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BRYANSTON SCHOOL

SAFEGUARDING POLICY & CHILD PROTECTION PROCEDURES (INCLUDING EYFS)

Bryanston is committed to safeguarding and promoting the welfare of children and young people. To fulfil this responsibility effectively, all staff, volunteers and visitors should make sure their approach is child centered. This means they endeavour to always act in the **best interests** of the child.

Chair of Governors	Mr Julian Greenhill QC	Email: jgreenhill@bryanston.co.uk
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The 'Safeguarding Policy' was updated in September 2023 based on 'Keeping Children Safe in Education 2023'. It was presented and endorsed by full Council on 25 November 2023.

Reviewed: September 2023 (amended Jan 2024)
Reviewer: Senior Deputy Head, Safeguarding Co-ordinator / Lead DDSL
Next Review: September 2024
Author: Deputy Head Boarding & Pastoral / DSL

BRYANSTON SCHOOL SAFEGUARDING POLICY (INCLUDING EYFS)

The Safeguarding Policy for Bryanston School consists of two sections:

- Policy Section A
- Procedures (including EYFS) Section B

SECTION A: POLICY

Bryanston School recognises that the welfare of the child (throughout this document, ‘child’ refers to a young person under the age of 18) is paramount. We take seriously our duty to safeguard and promote the welfare of the children and young people in our care, while endeavouring to keep the child’s best interest at the forefront of all practice.

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1. Definitions

What is safeguarding?

Safeguarding children is everyone's responsibility. *'Working Together to Safeguard Children'* (July 2018), HM Government statutory guidance, defines safeguarding as:

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

What is Child Protection?

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

What is significant harm?

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

2. Introduction

At Bryanston:

- safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers, has a role to play.
- in order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the best interests of the child.
- we take an 'it can happen here' approach where safeguarding is concerned.
- everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The School is committed to safeguarding and promoting the welfare of children by:

- the provision of a safe environment in which children and young people can learn.
- acting on concerns about a child's welfare immediately.
- fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

The Governing Body will act in accordance with Section 157 of the Education Act 2002 (which applies to Independent Schools) and the supporting statutory guidance '*Keeping Children Safe in Education*' (September 2023) to safeguard and promote the welfare of children in this School. The Governing Body is responsible for ensuring that the School meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective. It is a requirement of the Independent Schools' Standards Requirements (ISSRs) that the Governing Body will receive an annual report from the Designated Safeguarding Lead (DSL) / Nominated Governor in order to help monitor compliance with statutory responsibilities. The Dorset Standards also include that each school complete and submit to the Pan-Dorset Safeguarding Children Partnership an annual audit of its safeguarding and child protection arrangements.

This policy is written in accordance with the Pan-Dorset Multi-Agency Safeguarding Procedures. It has been developed in accordance with the principles established by the following and all action taken by the School is in accordance with:

Current legislation (summarised within [Working Together to Safeguard Children: Statutory Framework \(July 2023\)](#)):

- Children Act 1989 and 2004
- Education Act 2002

Statutory, national, and local guidance. This includes:

- [Working Together to Safeguard Children \(July 2018\)](#) [WT], which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- [Keeping Children Safe in Education \(September 2023\)](#) [KCSiE], which is statutory guidance issued by the Department of Education which all schools must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- [Early Years Foundation Stage statutory framework \(2021\)](#), which is statutory guidance that sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.
- [What to do if you are worried a child is being abused \(March 2015\)](#);

Local guidance from the Local Safeguarding Partnership around particular safeguarding topics available on the [Pan Dorset Safeguarding Children Partnership](#) website.

Government guidance in relation to:

- **COVID19.** The full collection is available on the [government website](#). The School has created an addendum to this document to reflect changes made during lockdown or in the event of further lockdown.

It also references:

- [‘Prevent’ Duty guidance for England and Wales](#) (originally issued on 12 March 2015 and last updated on 14 September 2023)
- [How social media is used to encourage travel to Syria and Iraq: Briefing note for schools](#) (July 2015)

3. Equalities statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.
4. Details of our specific duties are published under [Bryanston School's Equal Opportunities Policy](#)

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our [Learning Support Policy](#)

Bryanston School also adheres to the principles of, and promotes anti-oppressive practice in line with the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

4. Overall Aims

This policy will contribute to the safeguarding of children at Bryanston by:

- clarifying safeguarding expectations for members of the education setting’s community, staff, governing body, children and their families.
- contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- supporting contextual safeguarding approaches to practise recognising that the School site can be a location where harm can occur.

- setting expectations for developing knowledge and skills within the School's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- early identification of need for vulnerable children and provision of proportionate interventions to promote their welfare and safety.
- working in partnership with children, parents, and other agencies in the Local Safeguarding Partnership.

Bryanston School is named as a relevant agency in the Pan Dorset Safeguarding Children Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Pan Dorset Safeguarding Children Partnership.

5. Professional expectations, roles and responsibilities

Wherever the word 'staff' is used, it covers ALL staff, including support staff, contractors and volunteers working with children.

5.1 All staff will:

- read and understand Part 1 of statutory guidance Keeping Children Safe in Education. Those working directly with children will also read Annex B. Those who do not work directly with children will have the option of reading Annex A instead of Part 1.
- be aware of the systems in place which support safeguarding including reading this Safeguarding Policy and Child Protection Procedures; the Behaviour Policy; the Staff Code of Conduct; safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- know who and how to contact the DSL and any deputies, the nominated Governor for Safeguarding and the Chair of Governors.
- be able to identify vulnerable children and take action to keep them safe. Information or concerns about a child will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect;
 - requiring mental health support;
 - may benefit from early help;
 - where there is a radicalisation concern;
 - where a crime may have been committed.
- be clear as to the setting's policy and procedures about child-on-child abuse, children missing from education and those requiring mental health support, and the impact of technology to online safety.

- be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable children and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- record concerns appropriately and in a timely manner by using the MyConcern.
- be aware of the need to raise to the senior team any concerns they have about safeguarding practices within the school.

5.2 The Role of the Designated Safeguarding Lead (DSL)

Details of our DSL and Deputy DSLs are available on the Bryanston website and on noticeboards around the School, and in the boarding houses.

Duties are further outlined in Appendix 4 and in KCSiE (Annex C)

The DSL:

- is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- works with the Head, Senior Deputy and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on child's attendance, engagement and achievement at school or college.
- has overall management of work undertaken by the Deputy DSLs.
- manages early identification of vulnerability of children and their families from staff through cause for concerns or notifications via MyConcern. This will ensure detailed, accurate, secure written records of concerns and referrals.
- manages referrals to local safeguarding partners where children with additional needs have been identified. These may include those –
 - who need a social worker and may be experiencing abuse or neglect;
 - requiring mental health support;
 - who may benefit from early help;
 - where there is a radicalisation concern;
 - where a crime may have been committed.

The DSL will also:

- work with others, acting as a point of contact for outside agencies about safeguarding.
- support and advise other staff in making referrals to other agencies.

- when required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- help promote educational outcomes by sharing information about vulnerable children with relevant staff. This includes ensuring that staff:
 - know who these children are.
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - are supported to identify the challenges that children in this group might face.
 - provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
- ensure the successful transfer of the Safeguarding or Child Protection File when a child moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- ensure appropriate safeguarding cover and availability during term time, any out of hours or out of term activities managed by the school.

5.3 The Role of the Governing Body

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements (Pan Dorset Safeguarding Children Partnership).

Duties are further outlined in Appendix 6 and in KCSiE (Part 2)

- the appointed Safeguarding Governor will liaise with the Head and the DSL to produce an annual report for governors and ensure the annual safeguarding audit is completed.

The Governing Body will:

- ensure that the School remedies any deficiencies or weaknesses brought to its attention without delay;
- ensure that this document is updated annually (or when there are significant updates)
- ensure that the DSL is an appropriate senior member of the senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.

- ensure that the training and learning for the School community is robust and effective.
- ensure that children are taught about safeguarding in the curriculum, including online safety in compliance with statutory guidance, particularly [Relationships and Sex Education \(RSE\) and Health Education](#).
- ensure they review the [DfE Filtering and Monitoring Standards in Schools](#) to make sure the School is compliant with the requirements to meet these duties through discussions with IT staff and service providers.
- ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (Part 3).
- ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to children, this includes having a process to manage low level concerns.
- ensure that systems are in place for children to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- ensure that the School has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the School's online safety practices.
- appoint a Designated Lead Teacher (DLT) to promote the educational achievement for children in care and other care arrangements. This should also include those pupils with a named social worker.
- To ensure that in line with the [May 2023 guidance](#) the school has an emergency plan in place that covers all aspects of safeguarding.

More detailed information on the School's roles and responsibilities in safeguarding are outlined in Appendix 6.

6. Safeguarding training for staff

6.1 the Governing Body

- In accordance with KCSiE 2023, all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective.

6.2 All staff

- the Governing Body will ensure that all staff members undergo safeguarding and child protection training (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- will receive appropriate safeguarding and child protection refresher training (including online safety incorporating staff responsibilities in relation to filtering and monitoring) at least annually (via formal training, email e-bulletins and staff meetings).
- all staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- all staff must complete Prevent awareness training. This is to ensure that they can comply with the legal expectations under the Prevent duty. Staff undertook specific online training on The Prevent Duty during the second half of the Autumn Term 2021. This was provided by Educare.
- staff training includes clear reference to internal whistleblowing policy, the role of the Local Authority Designated Officer and guidance for escalating concerns.
- all staff who are front facing with children must read at least Part 1 of KCSiE, September 2023 and Annex B. Staff who do not have front facing contact with the children must read Part one or Annex A of KCSiE September 2023.
- KCSiE is updated every year. Staff receive training in the September INSET, either from the DSL or lead DDSL or via an online platform on these updates.
- other updates or reminders of key safeguarding principles are delivered informally throughout the year in meetings or via email. This will include learning from local and national Child Safeguarding Practice Reviews (SPRs) when the learning becomes available.
- all staff must complete specific online safety training every few years. This is usually delivered online but sometimes via an external provider. Staff received online safety training in April 2020, delivered by SWGfL (South West Grid for Learning). In September 2023, the DSL and DDSL delivered on online safety training, which, amongst other things, included an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. Further online safety training is booked for the Spring term 2024.

6.3 DSLs and Deputies

- will undergo formal training to provide them with the knowledge and skills (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and

monitoring) training required to carry out the role. The training will be updated at least every two years.

- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.
- the School trains House Parents and other relevant staff to the same level as the DSL.
- the DSL, DDSL, House Parents and other key staff will keep their knowledge and skills updated regularly. These individuals are expected to take responsibility for their own learning about safeguarding and child protection by, for example: undertaking further online courses as appropriate, 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 exploitation and FGM and also attending local DSL forums etc.

6.4 Other training considerations

- the Governing Body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- members of the Senior Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- the Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- the mental health lead has access to appropriate training.
- training around safeguarding topics in KCSiE Annex B (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.

7. Safeguarding in the curriculum

The School is dedicated to ensuring that children are taught about safeguarding, including online safety through the curriculum and PSRE to help children to adjust their behaviours in order to reduce risks and build resilience, including against the risk of radicalisation and sexual violence or harassment. This includes teaching pupils about the safe use of electronic equipment and the internet (including whilst at home) and the risks posed by adults or young

people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to [Relationships and Sex Education \(RSE\) and Health Education](#), and [Early Years Foundation Stage statutory framework \(2021\)](#),
- Personal, Social and Religious Education (PSRE), to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- appropriate filters and monitoring systems are in place to ensure that ‘over- blocking’ does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding.
- the curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in child-on-child abuse incidents).
- providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- children can inform the curriculum via discussions with the School Council, Prefect body, in PSRE lessons and in boarding houses.

8. Safer recruitment and safer working practice

8.1 Safer recruitment

The School pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2023; Part 3)

- this includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- also including undertaking online safety checks on shortlisted candidates. Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.

- all recruitment materials will include reference to the School’s commitment to safeguarding and promoting the wellbeing of children.

8.2 Use of reasonable force

‘Reasonable force’ refers to the physical contact to restrain and control children using no more force than is needed.’ The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- the use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance [Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).
- there is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the School manages concerns where a professional may pose a risk to children and our response to low level concerns can be accessed on page 30 ‘Responding to allegations of abuse made against professionals, including teachers, supply staff, volunteers and contractors.’

8.3 Whistleblowing procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior team or feel that their genuine concerns are not being addressed:

- general guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- the NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 08.00 – 20.00, Monday to Friday or Email: help@nspcc.org.uk.
- the above channels are clearly accessible to all staff (in the Code of Conduct and in the Whistleblowing Policy).

9. Key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the School has statutory responsibilities to address. These are hyperlinked or underlined:

1. [Child abuse](#)
2. [Children in the court system](#)
3. [Children affected by parental offending/imprisonment.](#)

4. Child exploitation (including both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and county lines, modern day slavery and trafficking)
5. Children missing from education – including persistent absence.
6. Child-on-child abuse
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
7. Children with Special Educational needs and who are disabled (SEND)
8. Cybercrime
9. Domestic abuse
10. Homelessness
11. So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage)
12. Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex and Asexual (LGBTQIA)
13. Online safety

14. Mental health
15. Preventing radicalisation (The Prevent duty)
16. Pupils engaging in underage sexual activity
17. Serious youth violence
18. Sexual violence and sexual harassment between children
19. Substance Misuse (parents)
20. Private fostering
21. Young carers

Additional information about key safeguarding areas can be found in Appendix 2, in Keeping Children Safe in Education (Annex B); the [NSPCC website - Types of Abuse](#).

All Bryanston staff should read Appendix 2 of this policy to gain further knowledge of these key safeguarding areas.

This Safeguarding 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:

- Bryanston School Rules and Regulations
- Bryanston School Behaviour Policy
- Bryanston School Whistleblowing Procedure
- Bryanston School Anti-Bullying Policy
- Bryanston School Cyberbullying Policy
- Bryanston School Digital Communications Policy
- Bryanston School Use of Reasonable Force
- Bryanston School Search and Confiscation Policy
- Bryanston School Safer Recruitment Policy
- Code of Conduct for Bryanston School Staff
- Bryanston School Dealing with allegations of abuse against members of staff and volunteers
- Bryanston School Youth Involved Sexual Imagery Policy
- Bryanston School Child-on-Child Abuse Policy
- Bryanston School Attendance Policy
- Bryanston School Taking, Storing and Using Images of Pupils Policy
- Bryanston School Bring Your Own Device (BYOD) Policy
- Bryanston School Health and Safety Policy

These policies and procedures are available on the Bryanston School website. The Head should ensure that the above policies and procedures, adopted by the Governing Body are accessible, understood and followed by all staff.

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

Reference should also be made to:

Appendix 1: Useful Contacts.

Appendix 2: Key Safeguarding Areas.

Appendix 3: Taking Action

Appendix 4: Safeguarding Response to Mental Health and Child-on-Child Abuse

Appendix 5: for DSLs: Part One: Record Keeping-Best Practice / Part Two – Training for DSLs

Appendix 6: Specific Roles in Safeguarding.

SECTION B: PROCEDURES

These procedures should be read in conjunction with:

‘Keeping Children Safe in Education (September 2023)

- Part 1: Safeguarding Information for All Staff;
- Annex A: Safeguarding Information for School and College Staff, and
- Annex B: Further Information.

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A ‘child’ is a person under 18 years but the principles of these procedures apply to all pupils at this school, including those over 18.

CONTENTS

1. What to do if you have concerns about a child
2. Responding to the child who discloses abuse
3. Reporting Concerns
 - 3.1 Reporting concerns (staff)
 - 3.2 Reporting concerns (children)
4. Record keeping
5. Information Sharing
6. Taking Action
 - 6.1 Taking action in relation to incidents of child-on-child abuse
 - 6.2 Taking action in relation to sexual violence and sexual harassment
 - 6.3 Contextual safeguarding approach to child-on-child harm
 - 6.4 Taking action to concerns reported by the parents or others in the community
7. Identifying and monitoring the needs of vulnerable children
 - 7.1 Suspensions and permanent exclusions (to be read in conjunction with the Behaviour Policy)
8. Multi-agency working
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14. Online safety
15. Use of Mobile Phones and Cameras, including in the Early Years Foundation Stage (EYFS)
 - 15.1 Use of Mobile Phones and Cameras in the EYFS
16. The safeguarding and welfare requirements for the Early Years Foundation Stage (EYFS)
17. Arrangements for Visiting Speakers
18. Information for parents and carers

September 2023

1. What to do if staff have concerns about a child

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately, following the procedures in this policy.

Options will then include:

- managing any support for the child internally via the School's own pastoral support processes;
- undertaking an early help assessment;
- making a referral to Dorset Children's Services (the ChAD), for example if the child might be in need, or in need or suffering, or likely to suffer harm.

2. Responding to the child who discloses abuse

Staff are asked to remember the following:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you and you will help them.
- Reassure the child that what has happened is not their fault.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Do not insist on having somebody else present.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Allow the child to continue at their own pace, do not interrupt if they are speaking freely.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- Ask the child not to repeat the disclosure to anyone else in school for the time being.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

- Do not inform parents.
- Do not investigate yourself.
- Contact the DSL or DDSL.

It is not staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- The 5 'R's are helpful in understanding what our professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer - Record

3. Reporting concerns

3.1 Reporting concerns (staff)

- All staff are clear about recording and reporting concerns to the DSL or DDSL in a timely way. In the case a child is in immediate danger, staff should phone the police themselves.
- All staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix 3. This includes responses to child-on-child harm and children who present with a mental health need.
- any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy DSL straight away or, where they are not available and concerns are immediate, ensure a referral is made without delay to the Children's Advice and Duty Service. (See Appendix 1 for contact numbers).
- all records should be recorded on MyConcern immediately after contacting the DSL.
- when recording what was said, use the child's own words, noting any names mentioned.
- record statements and observations rather than interpretations or assumptions.
- if appropriate, use the body map to indicate the position of any bruising or injury.
- 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.
- do retain copies of the report or hand them to the DSL or DDSL. This includes the original notes as these constitute prima facie evidence and may be needed by a court.
- the record will be stored securely on MyConcern.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the DSL and Child Protection Agencies, following a referral from the DSL.

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 they can press for reconsideration and if following this, they still believe the correct action has not been taken, they can refer their concerns directly to Children's Services.

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff should consider seeking support for themselves and is encouraged to discuss this with the DSL.

3.2 Reporting concerns (children)

At the School children can raise their concerns via their House Parent or tutor, via their House Council or School Council, via a prefect or older pupil or via anonymously via Whisper and they will be treated seriously. There are a variety of other staff available to any child, the details of which are outlined on page 8 of the 'Guide for Pupils'.

4. Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing on MyConcern. Information is kept confidential and stored securely on that platform.

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirement, staff should discuss with the DSL or DDSL.

5. Information Sharing

The School is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the [Data Protection Act 2018](#) and [UK General Data Protection Regulations](#). This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- By doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- Or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when the School will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt the School will seek legal advice.

The Data Protection Act 2018 and UK General Data Protection Regulations do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

6. Taking Action

The DSL or DDSL will lead on the case from this point. They will decide whether the support for the child can be managed internally via the School's pastoral support processes or whether a referral needs to be made to Dorset Children's Service and/or the police.

The 'Pan-Dorset Safeguarding Children Partnership's Threshold Document' should be used to help clarify the pathway required for the child: whether concerns will be managed within the School; or with the help of other agencies as part of early help; or whether they require specialised support such as a social work assessment or referral to Child and Adolescent Mental Health Services (CAMHS).

If it is considered the child is at risk of immediate harm, the DSL should make a referral to the ChAD and/or the police immediately or if this is not possible, the child must be safeguarded and the relevant agencies contacted within one working day/24 hours.

A child is at risk if a child is suffering or likely to suffer significant harm. The child is experiencing or is at risk of abuse, neglect or other kinds of harm and has needs for care and support (whether or not the authority is meeting any of these needs). Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is at risk. Such enquiries enable them to decide whether they should take any action to safeguard or promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based abuse, and extra-familial threats like radicalisation and sexual exploitation.

Where the concern involves a 'child in need' where the child already has an allocated social worker, the DSL will contact that person or a manager or duty worker in the same team immediately or if this is not possible, the child must be safeguarded and the relevant person contacted within one working day/24 hours.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

The DSL will decide whether to contact parents at this stage, judging whether to do so is likely to place the child at risk of harm from their actions or reactions, for example in circumstances where there are concerns that a serious crime such as sexual abuse, domestic violence or induced illness has taken place. If in any doubt, the DSL or staff member will call the duty worker first

and agree with them when parents or carers should be contacted and by whom. The reason for the decision not to contact parents first will be recorded in MyConcern. A child protection referral from a professional cannot be treated as anonymous.

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

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 they make a professional judgement about whether to refer to outside agencies.

In the unusual event that the DSL and DDSL are not available or in other exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken, any member of staff can speak directly to Children's Services or the police. It is good practice to seek consent from the family prior to contacting them unless you believe the child is at risk of harm in doing so. Always keep a record of the contact you have made, the discussion and any decisions made.

6.1 Taking action in relation to incidents of child-on-child harm

All staff should recognise that children can abuse other children (including online). It is important that incidents of abuse and harm are treated under the safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of children requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm can be found in Appendix 2. It is recognised that child on child abuse can happen inside and outside of the School or online.

We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. They will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse. The School has a separate Child-on-child abuse policy.

It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse knowing their concerns will be treated seriously. The School will handle initial reports of harm by:

- Securing the immediate safety of children involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. They will never be made to feel ashamed for making a report.
- Ensuring the child’s wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider setting cohort.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

6.2 Taking action in relation to sexual violence and sexual harassment

The School will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The DSL will refer to the Child-on Child Abuse Policy and Hackett’s Sexual behaviours continuum model. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) may also be utilised to inform assessment of risk and what actions to subsequently take.
- the DSL or DDSL will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the guidance on Multi-agency working.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police immediately regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy discussion can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.

- Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents or carers and address contextual risks.

6.3 Contextual safeguarding approach to child-on-child harm

The School will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur. This can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL or DDSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

6.4 Taking action to concerns reported by parents or others in the community

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

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

It is preferable if the parent or community member who witnessed or knows about the concerns or incident makes a call to Children's 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.

If the parent or community member refuses to make the referral, the DSL will clarify that they have a responsibility to do so and will also need to pass on to social workers how they are aware of the information.

This process also applies to parents or 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.

7. Identifying and monitoring the needs of vulnerable children

The DSL and DDSL will regularly review and monitor those pupils who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable children is shared with teachers and school and college leadership staff to promote educational outcomes.
- Children who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

7.1 Suspensions and permanent exclusions (to be read in conjunction with the Behaviour Policy)

When the School is considering suspending or permanently excluding a child where additional vulnerability is identified it is important that the child's welfare is a paramount consideration. The Head will consider their legal duty of care when sending a child home.

The School will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),
- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
- and takes into consideration the child's rights under the [Human Rights Act 1998](#).
- Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

8. Multi-agency working

The School is a relevant agency in the Pan Dorset Safeguarding Children Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).

- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL or DDSL to Children's Social Care in the local authority in which that child resides. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

The School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings, initial and review child protection conferences and core group meetings.

8.1 Additional considerations:

Where a child and/or their family is subject to a child protection plan or a high risk domestic abuse (HRDA) meeting, the School will contribute to the preparation, implementation, and review of the plan as appropriate.

In situations where a child in care may be put on to a reduced timetable, the School will consult with the Virtual School following local procedures.

If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the School will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.

If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance ['When to Call the Police' from the NCPCC](#) can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.

In the rare event that a child death occurs, or a child is seriously harmed, the School will notify the Pan Dorset Safeguarding Children Partnership as soon as is reasonably possible.

8.2 Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing or goes missing from home or from care
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such a drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

- has returned home to their family from care
- is a privately fostered child

If early help is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

8.3 Statutory children's social care assessments and services

Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, MUST be acted on immediately. 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 or a DDSL should always be available for staff to discuss any safeguarding concerns. However, if for whatever reason they are not available the staff member will discuss their concerns as soon as possible with either

- another senior member of staff or
- the Dorset ChAD. Details in Appendix 1. Anyone can make a referral to Children's Services, not just the DSLs.

Concerns about a child's welfare should be referred to the Dorset ChAD. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care and/or the police is made immediately.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that the School provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

8.4 Response from Children's Services to a school referral

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of 'Working Together to Safeguard Children' provides details of the assessment process
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of 'Working Together to Safeguard Children' provides details of the assessment process
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment, supported by the DSL or DDSL as required.

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

9. Children Missing from Education

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

Staff will follow the local guidance available on the Pan Dorset Safeguarding Children Partnership website and where possible, the school will hold two emergency contact numbers for each pupil. This is good practice as it provides additional options to contact a responsible adult when a child is missing from care, home or Education.

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

The School will follow the guidance detailed in [Children Missing Education \(2016\)](#) and the [Pan Dorset Safeguarding Children Partnership Children Missing Education](#).

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

9.1 Elective Home Education

The School will notify the Local Authority of every child where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Inclusion Lead within the relevant locality and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

10. Responding to allegations of abuse made against professionals, including teachers, supply staff, volunteers and contractors

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child, or may have harmed a child, and/or;
- possibly committed a criminal offence against or related to a child, and/or;
- behaved towards a child or children in a way that indicates they may pose a risk of harm, and/or;

- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school.

Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues, visitors, volunteers and contractors must be reported directly to the Head who will follow guidance in Keeping Children Safe in Education 2023 (Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors) as set out in the Dealing with Allegations of Abuse Raised in Relation to Staff Policy. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. 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.
- If the concern relates to Head it should be reported to the Chair of Governors, who will liaise with the [Local Authority Designated Officer \(LADO\)](#) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

Rigorous recruitment and selection procedures are outlined in detail in The Safer Recruitment Policy.

The Code of Conduct is designed to give clear guidance on the standards of behaviour all staff are expected to observe. The code applies to all individuals working for the school and includes Governors, supply teachers, volunteers, contractors or any other person associated with us. The full policy can be accessed on the Bryanston website.

In some circumstances the School may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers or bank nurses provided by an employment agency or business. Irrespective of this, allegations will be dealt with properly. The School will not decide to cease the use of a supply teacher due to a safeguarding concern, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Governing Body should discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part

of the School, whilst they carry out their investigation. The agency will be fully involved and co-operate with any enquiries from the LADO, police or children's services. The School will take the lead because the agency will not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the School, are under the supervision, direction and control of the Governing Body when working in the School. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account. When using a supply agency, the School should inform them of its process for managing allegations, but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information.

This policy should be read in conjunction with the Whistleblowing Policy, the Code of Conduct for Bryanston School Staff and the Dealing with Allegations of Abuse Against Staff Members. These policies are available on the School website or from HR.

If the allegation is substantiated and the member of staff is dismissed or the School ceases to use the person's services, the School will need to discuss with all case managers the decision to make a referral to the DBS for consideration of whether inclusion in the barred lists is required and, in the case of a member of teaching staff at the School, whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

11. Managing concerns about staff that do not meet the harm threshold / low level concerns

This section should be read in conjunction with the staff Code of Conduct, Dealing with Allegations of Abuse Raised in Relation to Staff Policy and Keeping children Safe in Education (Part 4).

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out in KCSiE September 2023. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the School; or as a result of vetting checks undertaken.

The term 'low level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold set out in KCSiE September 2023. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the School from potential false allegations or misunderstandings.

The School ensures that it promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults including allegations that do not meet the harms threshold are shared responsibly and with the right person. That they are recorded and dealt with appropriately. If implemented correctly, this encourages an open and transparent culture; enables the School to identify concerning, problematic or inappropriate behaviour early; minimises the risk of abuse; and ensures that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Low level concerns about a member of staff, supply staff, volunteer or contractor should be reported. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. The School will ensure it creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made in accordance with the School's low level concerns information, which is set within the Dealing with Allegations of Abuse Raised in Relation to Staff Policy that can be found on the School intranet.
- The School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

Full details of how the School responds to low level concerns is set within the Dealing with Allegations of Abuse Raised in relation to Staff Policy, which can be found on the School intranet.

12. Raising concerns about safeguarding practices at Bryanston

The School promotes a culture where any staff feels able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Such concerns will be taken seriously by the senior team.

Where a staff member feels unable to raise an issue internally, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).

The NSPCC's 'what you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the School. Staff can call 0800 028 0285. The line is available from 08.00-20.00, Monday to Friday or staff can email: help@nspcc.org.uk.

Staff should refer to the School's Whistleblowing Policy for more information.

13. Mental health and wellbeing. (A flow diagram is available in Appendix 4 to illustrate this section)

The School has an important role to play in supporting the mental health and wellbeing of its children. 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, and or may require early help support.

The School will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of children. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that children can report and share concerns in line with page 22: 'Reporting concerns (children)' of this policy.
- Staff will follow a safeguarding process in terms of reporting mental health concerns so the DSL or DDSL (and wider members of the safeguarding team such as the

SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.

- Staff will ensure the immediate health and safety of a child who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- DSL or DDSL will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section XXX: Multi-agency working.
- The setting will communicate and work with the child and parents or carers to ensure that interventions are in the best interests of the child.
- DSL or DDSL will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. DSLs and the senior team should be able to access specialist advice through targeted services.

The School uses termly STEER assessments in an attempt to take a proactive approach to mental health. Where vulnerable pupils are identified, the House Parent or Deputy House Parent produce an Action Plan that is discussed with the pupil as appropriate. This is done in the hope that children can start to understand how to look after their own mental health.

13.1 Contextual safeguarding approach to mental health

The School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for children to identify when they may need help, and to develop resilience.

The School will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing on the curriculum
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing;
- being committed to pupil and parent participation.

14. Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means

coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

The School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for children.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 6, taking action in relation to child-on-child and read in conjunction with the Digital Communications Policy.
- Provision of education via remote learning will comply with current governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#) and [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](#).

The effectiveness of the School's ability to safeguard children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually in line with the digital and technology standards in schools and colleges [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

15. Use of Mobile Phones and Cameras, including in the Early Years Foundation Stage (EYFS)

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Digital Communications Policy, Bring Your Own Device and Taking, Storing and Using Images of Pupils Policy and ICT Policy. For example, staff are not permitted to use their personal mobile phone or any other personal device to photograph or record images of pupils. Staff who act in breach of these policies may be subject to disciplinary action.

15.1 Use of mobile phones and cameras in the EYFS

All personal cameras and mobile phones are locked away and never used in the presence of children. (A risk assessment is in place for staff to carry their phone when in the school grounds or on a trip for the sole purpose of calling for assistance should it be required.)

Other school staff are required to undergo a risk assessment if wishing to use personal mobile equipment or cameras and should speak to the DSL, Deputy DSL or Head of ICT for guidance. Cameras and mobile technology must not be used in pupil changing areas under any circumstances. Images taken in the EYFS on school equipment, are stored in school and never shared without first obtaining parental/carer permission.

16. The safeguarding and welfare requirement for the Early Years Foundation Stage (EYFS)

The School will inform Ofsted and ISI, of any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of those allegations. The School

will inform Ofsted and ISI of these allegations as soon as reasonably practicable but in any event within 14 days of the allegations being made and action being taken in respect of the allegations. The practitioner with responsibility for safeguarding in the Early Years setting is the Designated Safeguarding Lead.

The School will notify Ofsted of any serious accident, illness or injury to or death of any child whilst in their care and of the action taken. Notification will be made as soon as reasonably practicable but in any event within 14 days of the incident. The School will also notify local child protection agencies of any serious accident or injury to or the death of any child whilst in their care and will act on any advice.

At least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present and will accompany children on outings. A first aid box is accessible at all times and written records are kept of accidents or injuries and first aid treatment. Staff inform parents of any accident or injury sustained by a child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

All personal cameras and mobile phones are locked away and never used in the presence of children. A risk assessment is in place for staff to carry their phone when in the school grounds or on a trip for the sole purpose of calling for assistance should it be required. Other school staff are required to undergo a risk assessment if wishing to use personal mobile equipment or cameras and should speak to the DSL, Deputy DSL or Head of ICT for guidance. Cameras and mobile technology must not be used in pupil changing areas under any circumstances. Images taken in the EYFS on school equipment, are stored in school and never shared without first obtaining parental/carer permission.

To safeguard children and staff online, and to ensure compliance with the most up to date advice, the School refers to 'Safeguarding children and protecting professionals in early years settings: online safety considerations.' A link to this document can be found [here](#).

Staff supervise children when eating.

17. Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves and that the information is aligned to the ethos and values of the School and British values.

18. Information for parents and carers

The School's DSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on the School and staff for safeguarding children. This will generally be carried out through publication of information on the School's website or inviting parents to listen to talks.

We are committed to keeping pupils safe. Our first priority is our pupils' welfare and we will usually discuss with parents any concerns we have about their child. There might be rare occasions, however, when we have to provide information to or consult other agencies such as

Children's Services before we contact parents. This will include situations where we judge that to tell parents first will or might put the child at risk of significant harm. Where a strategy discussion is required, or Police or Children's Social Care Services need to be involved, the DSL or Head will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm. Parents or carers will be informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

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.

September 2023

APPENDIX 1: USEFUL CONTACTS

Local authority Designated Officer (LADO)

Martha Sharpe (full-time), Lynne Bowman (full-time) and Laura Tulk (part-time)

Telephone: 01305 221122

Email: lado@dorsetcc.gov.uk

Safeguarding and Standards Advisors for Schools

Laura Tulk (part-time) and Jack Corrigan (full-time)

Telephone: 01305 221122

Email: safeguardingandstandardsadvisors@dorsetcouncil.gov.uk

Children's Advice and Duty service (ChAD)

Telephone: 01305 228558 (same number used out of hours)

Email: childrensadvicandduty@dorsetcouncil.gov.uk

Locality Teams

North: 01258 474036, northlocality@dorsetcouncil.gov.uk

Pan Dorset Safeguarding Children Partnership

[Pan-Dorset Safeguarding Children Partnership](#)

[Continuum of Need Guidance](#)

APPENDIX 2: INFORMATION ON KEY SAFEGUARDING AREAS

All 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, therefore staff should always be vigilant and always raise concerns with the DSL or DDSL.

Staff should also be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the DSL or DDSL.

Safeguarding incidents and/or behaviours can be associated with factors outside the School or can occur between children outside of School. All staff, but especially the DSL (DDSLs) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence. and county lines.

Any disclosure or indicators of abuse need to be reported directly and immediately to the DSL or DDSL.

The following information is not designed to turn school staff into experts, but it will help them to be aware of key safeguarding areas and be more alert to the signs of possible abuse.

For more detailed information, staff will find it helpful to refer to:

1. Government advice:
[Keeping Children Safe in Education](#) (Annex B)
[What to do if you are worried about a child being abused \(2015\)](#)
2. The inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website (<https://pandorsetscb.proceduresonline.com/index.html>)

The following information relates to the key safeguarding areas on pages 14, 15 and 16.

1. Child abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institution or community setting by those known to them or, more rarely, others.

It is generally accepted that there are four main forms of abuse, although all staff should be aware that child sexual and child criminal exploitation are also forms of child abuse (see paragraph 6). All staff should be aware of indicators of abuse and neglect including child sexual and child criminal exploitation (see Appendix 2).

The following definitions are based on references in KCSiE September 2023:

Physical abuse:

A form of abuse that 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.

Possible indicators of 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 most common 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:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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.

Possible indicators of 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

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities,

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, 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 and all staff should be aware of it and of the school policy and procedures for dealing with it.

Possible indicators of Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. It is important to remember that children can also be sexually abused by other children (i.e. those under 18). Please also refer to Child-on-Child Abuse Policy.

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

The physical signs of sexual abuse can include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

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

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- missing school
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- alcohol / substance / drug use
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)

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.

Possible indicators of 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 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.

In addition to the above, staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and the sharing of nude or semi-nude images put children in danger.

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 other children. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an 'accident'. If any adult in school finds s/he is regularly attending to one or more aspects of a child's basic needs then this will prompt a discussion with the Designated Safeguarding Lead.

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the Pan-Dorset Safeguarding Children Partnership website (<https://pdscp.co.uk/working-with-children/child-neglect/neglect-assessment-toolkit/>).

2. Children in the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The Children and Family Court Advisory Support Service (Cafcass) [guides for young people](#) explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

3. Children affected by parental offending or imprisonment

These children are at risk of poor outcomes including stigma, isolation and poor mental health. The National Information Centre on Children of Offenders ([NICCO](#)) provides information designed to support professionals working with children of offenders to help mitigate the negative consequences for those children.

4. Child exploitation, including Child sexual exploitation (CSE) and Child criminal exploitation (CCE) and county lines, modern day slavery and trafficking

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault or penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child for abuse including via the internet. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex. It can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation, too. It also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Recognition of CSE and CCE 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. The DSL and certain other staff have received Missing, Exploited, Trafficked (MET) training (formally Level 3 CE training) and they are available to other staff for consultation.

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. Awareness about CSE and CCE is raised via year group meetings and through School Prefects.

Any concerns about child exploitation will be discussed with the DSL who will take appropriate action, which might include completing a risk assessment form. The form and more detailed local procedures are in the Pan-Dorset Safeguarding Children Partnership (CSP) Policies and Procedures Manual (pandorsetscb.proceduresonline.com).

Possible indicators of child exploitation:

Some of the following can be indicators of CCE and CSE:

- children who appear with unexplained gifts, money or new possessions;
- children who associate with other children involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

In addition, the following can be indicators of CSE:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

County Lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) using dedicated mobile phone lines or other form of 'deal line'. The activity can happen locally as well as across the UK.

Exploitation is an integral part of county lines with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media. Children are often recruited to move drugs or money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of, or involved in, county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

County lines may also involve 'cuckooing' - where drug dealers or other criminals take over the home of a vulnerable person in order to use it as a base for county lines drug trafficking or in order to control the vulnerable person for criminal benefit. Children will be adversely affected by this if their home is 'taken over'.

Drugs Running is when criminals exploit vulnerable people, including children and those with mental health or addiction issues, by recruiting them to distribute the drugs.

Possible indicators of involvement in county lines:

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Modern day slavery and trafficking:

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in [Statutory Guidance. Modern slavery: how to identify and support victims](#) - GOV.UK

5. Children missing from education (CME)

We recognise that a child being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. This may include neglect, sexual abuse and child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, HBA or FM. It is important the School’s response to persistently absent pupils and children missing education supports such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to Dorset children’s services and need a social worker (such as a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Therefore, all staff will follow the School’s procedure for dealing with unauthorised absence, particularly on repeat occasions, to help identify vulnerable pupils and to help prevent the risks of their going missing in future. Actions could include involving other professionals and, if any of the criteria are met, informing the local authority where a pupil’s name has been removed from the school roll.

DfE statutory guidance: Children Missing Education September 2016 and the Pupil Registration (England) Regulations 2006 underpin actions in relation to these matters. ‘Bryanston School Attendance, Accounting for Pupils and Registration Policy’ provides more specific guidance in relation to these matters.

6. Child-on-child abuse

Children can abuse other children. This was previously referred to as ‘peer-on-peer’ abuse and can take many forms. It can happen inside and outside of school and online. It is important that staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Staff should understand that even if there are no reports of child-on-child abuse at the School, it does not mean it is not happening here, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL or DDSL.

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual or non-consensual sharing nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; (see 10.5);
- initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Evidence shows that children with SEND and LGBTQIA children are at greater risk of child-on-child abuse.

Staff should know that all forms of child-on-child abuse are unacceptable, will be taken seriously and there is zero tolerance to this type of behaviour. Staff should not develop high thresholds before taking action and should be aware of the importance of making it clear that abuse is not

acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing abuse as ‘banter’, ‘part of growing up’ or ‘just having a laugh’.

It is important that staff address inappropriate behaviour (even if it appears to be innocuous), as this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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

The nature and severity of the allegation or concern will determine whether staff will implement the School’s anti-bullying or other school procedures or whether a referral needs to be made to social workers or the police. The DSL should always be consulted.

A referral to Children’s Services will be made in all cases of domestic abuse relating to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, or coercive control, in their intimate relationships.

A referral to Children’s Services will be considered if a child or young person displays harmful sexual behaviour. This involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.

The process for managing harmful sexual behaviour can be found in the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website (<https://pandorsetscb.proceduresonline.com/>). In brief, a multi-agency meeting should be convened by the Children’s Social Care following a referral and an action plan agreed, including considering a school Risk Assessment.

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

Issues relating to child-on-child abuse will be presented to pupils in PSRE lessons, school assemblies and house assemblies. Incidents of the sharing of nudes and semi-nudes will be dealt with making reference to the Bryanston School Digital Communications Policy and also the UKCIS advice *Sexting in school and colleges: responding to incidents and safeguarding children*, December 2020.

In addition, House Parents and/or Deputy House Parents will address these issues through House Team meetings, House assemblies, year group assemblies and they will use appropriate School policies such as the Bryanston School Behaviour Policy, the Bryanston School Anti-bullying Policy, the Bryanston School Cyberbullying Policy, Sharing of Nude and Semi-nude Images Policy and Child-on-Child Abuse Policy. This may also involve close liaison with the Medical Centre and with the School Counsellors. Regular discussions will also take place with the School Prefects.

The School has a separate [Child-on-Child abuse policy](#) .

7. Children with Special Educational needs and who are disabled (SEND)

Children with a disability are children first and foremost and deserving of the same rights and protection as other children. By definition, any child with a disability should also be considered as a child in need of additional support and help. A child can be considered to be disabled if he or she has significant problems with communication, comprehension, vision, hearing or physical functioning.

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

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;

Children with SEND 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

These child protection procedures will be followed if a child with special educational needs and who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for such children.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

8. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where

young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), [‘NPCC- When to call the Police’](#) and [National Cyber Security Centre](#).

9. Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be ‘personally connected’ (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases a child may blame themselves for the abuse and may have to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety and welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Although examples of domestic abuse are rare at Bryanston, the 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. It means that police will share information about domestic abuse incidents with the 'key adult(s)' at the School soon after they have been called to a domestic incident. This ensures that the School has up to date relevant information about the child's circumstances and can support the child according to their needs. The 'key adults' are Claire Miller (DSL) and Preetpal Bachra (DDSL) for Bryanston, Charlotte Weatherley (DSL) and Will Lockett (DDSL) for Bryanston Prep, who have attended an Operation Encompass local briefing as well as national online training.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on **0808 2000 247**.

Possible indicators of domestic abuse:

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying;
- anti-social behaviour, like vandalism;
- Anxiety, depression or suicidal thoughts;
- attention seeking;
- bed-wetting, nightmares or insomnia;
- constant or regular sickness, like colds, headaches and mouth ulcers;
- drug or alcohol abuse;
- eating disorders;
- problems in school or trouble learning;
- tantrums;
- withdrawal.

10. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: [here](#).

11. So-called 'Honour-based' abuse (HBA) including female genital mutilation (FGM) and forced marriage (FM)

All staff at Bryanston 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 DSL who will seek further advice from statutory agencies, prior to contacting parents/carers.

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage (FM), and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Females are predominantly, but not exclusively, the victims. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA, and report any concerns to the DSL or DDSL.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL or DDSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Services. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

Female Genital Mutilation (FGM) is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. 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.

FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting applies. Information on when and how to make a report can be found at: '[Mandatory reporting of female genital mutilation procedural information](#)'.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and should discuss any such cases with the DSL or DDSL and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#).

Forced Marriage (FM) is a crime in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning difficulties). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

Forced marriage 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 they might not return from a holiday abroad. We recognise that School staff can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: [Multi-agency practice guidelines: handling cases of forced marriage](#) (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](#) - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats

or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

12. Lesbian, gay, bisexual, trans, queer/questioning, intersex and asexual (LGBTQIA)

Children who identify as LGBTQIA can be targeted by other children on account of their sexual orientation or gender identity. In some cases, a pupil who is perceived by other children to be LGBTQIA (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA.

13. Online safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL has overall responsibility for online safety but the DDSL / Digital Safeguarding Lead takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with the Digital, Data & Technology Director.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying,

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If the School feels pupils or staff are at risk, the DSL and DPO are informed and the incident is reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The governing body ensures online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and DDSLs and any parental engagement.

Online safety policy

Online safety and the School's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) will provide the basis of an effective online policy. The School has a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The School carefully considers how this is managed on the premises and reflects this in their mobile and smart technology policy and their child protection policy.

Remote education

Guidance to support schools and colleges understand how to help keep pupils and staff safe whilst learning remotely can be found at [Safeguarding and remote education](https://www.gov.uk/government/guidance/safeguarding-and-remote-education) - GOV.UK (www.gov.uk) and [Providing remote education: guidance for schools](https://www.gov.uk/government/guidance/providing-remote-education-guidance-for-schools) - GOV.UK (www.gov.uk). The NSPCC also provides helpful advice - [Undertaking remote teaching safely](https://www.nspcc.org.uk/keeping-children-safe/keeping-children-safe-online/undertaking-remote-teaching-safely).

The Schools tries to be in regular contact with parents and carers. These communications are used to reinforce the importance of children being safe online and the School hopes parents and carers find it helpful to understand what systems the School uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the School their child is going to be interacting with online.

Filtering and monitoring

Whilst considering the School's responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body does all that it reasonably can to limit children's exposure to the above risks from the School's IT system. As part of this process, the governing body ensures the School has appropriate filtering and monitoring systems in place and regularly reviews their effectiveness. They ensures that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The governing bodies considers the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring systems are informed in part, by the risk assessment required by the Prevent Duty.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are based on Fortinet advanced threat protection firewall and filtering products with additional layers provided by Aruba Clearpass. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected

to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the Digital Communications Policy for pupils which includes detail on the use of mobile technology in School (and accessing 3G, 4G and 5G technology on School premises), and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

To support the Schools to meet this duty, the Department for Education has published [filtering and monitoring standards](#) which set out that the Schools

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet the safeguarding needs.

The governing body reviews the standards and discusses with IT staff and service providers what more needs to be done to support the Schools in meeting this standard.

Additional guidance on “appropriate” filtering and monitoring can be found at: UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-schoolstaff/appropriate-filtering-and-monitoring>. The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at [Filtering and monitoring webinars available – UK Safer Internet Centre](#). South West Grid for Learning (swgfl.org.uk) has created a [tool](#) to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Support for schools when considering what to buy and how to buy it is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).

Information security and access management

The School is directly responsible for ensuring it has the appropriate level of security protection procedures in place in order to safeguard the systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK. Guidance on e-security is available from the National Education Network. In addition, the School works to meet the [Cyber security standards for schools and colleges.GOV.UK](#).

Reviewing online safety

Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the [360 safe website](#) or [LGfL online safety audit](#).

UKCIS has published Online safety in schools and colleges: [Questions from the governing board](#). The questions are used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an [Online Safety Audit Tool](#) which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

When reviewing online safety provision, the UKCIS [external visitors guidance](#) highlights a range of resources which can support the School to develop a whole school approach towards online safety.

14. Mental health

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.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School's Safeguarding and Child Protection Procedures and speaking to the DSL or Deputy DSL.
- School can access a range of advice to help us identify children in need of extra mental health support. This starts with accessing our own pastoral support resources but also includes working with external agencies. More information can be found in the '[Mental Health and Behaviour in Schools Guidance](#)'. In addition, PHE has produced a range of resources to support secondary school teachers to promote positive mental health, wellbeing and resilience among children. See '[Every Mind Matters](#)' for links to all materials and lesson plans.

15. Preventing radicalisation (The Prevent Duty)

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk forms part of the School's safeguarding approach.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Extremism is the vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calling for the death of members of our armed forces, whether in this country or overseas.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the house).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the DSL [making a Prevent referral](#).

The Prevent Duty

The School is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. The duty is known as the Prevent Duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The School's 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 DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police. Following this, a multi-agency assessment meeting may be called.

The DSL is also the Prevent Lead and is aware of the local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

[Educate Against Hate](#) is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

Staff and governors complete online Prevent training as per the Prevent Risk Assessment.

16. Pupils engaging in underage sexual activity

Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of children who are consenting partners of a similar age is not usual. DSLs will exercise professional judgement when deciding whether to refer to social workers and/or the police, taking into account such things as imbalance of power, wide difference in ages or developmental stages etc.

However, where a child is under the age of 13, penetrative sex is classified as rape under the Sexual Offences Act 2003 so will be reported to social workers and the police in every case.

The inter-agency safeguarding procedures, on the Pan Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual has more information about underage sexual activity.

17. Serious youth violence

Staff should be aware of warning signs that indicate a child may be at risk of, or involved in, serious violent crime. The indicators may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may at risk of criminal exploitation.

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Staff should be aware of the risks and understand the measures in place to manage these. A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Advice for schools is provided by the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#).

18. Sexual violence and sexual harassment between children.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into college. It can also occur online. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously, offered appropriate support and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBTQIA children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just having a laugh’ or ‘boys being boys’;
- challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence?

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to offences under the Sexual Offences Act (2003), as described below:

Rape: A person (A) commits an offence of rape if:

they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis,
B does not consent to the penetration,
And A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if:

they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else,
the penetration is sexual,
B does not consent to the penetration,
and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if:
 they intentionally touch another person (B),
 the touching is sexual,
 B does not consent to the touching,
 and A does not reasonably believe that B consents.

Staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice. a child under the age of 13 can never consent to any sexual activity; the age of consent is 16; sexual intercourse without consent is rape.

What is sexual harassment?

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

While not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual or non-consensual sharing of nudes or semi-nude images and/or videos as set out in the UKCIS Sharing nudes and semi nudes: advice for education settings working with children and young people. Taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting;
- sexualised online bullying;
- unwanted sexual comments and messages, including on social media;
- sexual exploitation; coercion and threats;

What is upskirting?

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

Upskirting is where somebody takes a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or

buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Responding to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How staff and the school respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some of the behaviours can lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Further information on Sexual Violence and Sexual Harassment in schools can be found in Part 5 of KCSiE September 23.

19. Substance misuse

20. Private fostering

Private fostering is when a child under the age of 16 (under 18 if they are disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage).

There are a variety of reasons why a parent may be unable to care for their own child on a short or long term basis and a private fostering arrangement can be a positive response from friends and the local community to a family in need of support. However, any child separated from their parents is potentially vulnerable and we all have responsibilities to ensure the alternative care they receive meets their welfare and safety needs.

To help us keep children safe and support families, all parents and private foster carers must notify their Local Council. If not, they miss out on essential welfare checks for the children, plus other support services.

Here are some typical examples of private fostering arrangements that may be relevant to the School (the list is not intended to be exhaustive):

- children sent to this country, for education or health care, by parents who live overseas
- a teenager living with a friend's family because they don't get on with their own family or due to other family circumstances
- children staying with another family because of a family crisis such as parents' ill health or parent's separation
- students at boarding school who stay with a host family during holidays
- forces families where children stay with another family while their parents are deployed

Further details on Private Fostering can be found on the Pan-Dorset Children Partnership website.

21. Young carers

A young carer is someone who is under the age of 18 who helps look after someone in their family who is ill, disabled or misuses drugs or alcohol.

There are currently 800,000 Young Carers in the UK, some as young as 5, but many are hidden because they do not realise they are a young carer, or because of fears of stigma/external involvement.

As a young carer you might:

- carry out practical tasks, such as cooking, housework and shopping.
- provide physical care, such as helping someone out of bed.
- offer emotional support, such as talking to someone who is distressed.
- provide personal care, such as helping someone dress.
- manage the family budget and collecting prescriptions.
- help to give medicine.
- help someone communicate.
- look after brothers and sisters.

Being a young carer can have a big impact on the child as they are growing up. It can affect their health, self-confidence and social life. Many young carers also struggle to juggle their education and caring.

In a survey:

39% said that nobody in their school was aware of their caring role.

26% have been bullied at school because of their caring role.

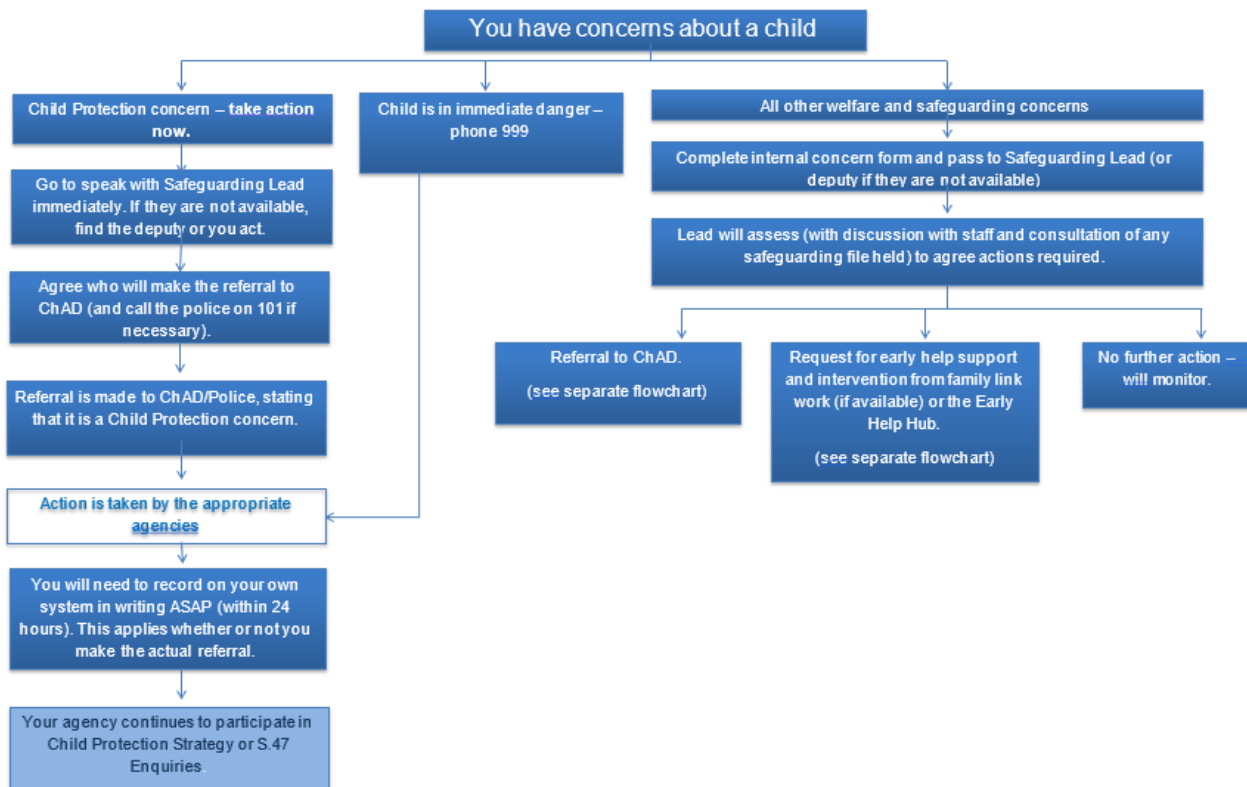
1 in 20 miss school because of their caring role.

But young people can learn lots of useful skills by being a young carer.

Further details on Young Carers can be found on the Pan-Dorset Children Partnership website.

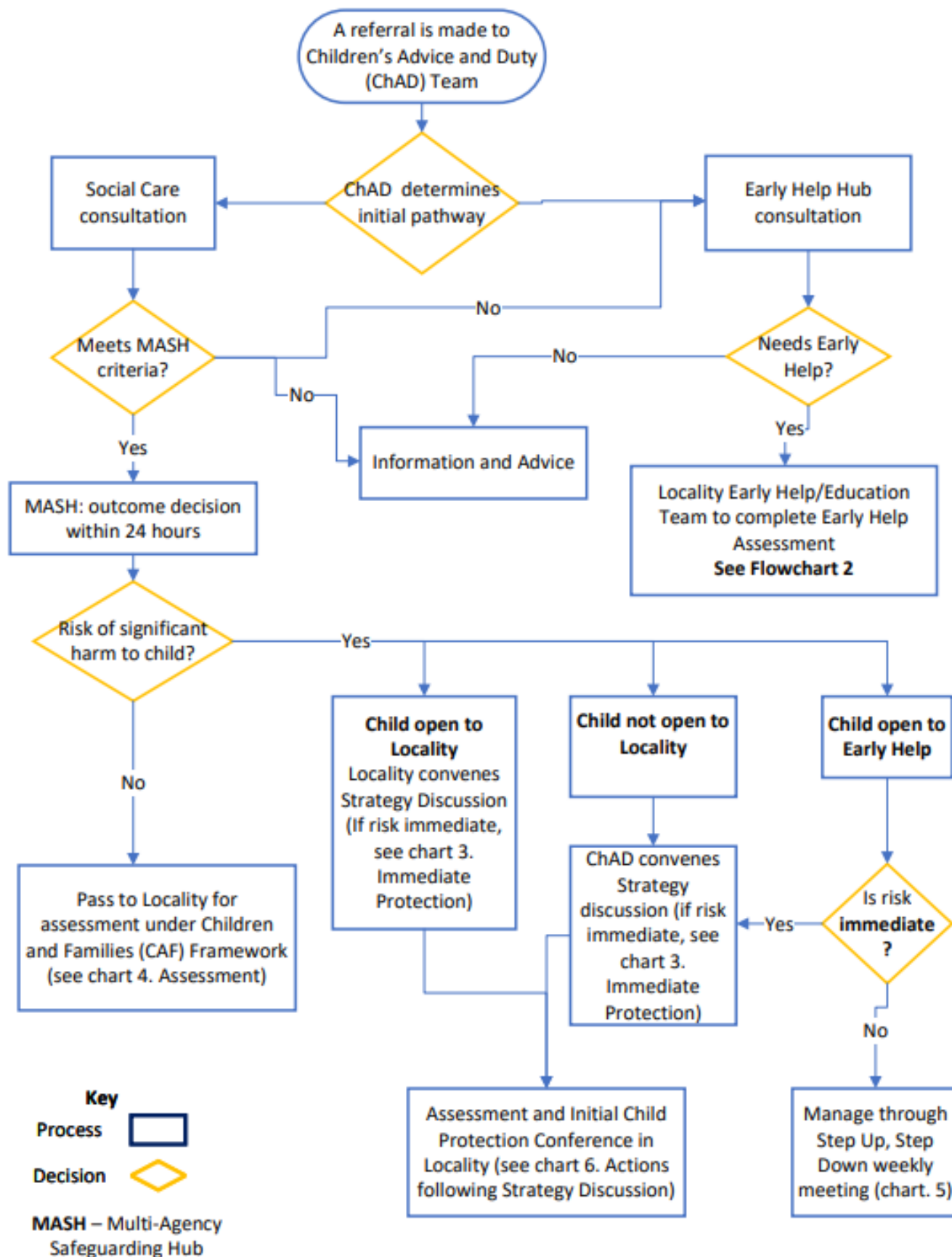
APPENDIX 3: TAKING ACTION

1. Action taken if you have concerns about a child.

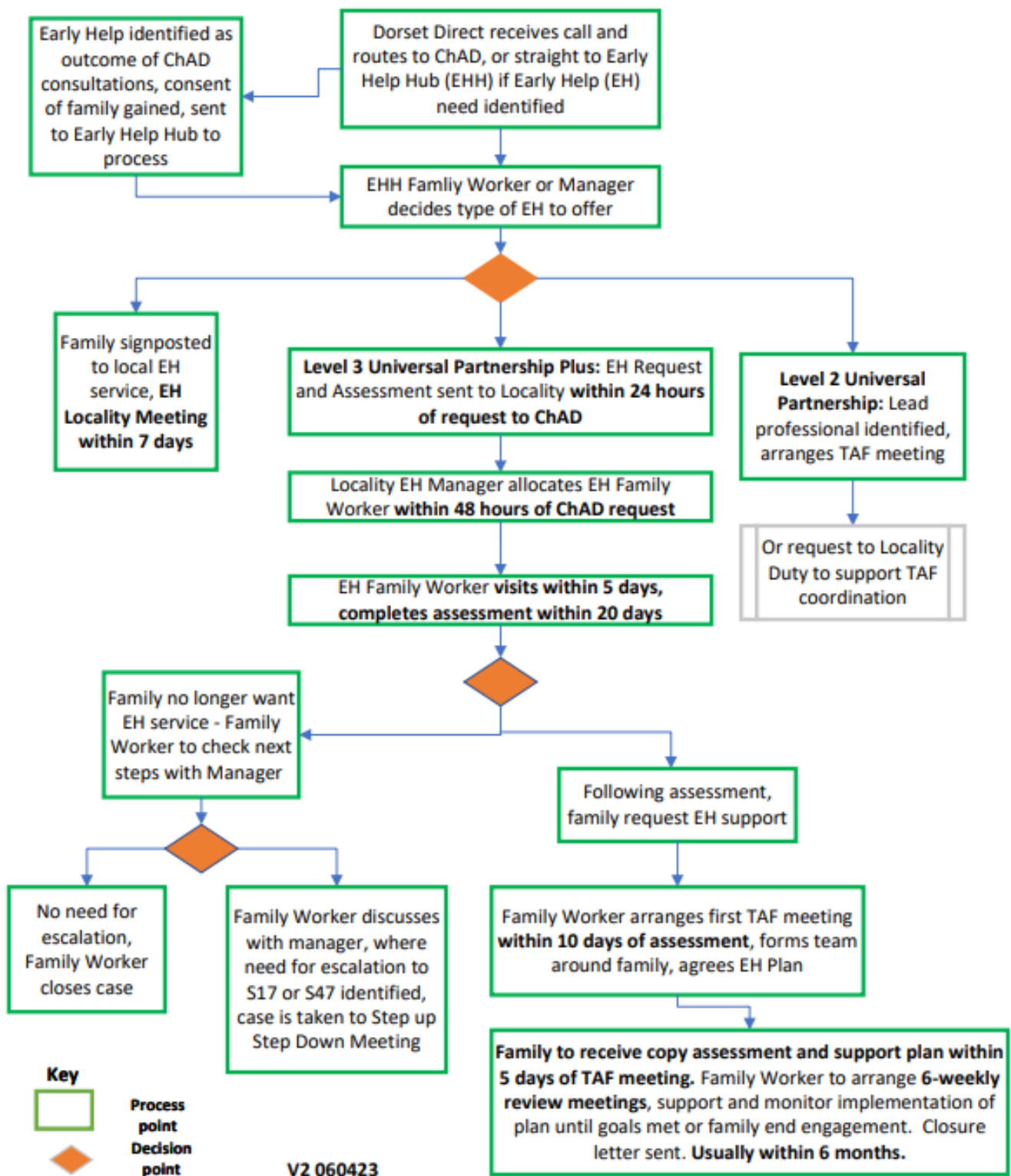


No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

2. Action taken when a child is referred to Dorset Children’s Services.

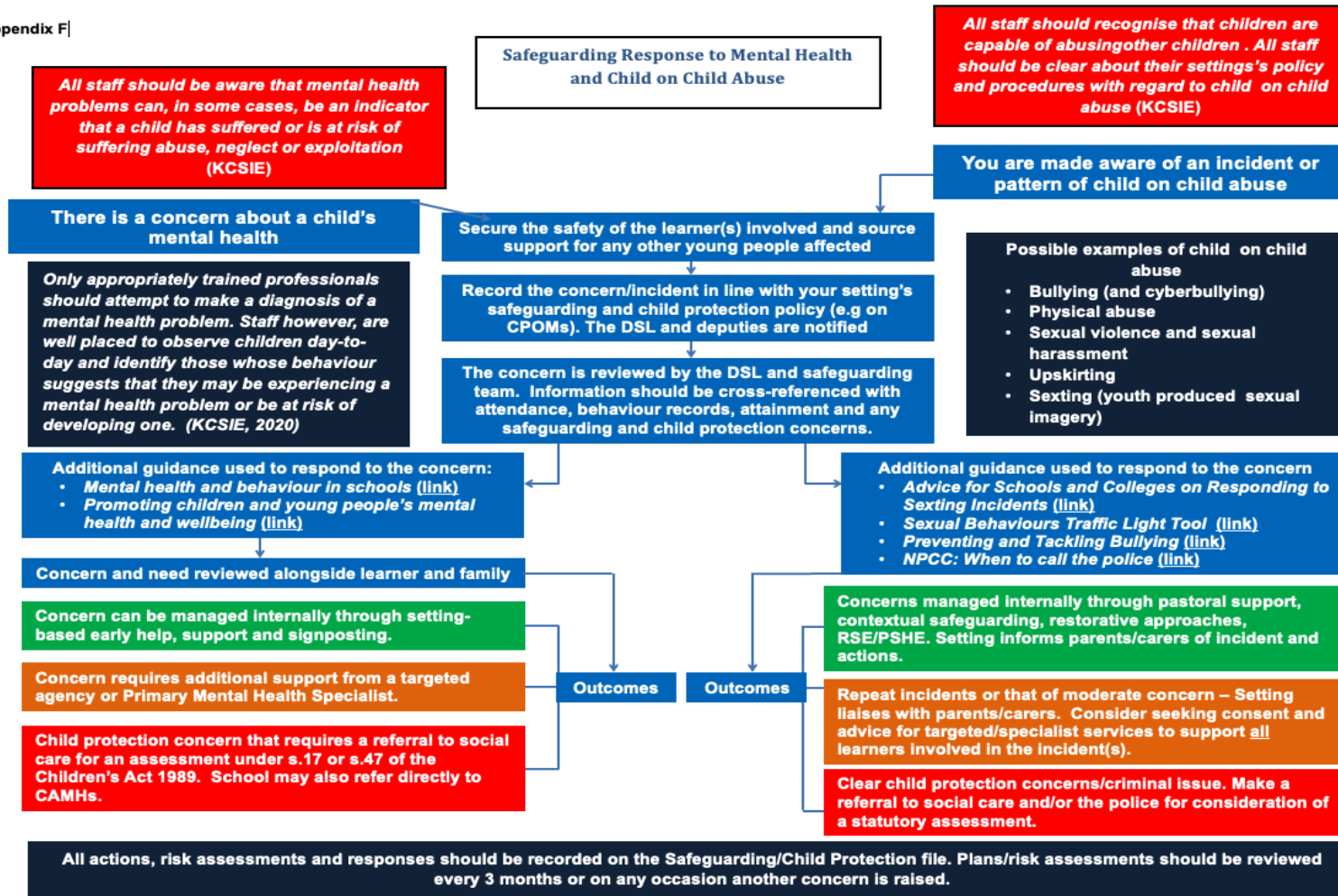


3. Early Help pathway.



APPENDIX 4: Safeguarding Response to Mental Health and Child-on-Child Abuse

Appendix F



APPENDIX 5: For DSLs PART ONE: RECORD KEEPING - BEST PRACTICE

1. Introduction

- a. The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.
- b. It is the DSL's responsibility to ensure that child protection files, access, storage and transfer meet the required professional standards as detailed in this document.
- c. Confidentiality, data protection and human rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information/records. In summary, the General Data Protection Regulation requires personal data to be processed; (i) lawfully (ii) collected for specified, explicit and legitimate purposes, (iii) adequate and relevant to what is necessary, (iv) accurate and where necessary kept up to date, and (v) retained only for as long as is necessary and processed in a manner to maintain security. The GDPR and the Data Protection Act 2018 should not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children. Extra care should be taken when processing special category personal data, however 'safeguarding of children and individuals at risk' is a processing condition that allows for the sharing of special category personal data. This includes allowing information to be shared without consent:
 - where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent;
 - it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- d. Any electronic record keeping system should comply with the general standards set out below.

22. Record to be made by an adult receiving a disclosure of abuse

- a. 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.
- b. The record should be completed in accordance with section 22 of this document and using MyConcern.
- c. The record about a disclosure of abuse is important as it could be used as evidence in court proceedings.
- d. 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.

23. Records kept by the Designated Safeguarding Lead (DSL)

- a. All welfare and child protection concern records are kept on the MyConcern platform and shared with relevant staff. Records are updated regularly and MyConcern is managed by the DSL.
- b. Once the DSL receives a concern, they 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.
- c. 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 Houseparent or parent, or, at the other end of the scale, could lead to matters being heard in a court.
- d. It is the responsibility of the DSL to start or update a school child protection file on MyConcern when a social worker is or was involved, e.g.:
 - a formal referral is made by the school to Children's Social Care on an inter-agency referral form or
 - Children's 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.
- e. Each child has their own record which includes information specific to them 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 are clearly noted on individual files.
- f. 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.
- g. School child protection files are never 'closed' or de-categorised. Once a school has started a child protection file, it is always a school child protection file and the chronology is maintained so that any future concerns can be considered in the context of past events.
- h. 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.

24. Adopted children

- a. When a pupil is admitted to a school in Reception class (this does not, of course apply to Bryanston School) 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.
- b. 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.
- c. 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.
- d. 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**.
- e. 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.
- f. Please note that once a child is adopted, all school records, not just CP files, must be amended so that there is nothing which gives the birth name or identifies the birth family.

25. The format of child protection files

- a. Files in MyConcern are of the required standard in terms of format.

In addition:

- b. If the child is Looked-After information should include 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).
- c. If a pupil is or was subject of a child protection plan or in care/looked after, this is flagged to make it immediately obvious to anyone accessing the record.

- d. 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.
- e. 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 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.
- f. Once a chronology is started it should be updated as appropriate even if Social Care later cease involvement.
- g. The record should 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.

26. Storage

All records relating to child protection concerns are sensitive and confidential. They are stored on the MyConcern platform. Records that existed prior to the School using MyConcern are kept in a secure (i.e. locked at all times) filing cabinet, separate from other school files, and accessible through the DSL or the DDSL.

27. Sharing of and access to child protection records

- a. 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 and when believed appropriate after receiving legal advice. The DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared. The closer the day-to-day contact with the child, the more likely the need to have some information.
- b. 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.

- c. 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 their parents. As a guide, this applies to pupils who are 13 years of age or above, if they are of normal development or maturity. Someone making an access request purportedly on behalf of the child could be refused access if the child has expressly stated that they did not want the requester to see their records and the record relates to the carrying out of the social work function. (Also if the requester might be implicated in the abuse of the child.)
- d. 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.
- e. Always seek advice from your legal adviser 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.
- f. Should the request only seek access to a child protection file, access should be granted within one calendar month. There is no fee to make such a request unless the request is manifestly unfounded or excessive in which case a reasonable fee will be charged.
- g. 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.
- h. Child protection information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. ISI, 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 adviser in such cases. The Governing Body, including the Nominated Governor (Mrs Janine Roderick), should not access the records.
- i. Any requests from a pupil or parent for the disclosure of child protection records must be directed to the Data Protection Officer(dpo@bryanston.co.uk) without delay.

28. Transfer of child protection records

- a. 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. This should happen within 5 days for an in-year transfer or within the first 5 days of the start of a new term. If the new school or college uses MyConcern, the record will be transferred electronically. If not, a PDF of the child's file will 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.
- b. 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.
- c. 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.
- d. 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.
- e. If a child arrives in the school in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school for a discussion with the DSL. There might be a CP file which has not been passed on.
- f. Some school welfare or pastoral records, also recorded on MyConcern, 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 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 the passing on of the non-child protection documents, this should not be done.
- g. Lack of information about a child's circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would appropriate to share any additional information with the new school or college in advance of the child leaving to help them put in place the right support to safeguard the child and to help the child thrive.

29. 'Dual registered' pupils

- a. 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.

30. Retention of records

- a. The school should retain the record for as long as the pupil remains in school and then transferred as described above.
- b. 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 sixth form studies, the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded/deleted from MyConcern.
- c. The Independent Inquiry into Child Sexual Abuse has instructed relevant organisations, including schools, 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.

PART TWO – TRAINING FOR THE DSL AND DDSL

The DSL and DDSL will receive appropriate training from Pan-Dorset Safeguarding Children Partnership. The training will be repeated at least every two years and in order to meet current statutory requirements and its objectives will be that the DSL:

- understands the assessment process for providing early help and intervention.
- has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- is skilled in contributing to inter-agency procedures.
- is able to attend and contribute to the above effectively when required to
- knows how to contact a range of local agencies and how to work with them in resolving issues.
- is alert to the specific needs of children in need, those with special educational needs and young carers.
- understands how to maintain detailed, accurate, secure written records of concerns and referrals.
- knows how to access a range of resources.
- attends any relevant or refresher training courses.
- encourages staff to increase their skill in listening to children and taking account of their wishes and feelings.
- ensures that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- ensures that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- ensures that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures.
- ensures that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe.
- supports the work and training of the Deputy DSLs.
- ensures that induction training for all staff, including supply staff, temporary staff and volunteers includes;
 - Bryanston School Safeguarding Policy and Child Protection Procedures.
 - including:
 - the role of the DSL and DDSL.
 - the School's response to children who go missing from education.
 - The Staff Code of Conduct Policy, the Whistleblowing Policy, the Digital Communication Policy, the Taking, Storing and Using Images of Children Policy and the Bring Your Own Device (BYOD) Policy.
 - The Behaviour Policy, Anti-bullying Policy, Cyberbullying Policy.
 - A copy of Part 1 of KCSiE and/or Annex A and Annex B where appropriate.

APPENDIX 6: SPECIFIC ROLES IN SAFEGUARDING

The role and responsibilities of the Designated Safeguarding Lead (DSL)

- maintain an overview of safeguarding within the school.
- open channels and communicate effectively with local statutory agencies.
- communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings.
- present a calm and efficient disposition in a crisis.
- follow procedures accurately and make informed decisions.
- adapt swiftly to changing regulations.
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures.
- be an effective member of a multi-agency, local authority team.
- listen objectively, actively and non-judgementally.
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- 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.
- the Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:
 - The local authority children’s social care unit
 - The local authority designated officer (LADO) for child protection concerns, particularly all cases which concern a staff member, with reference to the Head.
 - The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
 - In consultation with the Head, and informing the safeguarding governor, consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to decide whether the matter is sufficiently serious to be referred to the TRA.
 - The police (cases where a crime may have been committed).
- ensure that the School operates within legislative frameworks and recommended guidance.
- liaise with the Head regarding:
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - referring of cases of suspected abuse regarding children in need to the
 - local authority children’s social care unit.
 - referring child protection concerns (all cases involving a staff member) to the Local Authority Designated Officer (LADO).

- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
- referring cases where a crime may have been committed to the police.
- liaise with parents, informing the Head (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions.
- ensure records of all meetings are clear, comprehensive and dated.
- act as a source of advice and expertise to staff on matters of safety and safeguarding.
- when deciding whether to make a referral always liaise with relevant agencies for advice.
- cooperate with the Safeguarding Governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
- be aware of any changes in statutory requirements and alter school documentation accordingly, informing Governors and staff of any changes.
- ensure school records in relation to Safeguarding are comprehensive, updated and accessible.
- ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating.
- understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve.
- monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors' safeguarding representative.
- act as a support to pupils and staff, follow up and document progress in relation to all concerns regularly.
- ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file.
- ensure child protection files are full, informative and contain all the information, duly dated, pertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files.
- submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- ensure any actions to be taken in relation to children on the register are performed efficiently and the results monitored, recorded and evaluated.
- maintain an overview of safeguarding within the school.
- ensure safeguarding maintains a high profile at staff meetings.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- ensure the school and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The role and responsibilities of the Deputy Designated Safeguarding Lead (DDSL)

- be fully conversant with the role and expectations of the DSL.
- be available to support the DSL in whatever capacity is required.
- have the knowledge and skill to perform the duties of the DSL when requested.
- assume the role of DSL whenever requested and when the DSL is not on the premises.
- attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.
- support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse.
- assist the DSL in producing reports for senior managers and governors, as appropriate.
- understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- support the DSL in attending child protection and case conferences, as appropriate.
- in the absence of the DSL, be responsible for dealing with all matters relating to safeguarding and will follow the school procedures accurately.
- share information on all matters brought to their notice with the Head and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, share any concerns that are reported and involve the Head with the Chair of Governors as well as the LADO.
- support staff at all levels in their implementation of the school's child protection procedures.
- be observant and a good communicator.
- although the responsibility for all safeguarding matters remains with the DSL, specific responsibility for e-safety has been given to Preetpal Bachra, Deputy DSL, Deputy Head - Pupil Development.

The role and responsibilities of the Safeguarding Governor

Whilst the governors delegate a member of the governing body to be the designated safeguarding governor it must be remembered that safeguarding duties remain the responsibility of the governing body as a whole.

When ensuring school provision meets requirements the safeguarding governor will:

- be familiar with local authority policy relating to Safeguarding and Child Protection and associated issues.
- attend training for nominated Safeguarding and Child Protection governors.
- ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- be aware of occasions when a referral to the Teaching Regulation Agency (TRA) is required when a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional

conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

- where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to decide whether the matter is sufficiently serious to be referred to the TRA.
- ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding.
- regularly check the school’s arrangements for handling allegations of abuse against members of staff, volunteers and the Head.
- direct staff on what to do if they have a concern about a child or where one child is abusing another child.
- ensure the school has up-to-date information on how to recognise abuse.
- monitor the Code of Conduct for Bryanston School Staff and recruitment procedures.
- review the management of safeguarding including the appointment of the DSL and the job description of the designated personnel.
- monitor the training of the designated person, staff, volunteers and the Head.
- make arrangements for reviewing the school’s Safeguarding Policy and Child Protection Procedures annually.
- check the school’s arrangements to fulfil other safeguarding and welfare responsibilities.
- ensure the DSL who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- ensure there is at least one Deputy DSL who has responsibility for responding to and
- oversee safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- ensure that the DSL supervises and supports the work, development and training of the Deputy DSL.
- ensure that there are clear lines of accountability regarding safeguarding procedures.
- ensure that procedures are in place so that all staff know:
 - who are the Designated Safeguarding personnel.
 - what the Safeguarding Policy and Child Protection Procedures contain.
 - how to identify a child protection concern.
 - what they do if they have any child protection concern.
- ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- liaise with the Head about general child protection and broader safeguarding issues within the school.
- meet regularly with the DSL in order to monitor the effectiveness of the implementation of the school’s Safeguarding Policy and Child Protection Procedures.

- provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- ensure that the training of all staff is up to date.
- recommend governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- ensure interview panels are convened appropriately and safer recruitment practices are followed.
- have oversight of the single central record, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- take account of how safe pupils feel when in school.
- ensure the school regularly review and consider their curriculum in order that key safeguarding ‘messages and lessons’ are implemented across all their work and embedded into the school ethos
- ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit.

Following an annual audit of provision, the safeguarding governor should ensure that the governing body receives a report on the implementation of the school’s Safeguarding Policy and Child Protection Procedures including:

- the date and manner in which the annual audit was completed
- the arrangements that are in place for ensuring that the school’s Safeguarding Policy and Child Protection Procedures is communicated to, understood and implemented by, all staff and how effective they are in practice.
- judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection.
- information on the training attended by the DSL and Deputy DSL over the year.
- information on the training in safeguarding undertaken by all staff (covering teaching staff, support staff and temporary staff).
- information on the effectiveness of the child protection procedures in the induction programme for all new staff and volunteers in the school.
- the effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- the number of pupils currently on the Child Protection Plan.
- how effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- information on how well child protection issues are addressed through the curriculum.
- the accuracy of the central register with regard to the most recent regulation.

The role and responsibilities of the Governing body

The Governing body as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The governors monitor the discharge of all statutory responsibilities regularly and robustly.

The Governing body ensures that:

- an effective “Safeguarding Policy and Child Protection Procedures” is in place and such arrangements are implemented fully in practice.
- the School follows safe recruitment procedures (see Safer Recruitment Policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
- School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
- the DSL is of suitable ‘status and authority’ to take responsibility and carry out the role.
- staff /volunteers attend relevant child protection training that is in line with local authority procedures.
- allegations are managed swiftly, correctly and safely.
- any information required by the local authority regarding safeguarding is passed to them swiftly.
- a member of the Governing body (the Chair of Governors) is responsible in the event of an allegation of abuse being made against the Head.
- safeguarding matters are placed on governors’ agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the nominated governor.
- the safeguarding governor meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.
- staff follow requirements of the Code of Conduct for Bryanston School Staff.