

4.10 The Designated Teacher must have appropriate training and the relevant qualifications and experience.

5. What is child abuse?

5.1 It is generally accepted that there are four main forms of abuse. The following definitions are from Keeping Children Safe in Education (2020)

i) Physical abuse

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

ii) Emotional abuse

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

iii) Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, sexting, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place on line and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

iv) **Neglect**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

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

5.3 All staff at Hanford are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviors that may be of concern. Where staff have mental health concerns about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or deputy.

6. Recognising child abuse – signs and symptoms

6.1 Keeping Children Safe in Education (September 2020) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

6.2 Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear individual responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. **They should maintain an attitude of 'it could happen here' and always act in the best interests of the child.** See Appendix 2 for details/examples of possible indicators of each of the four kinds of abuse.

6.3 Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy). Any concerns about a child's welfare should be acted upon immediately.

6.4 All school and staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

6.5 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the children Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Appendix 2 details examples of possible indicators of each of the four kinds of abuse.

7. Child on child sexual violence and sexual harassment

7.1 All staff should recognise that children can abuse their peers. All staff should be clear about their school's policy and procedures for dealing with peer-on-peer abuse.

7.2 Sexual violence and harassment can occur between two children of any age or sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

7.3 Hanford's initial response to a report from a child is important. It is essential that **all** victims are reassured and that they are being taken seriously and that they will be supported and kept safe.

7.4 Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL or deputy taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

7.5 Reports of sexual violence and sexual harassment are likely to be complex and require difficult decisions to be made, often quickly and under pressure. Pre-planning and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

7.6 Following a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment, considering:

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- The victim
 - The alleged perpetrator
 - All the other children (if appropriate adult students and staff)

7.7 Schools need to consider the following options for managing a report of sexual violence or sexual harassment:

- Manage internally
- Early Help
- Safeguarding children - referral to children's social care
- Reporting to the Police - in parallel to children's social care

7.8 If children require safeguarding and a referral to Children's Social Care is made, the process for managing sexually harmful behaviour can be found in the inter-agency safeguarding procedures on the Pan Dorset Safeguarding Children Partnership website. In brief, a multi-agency meeting should be convened by Children's Social Care following a referral and an action plan agreed.

7.9 A school risk assessment will be put in place, preferably by way of a meeting, which will consider:

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- Is the incident a one off or a sustained pattern of abuse?
- Are there ongoing risks to the victim, other children, school or college staff?
- Contextual Safeguarding, the school assess the risks and issues in the wider community when considering the well-being and safety of children.

All staff should act in the best interests of the child.

7.10 All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment

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- Sexting (also known as youth produced sexual imagery)
 - initiation/hazing type violent rituals and
 - upskirting

All staff should be clear on the schools or college's policy and procedures with regards to peer-on-peer abuse.

7.11 Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

7.12 There may be delays to a criminal process but schools and colleges should not wait for the outcome before protecting the victim, alleged perpetrator and other children in the school or college.

7.13 Schools need to manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves. Appropriate support should be on an ongoing basis to the victim.

7.14 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

7.15 Sexting involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or of children under the age of 18, shared via a mobile phone, handheld device or website.

7.16 Any incidents of sexting should be referred to the DSL as soon as possible. The DSL will hold an initial review meeting with appropriate school staff. If appropriate, there should be subsequent interviews with the children involved.

7.17 At the initial review meeting, the DSL will consider the initial evidence in order to establish:

- whether there is an immediate risk of harm to a child/children
- whether the imagery has been shared widely and via what services and platforms (which may be unknown)
- what action should be taken to delete or remove images from devices or online services
- whether a referral should be made to the police and/or children's social care
- whether it is necessary to view the imagery in order to safeguard the child (in most cases, the imagery should not be viewed)
- what further information is required to decide upon the most appropriate response
- whether it is necessary to contact another school or college or the parents / carers of the children involved

7.18 An immediate referral to police and / or children's social care should be made if:

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- the incident involves an adult
 - there is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 - the imagery depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - the imagery involves sexual acts and any pupil in the imagery is under 13
 - there is reason to believe that a child is at immediate risk of harm owing to the sharing of the imagery (for example, through risk of suicide or self-harm)

If none of the above apply, then the school may decide to respond to the incident without involving the police or children's social care. The school may choose to escalate the incident in the light of further information.

7.20 Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm.

7.21 Pupils at Hanford have regular reminders of the importance of keeping safe online and training how to keep safe online through their online behaviour and how to deal with incidents or concerns through the PSHE syllabus, ICT teaching, the adoption of Acceptable Use Policies and suitable posters around the school.

7.22 Access to the internet is supervised, filtered and monitored. Girls are not allowed to have mobile phones or other devices other than in exceptional circumstances for use under appropriate supervision.

7.23 In the event of disclosures of peer-on-peer abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures (as set out in this policy) will be followed. Victims will be supported by the most appropriate adult and support from external agency will be sought as appropriate.

8. Under-age sexual activity

8.1 Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of consenting partners of a similar age is not usual. The DSL or Deputy DSL will exercise professional judgment when deciding whether to refer or take advice from social workers, considering such things as imbalance of power, wide difference in ages or developmental stages etc.

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

8.3 The inter-agency safeguarding procedures, on the Pan Dorset Safeguarding Children Partnership website, have more information about under-age sexual activity.

8.4 Youth produced sexual imagery: making, possessing and distributing sexual photos and videos of children is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Schools should have regard for guidance issued by the UK Council for Child Internet Safety (UKCCIS).

8.5 When an incident involving youth produced sexual imagery comes to the school's attention, the following steps should be taken:

- the incident should be referred to the DSL as soon as possible
- the DSL should hold an initial meeting with appropriate school staff to review the incident
- there should be subsequent interviews with the children involved (if appropriate)
- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm
- if at any point during the process there is a concern that a young person has been harmed or is at risk of harm a referral should be made to children's social care and / or the police immediately.

Adults should **not** view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible, responses to incidents should be based on what the DSL has been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the school's child protection policy and procedures. Imagery should never be viewed if the act of viewing will cause significant distress or harm to a pupil. Further details on searching and deleting imagery from devices may be found in the DfE Searching, Screening and Confiscation advice which highlights that schools have the power to search pupils for devices, to search data on devices and to delete youth produced sexual imagery.

Viewing youth produced sexual imagery can be distressing for both children and adults and appropriate emotional support may be required.

If any devices need to be seized and passed onto the police, then the device(s) should be confiscated and the police should be called. The device(s) should be turned off and kept under lock and key until the police are able to come and retrieve it.

9. Child sexual exploitation / Criminal exploitation / Serious violence

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

recognition; e.g., being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

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

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

9.4 Any concerns about child sexual exploitation will be discussed with the DSL, or in his absence the Deputy DSL, who will take appropriate action which might include completing a risk assessment form. The form and more detailed information and a 'risk matrix' in the inter-agency safeguarding procedures on the Pan Dorset Safeguarding Children Partnership website.

9.5 "County Lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of deal line. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. KCSIE 2020

9.6 Any concerns about "County Lines" or the involvement / connection of any child to drug abuse, drug trafficking, sex abuse or the selling of firearms, will be discussed with the DSL who will take appropriate action. Further information may be found in the Home Office document "Criminal Exploitation of children and vulnerable adults: County Lines guidance (September 2018)."

10. Forms of abuse linked to culture, faith or belief

All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e that they 'could not happen here') and to report promptly any concerns to the Designated Safeguarding Lead, (or Deputy DSL) who will seek further advice from statutory agencies, prior to contacting parents/carers.

10.1 Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious and long-lasting implications for physical health and emotional well-being. Possible indicators include taking a girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. In addition to reporting any concerns to the Designated Safeguarding Lead, teachers (along with regulated health and social care professionals) have a statutory duty to report personally to the Police by phoning 101 if they discover that female genital mutilation has or appears to have been carried out on a girl under 18. Those failing to report such cases will face

disciplinary sanctions. If there is evidence that the child has recently been cut or she is at imminent risk – act immediately by phoning 999

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

10.3 So called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage and breast ironing. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims of the violence it is often committed with some degree of approval and/or collusion from family or community members. All forms of so-called honour-based abuse are abuse, regardless of the motivation, and should be handled and escalated as such. However, there are some significant differences in the immediate response required as involving families in cases of forced marriage is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help;
- Relatives, friends, community leaders and neighbours should not be used as interpreters - despite any reassurances from this known person.

Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

10.4 Radicalisation and extremism

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

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

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

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

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the Designated Safeguarding Lead who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police.

10.5 Prevent

Prevent is about safeguarding people and communities from the threat of terrorism and violent extremism. Prevent is part of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy: Responds to the ideological challenge we face from terrorism and aspects of extremism and the threat we face from those who promote these views:

- Provides practical help to prevent people from being drawn into terrorism. It ensures they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.
- Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments and community organisations to deliver the Prevent strategy. The police play a significant role in Prevent, in much the same way they do as when taking a preventative approach to other crimes.

- The main aim of Prevent is to stop people from becoming terrorists or supporting violent extremism.
- At the heart of Prevent is safeguarding children and adults. Providing early intervention to protect and divert people away from being drawn into terrorist activity is crucial.
- Prevent addresses all forms of extremism but continues to ensure resources and effort are allocated on the basis of threats to our national security.

Any individuals who are identified as being vulnerable to radicalisation are referred to a multi-agency Channel Panel. This ensures the appropriate interventions are put in place to protect the individual. Like child protection, Channel is a multi-agency safeguarding programme run in every local authority in England and Wales. It works to support vulnerable people from being drawn into terrorism. It provides a range of support such as mentoring, counselling, assistance with employment etc. Where pupils at this school are being discussed, the DSL or Headteacher will attend the Panel meetings.

Channel is about early intervention to protect vulnerable people from being drawn into committing terrorist-related activity and addresses all types of extremism.

Staff and Governors in this school have either attended a Prevent Duty training session or have completed on-line Prevent Duty training.

11. Children missing education

Emergency contacts

Where reasonably possible Hanford holds more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to contact a responsible adult when a child missing education is also identified as a welfare and /or safeguarding concern

11.1 We recognise that a child going missing from education is a potential indicator of abuse and neglect, including the specific types of abuse detailed above including child criminal exploitation or travelling to conflict zones.

11.2 Therefore all staff will follow the school's procedure for dealing with unauthorised absence and children missing from education procedures, particularly on repeat occasions, to help identify vulnerable pupils and to help prevent the risks of their going missing in future.

11.3 Actions could include involving other professionals and informing the local authority where a pupil's name has been removed from the school roll.

There is more information about specific safeguarding issues including links to websites in Part one and Annex A of 'Keeping Children Safe in Education' September 2020.

12. Responding to the child who discloses (talks about) abuse

All staff and volunteers will:

- Listen carefully to what is said
- Avoid showing shock or disbelief
- Observe the child's demeanour
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a 'secret'
- Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events. They will not stop him/her in order to find a 'witness' as this could inhibit the child from saying more
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary, they should be framed in an open manner and not 'lead' the child in any way. Remember TED: Tell me.... Explain.... Describe...

-
- Reassure the child, if necessary, that s/he has done the right thing by talking about it
 - Explain what will happen next and with whom the information will be shared
 - Not ask the child to repeat the disclosure to anyone else in school – including the DSL - or ask him/her or any other children who were present to write a written account or 'statement'

13. Taking action

13.1 If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken.

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

13.3 Any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy DSL straightaway or, where they are not available and concerns are immediate, ensure a referral is made without delay to Children's Social Care. Staff at schools with boarding provision can seek advice in the first instance from the Dorset Children's Advice and Duty Service (CHADS) when the child's home address is not Dorset. ([See Appendix 1 for contact numbers](#)).

13.4 Where the child already has an allocated social worker, that person or a manager or duty worker in the same team must be contacted promptly.

13.5 A written record will be made (ideally on a standard school 'concern' form) of what was said, including the child's own words, as soon as possible and given to the DSL.

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

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

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

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

13.10 A member of staff who reports concerns to the DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he can press for reconsideration and if following this, s/he still believes the correct action has not been taken, can refer the concerns directly to social Children's Social Care.

13.11 The Pan Dorset Safeguarding Children Partnership's Continuum of Need (2019), it may be seen as the 'Threshold Document' as required by Working Together 2018. The purpose of this document is to help identify a child's degree of need, ensure support is offered by the right agencies, at the right time and prevent any needs from escalating to a higher level. It will help identify when referrals to specialist Children's Social Care services are required. Where a member of staff has identified a child who would benefit from early help, they should discuss the matter with the DSL or Deputy as soon as possible.

13.12 The DSL or Deputy will contact ChADS who will be able to offer support and advice in connection with, *inter alia*, the 'Team Around the Family (TAF)? and the early help assessment process and relevant agencies.

13.13 For an early help assessment to be effective, the assessment should be undertaken with the agreement of the child and their parents or carers. If parents and/or the child do not consent to an early help assessment, then the DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

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

14.1 Occasionally parents or other people in the local community tell school staff about an incident in or accumulation of concerns they have about the family life of a child who is also a pupil at the school.

14.2 If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL or Deputy DSL in the usual way.

14.3 It is preferable if the parent / community member who witnessed or knows about the concerns or incident makes a call to Family Support (Social Care) themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.

14.4 If the parent / community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

14.5 This process also applies to parents / community members who are also school staff. As professionals who work with children, they cannot be anonymous when making the referral but

can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

15. Remember

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

- Another senior member of staff or
- Dorset Children's Advice and Duty Service
- **Anyone can make a referral to Social Care**, not just the DSL or Deputy DSL.

If a member of staff makes a referral directly to Social Care, he / she should inform the DSL or Deputy DSL as soon as possible thereafter.

15.2 It is important that everyone in the school is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a **judgement** about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral to them of concern about a child. **The role of school staff is to act promptly on the information received.**

15.3 This applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside school, a member of staff or another child/pupil.

15.4 A careful record will be made of what has been seen/heard that has led to the concerns and the date, time, location and people who were present. As far as possible, staff should record verbatim what was said and by whom. The record will be passed to the DSL or Deputy DSL.

15.5 The DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form (available on The Pan Dorset Safeguarding Children Partnership website) as soon as possible and at least within 48 hours. Any pre-existing assessments such as through the Common Assessment Framework should be attached. **See Appendix 3 below for detailed record keeping guidance.**

15.6 A school child protection file will be started in the child's name, where the child is not already known to social workers. If a file already exists, the new information will be added to the chronology.

See Appendix III below for detailed record keeping guidance.

16. Response from Children's Services Family Support (Social Care) to a school referral

i) 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, Health professionals and other agencies as appropriate (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 the DSL with disagrees with the conclusions of the assessment or any actions taken, the matter can be raised under the escalation policy (available on the Pan Dorset Safeguarding Children Partnership website)

ii) Assessment

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

iii) 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.

iv) 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 Headmaster or DSL. This person will produce a written report in the correct format (a pro forma is available on the Pan Dorset Safeguarding Children Partnership 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 Pan Dorset Safeguarding Children Partnership website.

If the DSL disagrees with the decisions made by social workers regarding the outcome of the referral, the conclusions of the assessment or any actions taken, the matter should be discussed and if necessary escalated to more senior managers (under the escalation policy available on the Pan Dorset Safeguarding Children Partnership website), *particularly* if the child's situation does not appear to be improving.

17. Responding to allegations or concerns about staff or volunteers

17.1 Rigorous recruitment and selection procedures and adhering to the school's code of conduct and safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers. However, if a member of staff or any other person has any reason to believe that another adult in school has acted inappropriately or abused a child or young person, they will take action by reporting to the Headmaster. Even though it may seem difficult to believe that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action. The school will provide for alternative accommodation if a member of staff, who is resident on site, is suspended in circumstances of a child protection nature.

17.2 If the allegation/concern is about the Headmaster, it will be discussed with the Chair of Governors or the Local Authority Designated Officer (also known as the LADO) in the Local Authority Safeguarding and Standards Team, [without informing the Head.] See Appendix I below for contact details.

17.3 In all cases of allegations against staff or volunteers, the Headmaster and Chair of Governors, will contact the Local Authority Designated Officer and follow the correct procedures as set out in the separate school policy "Responding to allegations against staff or volunteers". This must comply with Part Four of 'Keeping Children Safe in Education' September 2020. Also refer to Hanford School's separate policy for allegations against staff.

18. Children with Special Educational Needs and who are Disabled

18.1 Research shows that children with special educational needs who are disabled are especially vulnerable to abuse and adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect.

18.2 Additional barriers can exist for adults who work with such children, in respect of recognising abuse and neglect. These can include

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children
- Children with SEN and who are disabled can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

18.3 These child protection procedures will be followed if a child with special educational needs or who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who are disabled. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

18.4 Staff responsible for intimate care of children will undertake their duties in a professional manner at all times and in accordance with the school's [intimate care policy](#).

20. Safer Working Practice

20.1 All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. Detailed advice on safer working practice can be found in the school's Code of Conduct.

20.2 We promote a culture whereby members of the school community should feel able to raise with the Headteacher, or any member of the leadership team, any concerns about staff conduct. If the reporter feels that the issue has not been addressed, they should contact someone outside of the school, such as the Chair of Governors or the LADO. (See Appendix 1 below for contact details.)

21. Training and development

21.1 Child protection will be part of induction for all staff and regular volunteers new to the school. They will be given a copy of this policy, the Code of Conduct, details about the role of the DSL and part one of 'Keeping Children Safe in Education: information for all school and college staff' plus Annex A if they work directly with children.

21.2 This will be followed up by basic child protection training that equips individuals to recognise and respond appropriately to concerns about pupils. Currently this includes an Educare course online, followed by a questionnaire.

21.3 A proportional risk-based approach will be taken regarding the level of information provided to all temporary staff and volunteers. As a minimum they will be provided with, and will be expected to follow, the child protection summary sheet which forms part of this policy.

21.4 Staff who do not have designated responsibility for safeguarding and child protection, such as qualified teachers, will undertake suitable refresher training (carried out by external agencies) at appropriate intervals. The Pan Dorset Safeguarding Children Partnership recommends this is at least every three years.

21.5 All staff will have training in preventing radicalisation and extremism ('Prevent') – either by completing a Prevent Duty training day or completing an on-line course. The DSL is the Prevent Lead and has attended Prevent Duty training.

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

21.7 When DSLs and Deputies take up the role they will book onto enhanced (Level 3) training – provided through the Pan Dorset Safeguarding Children Partnership multi-agency course or an equivalent accredited course. They must be updated at 2 yearly intervals after that.

21.8 In addition, their knowledge and skills will be updated regularly - at least annually. These individuals are expected to take responsibility for their own learning about safeguarding and child protection by, for example: taking time to read and digest newsletters and relevant research articles; attending training offered by the Pan Dorset Safeguarding Children Partnership on matters such as domestic abuse, attachment and child sexual and criminal exploitation; completing on-line training on FGM; attending local DSL forums etc.

21.9 Designated Teachers for Looked After Children (mandatory for maintained schools and academies and best practice in independent schools which have, or are likely to have Looked-after Children) will undertake appropriate training. In Dorset this is provided by the Virtual School for Children in Care.

21.10 Headteachers and at least one governor will complete safer recruitment training (mandatory in maintained schools; best practice in others) either through a multi-agency taught session or by completing the NSPCC on-line course.

21.11 It is recommended by the Pan Dorset Safeguarding Children Partnership that all governors attend training, briefings or other input which equips them to understand fully and comply with their safeguarding duties as set out in 'Keeping Children safe in Education September 2020'. Attendance includes those who also work with children and have attended child protection training in that role.

21.12 The governors are responsible for ensuring that the school takes a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

22. Raising concerns about safeguarding practice in our school

22.1 In this school we promote a culture where any staff or volunteers feel able to raise with the Headteacher any concerns about safeguarding or child protection practice.

22.2 Any issues which they have not been able to resolve with the Headteacher should be reported to the governors in the first instance. If they are still not satisfied, they should approach the Director for Children's Services or, if the issue relates to the conduct of or allegation against a member of staff, should contact the Local Authority Designated Officer (also known as the LADO).

22.3 Staff should refer to the school's whistle-blowing policy for more information or can use the NSPCC's Whistle-blowing helpline: 0800 0280285

23. Information for parents and carers

23.1 At this school we are committed to keeping our pupils safe. Our first priority is the child's welfare and we will usually discuss with parents any concerns we have about the child. There might be rare occasions, however, when we have to provide information to or consult other

agencies such as Children's Services Social Care before we contact the parents. This will include situations where we judge that to tell the parents first will or might put the child at risk of significant harm.

23.2 Our responsibilities are set out in this policy. It reflects statutory guidance and the Inter-Agency Safeguarding Procedures, which can be found on the Pan Dorset Safeguarding Children Partnership website.

23.3 If parents have any questions about this please speak to the Designated Safeguarding Lead: Mrs Susie Askew or the Deputy Designated Safeguarding Leads: Mr Rory Johnston or Mrs Sally Godden.

24. Contextual Safeguarding

24.1 What is contextual safeguarding?

Safeguarding incidents and or behaviours can be associated with factors outside of school or and/or can occur between children outside of school or. All staff especially the DSL or deputy should consider the context within which such incidents and or behaviour occur. This is contextual safeguarding and means assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider the available evidence and the context of abuse.

PART THREE: CHILD PROTECTION SUMMARY FOR ALL VISITING PROFESSIONALS AND TEMPORARY STAFF

HANFORD SCHOOL

Any adult working regularly on site receives induction including the Code of Conduct, Part 1 of KCSIE, this safeguarding policy and the Hanford safeguarding prompt card showing the DSL and deputies and how to respond to a child who makes an allegation of abuse.

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

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

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

If the behaviour of another adult in the school gives rise to concern you must report it to Mr Rory Johnston (Headmaster).

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

Designated Safeguarding Lead Mrs Susie Askew askews@hanfordschool.co.uk

Deputy Safeguarding Leads

Mr Rory Johnston(Headmaster) johnstonr@hanfordschool.co.uk

Mrs Sally Godden goddens@hanfordschool.co.uk

Telephone contact for all of the above 01258 860219

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

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

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

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

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

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

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

This school has a child protection policy and a staff code of conduct - available from the DSL or School Office if you would like to read them.

Appendix I

Useful Contacts

1) For concerns about children contact Dorset CHADS: 01305 228 558

2) Dorset Safeguarding and Standards Team 01305 221122

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

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

3) NSPCC Whistleblowing Line 0800 028 0285 / help@nspcc.org.uk

4) Dorset Virtual School for children who are in care/ Looked After 01305 228307

5) Dorset Governor Services (for governor safeguarding training) 01305 224496

6) For Prevent referrals contact Dorset Safeguarding Referrals Unit:

01202 222 337 during office hours or email/preventreferrals@dorset.pnn.police.uk if there is an immediate threat to life phone 999

Appendix II - Possible indicators of abuse

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

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

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

- **Domestic Abuse**

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- Domestic abuse is defined as any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. Children may experience domestic abuse directly, but they can also experience it indirectly by:
 - hearing the abuse from another room
 - seeing a parent's injuries or distress afterwards
 - finding disarray like broken furniture
 - being hurt from being nearby or trying to stop the abuse
 - Signs of domestic abuse include, aggression, bullying, anxiety, depression, attention seeking, eating disorders, problems in school or trouble learning. This list is not exhaustive for further information go to nspcc.org.uk

Sexual Abuse

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child Sexual Exploitation: Definition and a guide for practitioners* (DfE 2017) the definition, which can be found on page 84 or KCSIE 2020 is;

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 and facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child exploitation does not always involve physical contact; it can also occur through the use of technology.

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

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- pregnancy

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

- sudden or unexplained changes in behaviour, e.g., becoming aggressive or withdrawn
- acquisition of money, clothes, mobile phones, etc. Without plausible explanation
- gang association and/or isolation from peers/social networks
- relationships with controlling or significantly older individuals or groups
- fear of being left with a specific person or group of people
- excessive receipt of texts/phone calls

- having nightmares
- leaving home/care without explanation and persistently going missing or returning late
- 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
- increasing secretiveness around behaviours
- alcohol / substance / drug use
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- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults or other children
- concerning use of internet or other social media

Although the following vulnerabilities increase the risk of child exploitation, it must be remembered that not all children with these indicators will be exploited. CSE can occur without any of these issues.

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment now or in the past (domestic abuse or parental substance misuse, mental health issues for example)

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- recent bereavement or loss
 - social isolation or difficulties
 - economic vulnerability
 - sexual identity

More information can be found in *Child Sexual Exploitation: Definition and a guide for practitioners* (DfE 2017)

Neglect

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

The physical signs of neglect can include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect can include:

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

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

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption

that they can care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL or Deputy who will take the appropriate action in accordance with the inter-agency neglect guidance on the Pan Dorset Safeguarding Children Partnership website.

Mental Health

Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships, and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons. Mental health often exhibits itself through signs of depression or anxiety. Knowing how to talk to a child about their mental health can be really hard. Signs of depression and anxiety in children can sometimes look like normal behavior, particularly in teenagers who can keep their feelings to themselves. It is also natural for children or young people to feel stressed or anxious about things like exams or moving to a new school. But while these experiences can be very difficult, they are different from longer term depression or anxiety which affect how a child or young person feels every day.

Signs of depression can include -

- Persistent low mood or lack of motivation
- Not enjoying things, they used to like doing
- Becoming withdrawn and spending less time with friends and family
- Experiencing low self-esteem and feeling like they are worthless
- Feeling tearful or upset regularly
- Changes in eating or sleeping habits
- Self-harming

Signs of anxiety can include some of the above but also -

- Feeling nervous and on edge a lot of the time
- Suffering panic attacks
- Feeling upset and angry
- Trouble sleeping

Appendix III - Record-keeping best practice

1. Introduction

1. The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.
2. It is the Designated Safeguarding Lead (DSL)'s responsibility to ensure that child protection files, access, storage and transfer meet the required professional standards as detailed in this document.
3. The common law of confidentiality, Data Protection and Human Rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information or records. In summary, the Data Protection Act requires that records should be securely kept, accurate, relevant, up to date and kept for no longer than is necessary for the purpose for which they were made.
4. 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)

1. This record should be made as soon as possible **after** the individual hearing the disclosure has reported it verbally to the DSL. The facts, not opinions (unless of particular relevance), should be accurately recorded in a non judgemental way. It is important to remember that expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds.
2. The record should ideally be on a standard 'concerns' form (LA model available from the Safeguarding and Standards Team) but if this is not used, should include:
 - The child's name, gender and date of birth
 - Date and time of the conversation
 - What was the context and who was present during the disclosure?
 - What did the child say? – verbatim if possible
 - What questions were asked? – verbatim
 - Responses to questions –verbatim
 - Any observations concerning child's demeanour and any injuries
 - The name of the person to whom the disclosure was reported
 - Printed name and job title of the author, followed by signature and date

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

1. As stated at 2.2 above it is useful and recommended practice for school staff to have a standard pro forma for recording all 'welfare' and child protection concerns.
2. The concern form should be passed to the DSL who will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures, using the Threshold Tool if necessary. The decision about any action, whether or not a referral is made to Social Care, will be recorded clearly by the DSL.
3. 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.
4. All 'lower level' concerns about a child's welfare, which will generally have been discussed with parents/carers, are kept in the child's main file. Alternatively, some schools have adopted their own systems of collating such welfare concerns, but whichever system is in place, these records should not be labelled 'child protection'.
5. It is never good practice to keep pupil welfare records in a diary or day-book system. Often it is only when a number of seemingly minor issues relating to an individual pupil over a period of time are seen as a whole that a pattern can be identified indicating a child protection concern.

4. Starting a school child protection file

1. A school child protection file does not necessarily mean that the pupil is or has been the subject of a child protection conference or plan. 'Child protection file' denotes a high level of school concern which has warranted the involvement of, and in most cases an assessment by, child care social workers.
2. It is the responsibility of the DSL to start a school child protection file when a social worker is or was involved, e.g.: -

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- A formal referral is made by the school to Children's Social Care on an inter-agency referral form or
 - Social Care inform the school they have commenced an assessment in relation to a pupil resulting from information from another source or
 - A child protection file is forwarded to the school by a previous school or pre-school attended by the pupil or
 - A child who is in care/looked after transfers into the school or
 - A pupil is privately fostered
3. It is not good practice to make 'family files'; each child should have his/her own record which includes information specific to him/her and which will be sent to the next school at the time of transfer. The names of siblings and/or other children who live in the household who also attend the school should be clearly noted on individual files.
 4. 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.
 5. 'Document wallet' - type files are not ideal as the papers therein can easily fall out or get 'out of order'.
 6. School child protection files are never 'closed' or de-categorised. Once a school has started a child protection file, it is always a school child protection file and the chronology are maintained so that any future concerns can be considered in the context of past events.
 7. Note - If there is an allocated social worker because a child is disabled or a young carer and there are no child protection concerns then a child protection file should not be started.

5. Adopted children

1. When a pupil is admitted to a school in Reception class and parents provide the information that s/he was adopted prior to commencing education, this should be recorded with their permission on the main school file in order that appropriate support can be provided in future if necessary. In these situations, it is not necessary to start a child protection file **unless** the criteria described above (at 4.2a and 4.2b) also apply.
2. Some older adopted children will have school child protection files because they were initially in care/looked after and were subsequently adopted. During the period when the child is 'placed for adoption' (prior to an adoption order being made) any file that contains information that identifies both the birth family and the adoptive family must be classed as highly sensitive and this information should only be shared on a strictly 'need to know' basis.
3. Once the adoption order has been made the DSL in the school that holds the child protection file must overhaul the file. The principle is that there must be nothing that identifies the child's

birth name or the birth family. In sifting the file, it is acceptable to destroy documents that will continue to be held by other agencies: for example, child protection conference minutes and LAC review minutes which will be in Social Care records.

4. A chronology should be prepared that gives an overview of the information previously held in the file but **without giving the child's birth name or any details which would identify the birth family**.
5. 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.
6. Please note that once a child is adopted, **all** school records, not just child protection 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

1. It is helpful if individual files have a front sheet with key information about the pupil and contact details of parents/carers, social worker and any other relevant professionals.
2. If the child is Looked-After the front sheet should include important information about legal status, parental responsibility, arrangements for contact with birth parents and extended family, levels of authority delegated to carers and the name of the virtual school head in the authority that looks after the child.
3. If a pupil is, or was, subject of a child protection plan or in care/looked after, this should be highlighted in some way to make it immediately obvious to anyone accessing the record.
3. 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.
4. 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.
5. Once a chronology is started it should be updated as appropriate even if Social Care later cease involvement (see 4.6 above).

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6. 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

1. 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(s) and other senior staff in larger schools.
2. 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

1. It is highly unlikely that all members of staff need to know the details of a child's situation, or that there should be widespread access to the records. Access to, and sharing of, information should be on a need-to-know basis, decided case by case. The DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to have some information.
2. The child who is the subject of a child protection record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment (which relates to significant harm) under the Children Act 1989.
3. Parents (i.e., those with parental responsibility in law) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record. Note that an older pupil may be entitled to refuse access to the record by his/her parents. As a guide, this applies to pupils who are 12 years of age or above, if they are of normal development or maturity.
4. References by name to children other than the pupil who is the subject of the file should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parents/carer on their behalf). Care must be taken to ensure all identifying information is removed from the copy of the record to be shared.

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5. 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.
 6. 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. Viewing-only access to these records is free but it is reasonable to charge for copies on a sliding scale from £1 - £50 (maximum) depending on the number of pages.
 7. However, should the request only seek access to a child protection file (which is not classed as an educational record), access should be granted within 40 calendar days. A discretionary maximum fee of £10 can be charged for viewing access to or a copy of a child protection record.
 8. 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).
 9. Child protection information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. OfSTED and other school inspectors can view individual child protection files. Information should not be released to parents' solicitors on request; advice should be sought from the school's legal advisor in such cases.
 10. Governors, including the Nominated Governor, should not access the records.
 11. Further advice about disclosure of information held in child protection records can be sought from the Dorset Council Data Protection Officer (01305 225175).

9. Transfer of child protection records

1. When a pupil transfers to another school (including to a Learning Centre because of permanent exclusion) the DSL should inform the receiving school as soon as possible in person or by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.
2. If the records are to be posted, they should be copied and these copies retained until there has been confirmation **in writing** that the originals have arrived at the new school. They can then be shredded.

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3. Whether child protection files are passed on by hand or posted, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving school.) This receipt should be retained by the originating school for 6 years (in line with guidance from the Records Management Society).
 4. If the pupil is removed from the roll to be home educated, the school should pass the child protection file to the LA EHE Administrator and a receipt obtained as described above.
 5. If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from a new school the DSL should follow the school's Child Missing Education (CME) procedures. If there is reason to suspect the pupil is suffering harm then the DSL will refer to Social Care in the usual way.
 6. If a child arrives in the school in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school for a discussion with the DSL. There might be a child protection file which has not been passed on.
 7. School 'welfare' or pastoral records (i.e., where concerns or issues have been raised but there has been **no** referral to or involvement by a social worker) should also be passed on to the next school for their information and can be included in the main school file, for example. In respect of data protection, parents/carers should be made aware (either individually or through newsletters, for example) that information is transferred in this way to enable the next school to properly support their child. Most parents will understand the reason for this but if for whatever reason a parent disagrees with you passing on non-child protection documents, you should not do so.

10. 'Dual registered' pupils

1. Where a pupil is on roll at the school and starts to attend a Learning Centre (LC), the chronology and other relevant information in the child protection file should be copied and passed to the DSL at the LC at the earliest opportunity. Because of the nature of such 'bespoke' arrangements for individual 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

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

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

12. Electronic child protection records

1. Electronic records must be password protected with access strictly controlled in the same way as paper records.
2. 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.
3. Electronic files must not be transferred electronically to other schools unless there is a secure system in place (such as cjsm, GCSX or IronPort) but should be printed in their entirety, linked with paper documentation such as conference minutes and transferred as described in section 9 above. When the receipt has been returned to confirm that the file has been received at the new school, the computer record should be deleted.

Appendix IV - Role of the Designated Safeguarding Lead

The Governors have appointed a Designated Safeguarding Lead who will take lead responsibility for safeguarding and child protection. This should be explicit in the member of staff's job description. The Designated Safeguarding Lead will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

The deputy designated safeguarding lead(s) will be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- Be aware of pupils who have a social worker
- refer cases of suspected abuse to the local authority children's social care 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; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise as required with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

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- act as a source of support, advice and expertise for staff.
 - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
 - Ensure that child protection information is transferred to the pupil's new school.
 - To comply with Operation Encompass standards the DSL will be known as the Key Adult for all Operation Encompass referrals to school.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, 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 intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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. Attend Operation Encompass training and briefings to fulfil role as Key Adult.
- ensure each member of staff has access to and understands the school's or child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers²;
- are able to keep detailed, accurate, secure written records of concerns and referrals;

² *Section 17(10) Children Act 1989*: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

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- understand and support the school or college 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;
 - obtain access to resources and attend any relevant or refresher training courses; and
 - 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 designated safeguarding lead is expected to:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection 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 child protection 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; and
- link with the Pan Dorset Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Promote online safety

Child protection file

When children leave the school the designated safeguarding lead is expected to 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.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. For the most part, this is expected to be in person, but in exceptional circumstances, the designated safeguarding lead (or a deputy) should be available on the telephone especially to cover any out of hours / out of term activities.