



Bishop Aldhelm's C.E. Primary School

Loved by God; United in Learning

Headteacher: Scott Tait

Deputy Headteacher: Lizzie Sharpe

*Love, Unity,
Courage
and Inspiration*



Child Protection Safeguarding Policy



September 2024 – September 2025



Child Protection and Safeguarding Policy

Date of Policy: September 2024

Next review due: September 2025

Designated Safeguarding Lead: Victoria Loughman

Safeguarding Governor: Steve Hunter

Foreword To All School Policies

The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

Safeguarding Contact Details

If you are concerned about a child at the school, or about the conduct of any member of the school staff, please contact:

Designated Safeguarding Lead

Name: Victoria Loughman – Assistant Headteacher

Contact details: v.loughman@bishopaldhelms.poole.sch.uk 01202 715100

Deputy Designated Safeguarding Leads

Name: Scott Tait - Headteacher

Contact details: s.tait@bishopaldhelms.poole.sch.uk 01202 715100

Name: Lizzie Sharpe – Deputy Headteacher

Contact details: v.loughman@bishopaldhelms.poole.sch.uk 01202 715100

Name: Sarah Dawson – Assistant Headteacher

Contact details: s.draper@bishopaldhelms.poole.sch.uk 01202 715100

Name: Lucy Strickland - SENCO

Contact details: lucy.strickland@bishopaldhelms.poole.sch.uk 01202 715100

Governor with responsibility for Safeguarding

Name: Steve Hunter

Contact details: s.hunter@bishopaldhelms.poole.sch.uk

Trust Safeguarding Officer

Name: Ruth Davies

Contact details: ruth.davies@hamwic.org 07395 792 802

Local Authority Designated Officers (LADO)

Name: Tina Cooper and Hayley Cowmeadow

Contact details: 01202 817600

lado@bcpCouncil.gov.uk

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1. Introduction

1.1 Policy Statement

Bishop Aldhelm's CE Primary School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in our school has a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, resilient, valued and respected and are encouraged to talk, believing they will be listened to. We will ensure children know there are adults at the school whom they can approach if they are worried.

1.2 Our commitment to safeguarding

Environment:

- To provide a safe environment within which children can learn and flourish.
- To provide an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility.
- To ensure that all children and young people will feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- To consider that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they might not recognise their experiences as harmful.
- To recognise that children may feel embarrassed, humiliated, or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead.
- To raise the awareness of all leaders, teaching and non-teaching staff, volunteers, and visitors of the need to safeguard children within and outside of the home, including online.
- To raise awareness of leaders, teaching and non-teaching staff responsibilities in identifying and reporting possible cases of abuse neglect or exploitation.

Safeguarding procedures:

- To ensure that all concerns, however small, are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the Designated Safeguarding Lead (DSL) enables a context to be known and therefore support the identification of for example, risks of exploitation.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely Early Help referral, contact and working with multi-agency partners and children's social care team and other safeguarding partners.
- To provide attendance by a nominated member of staff or a report with up-to-date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/family.
- To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns, they are shared and addressed swiftly, with a strong base of information ensuring that the best interests of a child/the children are placed at the centre of referrals.
- To refer to Early Help services so that children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's social care services (MASH/Children's First Response) is required.
- Ensure that all adults within our school who have access to children have been checked and this is recorded.

External factors:

- Appropriate supervision is given to visitors and adults on-site. Key information or training for visiting staff and adults will be provided to those who may lead for example sports clubs / out of hours activities at or for the school.
- Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers and that these hirers comply with safeguarding requirements of the school.
- Ensure that appropriate safeguarding arrangements are in place for children on work placements or alternative provision offsite, or in flexi-school arrangements.
- Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting will be carried out in accordance with local procedures.

Curriculum:

- To ensure that the school complies with the statutory guidance, September 2020, for relationships, sexual relations, health and well-being.
- To provide an effective Safety & PSHE curriculum that encompasses age and developmentally appropriate content, enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society, including knowing how to keep themselves safe and where to get help from if they, or others need it.

The protection of children is of the highest priority for our school. Children have the right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact the Multi-Agency Safeguarding Hub (in line with current safeguarding procedures) without notifying parents if this is in the child's best interests. In all cases, consent must be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason and will be held with the child's record of concerns or child protection file with a level of protection determined by the Designated Safeguarding Lead (DSL).

1.3 Purpose

The purpose of this policy is to:

- provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy will inform parents and guardians how we will safeguard their children whilst they are in our care.
- protect children and young people who attend our school.
- ensure consistent good practice across the school.
- demonstrate our commitment to protecting children.

1.4 Definitions used within this policy

Safeguarding, as defined in KCSIE 2024, is "providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing the 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, taking action to enable all children to have the best outcomes." (Part One paragraph 3).

Child protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full-time or part-time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Victim refers to the person who is adversely affected by a stressful or distressing situation or harmful or humiliating act.

It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

DSL refers to Designated Safeguarding Lead.

DDSL refers to Deputy Designated Safeguarding Lead.

Hamwic Education Trust (HET) is the Multi-Academy Trust.

School, when we refer to school if the setting includes a nursery this is included in the definition.

1.5 Legal Context

This policy is based on statutory guidance from the Department for Education:

- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [What to do if you're worried a child is being abused - Advice for Practitioners \(March 2015\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/404262/What_to_do_if_youre_worried_a_child_is_being_abused_-_Advice_for_Practitioners_March_2015.pdf)

It is also based on the following child protection legislation:

- [Children Act 1989](#) and [Children Act 2004](#)
- [Education Act 2002](#) which states that teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused.
- Sections 175 and 157 of the [Education Act 2002](#) which clearly states that the governing body of an academy shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Where national guidance changes within the approved policy year or learning from practice reviews becomes available addendum to policies and process may be made through the governing body.

1.6 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

1.7 Valuing All God's Children

At Bishop Aldhelm's we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and gender-based bullying.' A pupil coming out as lesbian, gay, bisexual or trans does not constitute a safeguarding risk and the information should be treated as confidential. Disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. School will always work in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child).

2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment

We create a culture of safe recruitment and, as part of that, adopt robust recruitment processes and volunteer checking processes that help deter, reject or identify people who might abuse children. This enables the governing body and if applicable HET to act reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out.

The governing body and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

The school follows the safer recruitment process outlined in Part Three of KCSIE 2024. On all recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, checking any gaps in employment history and ensuring that a candidate has the health and physical capacity for the job, alongside effective induction processes. It also includes undertaking interviews and, in all cases, instigating Disclosure and Barring Service (DBS) checks. As part of our due diligence, we will carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. (as outlined in KCSIE 2024) We will inform shortlisted candidates that online searches will be carried out.

Curriculum Vitae will only be accepted alongside a full application form.

We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2024. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The Single Central Record (SCR) includes a record of all checks undertaken, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or unregulated activity is accurately recorded. Where an individual's details or role has changed the SCR will be updated and files supporting the SCR will include the updated information. For supply staff, information is received from the supply agency, downloaded, stored securely and checked prior to the individual starting regarding checks carried out for the role.

The SCR also holds information about school staff, HET staff, governors, volunteers, supply and contractors. Regular monitoring of the SCR is undertaken by senior leaders or governors and a record is made of this monitoring and any actions required.

2.2 Staff Training and Staff Induction

All staff in our school should be aware of the signs of abuse and be able to respond appropriately. All staff will receive an induction programme which will include basic information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice. All staff are expected to read at least Part One of KCSIE 2024. Only staff who do not regularly work with children can choose to read Annex A instead.

All Governors are expected to know and understand their safeguarding responsibilities as described in Part Two and Senior Leaders and the school safeguarding Governor should read the whole of KCSIE 2024. Our governors receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.

In line with KCSIE 2024 safeguarding training for staff is provided to the whole school every year with separate training to all new staff and volunteers as part of their induction (if this falls at a different point in the year). All staff are provided with the school's Safeguarding and Child Protection Policy and are informed about safeguarding arrangements on induction to ensure they fully understand their role in identifying concerns and their responsibility to report concerns.

All staff complete Prevent online training on induction and bi-annually:

<https://www.elearning.prevent.homeoffice.gov.uk>

All staff complete FGM training on induction and bi-annually:

www.safeguardingchildren.co.uk/resources/female-genital-mutilation-recognising-preventing-fgm-free-online-training

New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff behaviour policy, how to report and record concerns and information about our Designated Safeguarding Lead and Deputy DSLs.

The DSL attends Level 3 Safeguarding training for their role and then refreshes this specific training for DSLs every two years. It is the responsibility of the DSL to maintain an overview of new developments so, in addition to having an annual update, they will receive regular updates between training through Local Authority Network meetings, safeguarding updates from HET and reading safeguarding related articles or research. Records of training and updates will be kept which identifies that staff have attended, read and understood the information shared. A full description of the DSL role can be found in Annex C of KCSIE 2024.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, safeguarding factsheets and staff meetings) at least fortnightly. Face to face training happens at least annually.

Volunteers will receive appropriate training annually and on induction to the voluntary role.

2.2.1 Staff Supervision

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Please refer to the school's Staff Supervision Guidance document.

2.2.2 Governor Training

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

2.3 Roles and Responsibilities

We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm. We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training, advice to support the process and individual staff within that process. Staff understand that they all have a key role to play in identifying concerns early and provide help for children where necessary through referral to Early Help services or Children's Services at the Local Authority.

2.3.1 Leadership and Management

In this school any individual can contact the DSL if they have concerns about a pupil. The DSL is a member of the Senior Leadership Team. The names and contact details are listed on page 2 of this policy. These safeguarding roles are explicit in assigned job descriptions. A full description of the DSL role can be found in Annex C of KCSIE 2024.

Additional roles and responsibilities in school:

School Business Manager – responsibility for Single Central Record: Karen Ebong is responsible for the management of the Single Central Record. Where support is required, Hamwic HR will work alongside the SCR Manager to ensure all checks are completed and recorded. She will check first aid and paediatric first aid certificates.

Medical: Lizzie Sharpe – Deputy Head Teacher and Inclusion Leader is responsible for medicines.

Special Educational Needs: Lizzie Sharpe – Deputy Head Teacher and Inclusion Leader is responsible for all aspects of inclusion including SEN and for children with EHC plans (Educational Health Care Plans), supported by the SENCO – Lucy Strickland.

Children who are Looked After: Victoria Loughman – Assistant Head Teacher is the Designated Lead responsible for children who are looked after.

Educational Visits Coordinator: Sarah Draper- Assistant Head Teacher is the EVC. All residential visits are checked through BCP Local Authority's chosen vetting and checking systems via a company called 'Evolve advice' for trips and residential stays.

Health and Safety: Scott Tait, Headteacher is responsible for Health and Safety in the school.

2.3.2 Governance

There is a nominated Safeguarding Governor (see page 2 for details) who leads the monitoring of safeguarding and ensures the school meets its statutory duties effectively. The Safeguarding Governor meets with the DSL to check that procedures are being followed, that staff training is up to date and to keep abreast of the number of children who are open to social care. Our safeguarding governor receives additional training to empower them to support and challenge the DSL and support the delivery of high-quality safeguarding across the trust. When meeting the DSL, the safeguarding governor checks that procedures are being

followed, that staff training is up to date and to keep abreast of the number of children who are open to social care.

Governors will refer to HET Safeguarding Review document as a template to support their own monitoring. The Chair of Governors receives reports of allegations against the Headteacher and act on the behalf of the Governing Body. Governors are aware of the duties set out in KCSIE 2024 for governing body responsibilities for safeguarding. A record of all governors who have read and understood relevant sections of KCSIE 2024 is held with governing body records. The Safeguarding Governor is required to read KCSIE 2024 in full.

2.4 Confidentiality

Staff understand they can get advice from the DSL regarding concerns and confidentiality. We maintain that all matters relating to child protection are to be treated as confidential and shared as per the GDPR guidance and DfE Working Together to Safeguard Children guidance. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Decisions to share/not share information will be recorded together with the reasons for this within a child protection or welfare concern recorded. The best interests of the child will be placed at the heart of the decision making to share information, especially where contextual information is included. All staff are aware that they cannot promise a child to keep a disclosure confidential. Disciplinary action/re-training will be considered for any breach of confidentiality.

Staff should speak to their school Data Compliance Officer or HET Data Protection Officer if they need any advice around sharing safeguarding information; if in doubt, please seek advice before sharing.

2.5 Staff, Governors, Volunteers and Visitors Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms part of induction process for all staff, including expectations for volunteers.

Points of particular note:

All school employees are expected to give the highest possible standard of service, and where it is part of their duties, to provide appropriate advice to Governors and fellow employees with impartiality. School employees must work in accordance with school disciplinary rules and expectations, and failure to meet standards may result in disciplinary action, including dismissal. Employees must also seek to model good behaviour to all pupils within the school.

Conduct of the highest standard includes behaviour towards fellow employees, as well as towards parents/other stakeholders, by any means: verbal, non-verbal, physical and written, or by other means of communication including social media. For the purposes of this Code, social media is a type of interactive online communication that allows parties to communicate instantly with each other or to share information in a public forum. Separate guidance for employees on the use of social media is available from HR or the school office.

- **ID Badges on school lanyards** - All staff must wear their ID Badge on the school lanyard and are responsible for this. All other adults on site must enter through the main reception where they will be given a badge on a lanyard. These badges must be returned at the end of the visit. If you see an adult on site without a badge, you must challenge them, take them to the team in the school office and this must be reported immediately to the Head Teacher.
- **Fob System** - Only school staff are given a fob which opens all external doors (apart from push bar fire exits) and all gates internal to the school grounds. It is the responsibility of staff to close all doors behind them and not to leave fire doors open at any time. All visitors/volunteers must enter school through the main Reception doors and these adults are not provided with fobs. Staff must challenge any adult, who is not a member of staff, who enters the building through other doors. **Under no circumstances must staff give ID Badges or Fobs to others.**
- **Staff Dress Code** - Staff are seen as a role model and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school and to adhere to Health and Safety requirements, it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. e.g. no jeans, or flip-flops, uncovered shoulders (i.e. no "spaghetti straps" on summer clothes), sports clothes when not teaching sports etc. Whilst it is not possible to list every possible clothing option here, it is hoped that staff will

support the safer code of professional conduct and will dress in a way that reflects the high esteem we are held by children and their families.

- **Use of mobile phones and cameras** - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in school. Please refer to the school's Mobile Phone Use Policy.

Staff, volunteers, governors will:

- Treat all children with respect
- Set a good example by conducting ourselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in a child's behaviour

Recognise that challenging behaviour may be an indicator of abuse

- Read and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, online safety, intimate care and information sharing
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid (See intimate care policy)
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintain professional standards and boundaries at all times on and off the school site
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Not be involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Be reminded to declare any offences or involvement with the police relevant to their employment
- Must disclose any disqualification by association as required by the school/ setting
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

Important consideration for temporary and supply staff is given in reference to our Child Protection & Safeguarding policy and procedures. A guide for temporary and supply staff is shared with them on arrival and can be access in Appendix 6.

2.5.1 Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit – See Mobile Phone Use Policy.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors, including governors, are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out

appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

2.6 Staff/pupil relationships

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of eighteen.

We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

Our Staff Code of Conduct, within our Employee Handbook, sets out our expectations of staff and is signed by all staff members.

2.7 Related school policies

Safeguarding encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security and positive behaviour. For this reason, other related policies within the school reflect our safeguarding procedures and ethos and are updated accordingly.

2.8 Safeguarding information for pupils

We are committed to creating an ethos in school where children feel safe and are able to talk freely about their concerns, believing that they will be listened to and valued. All pupils in our school are aware of a number of staff they can talk to if they are worried about any problems. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

2.9 Children who are lesbian, gay, bisexual, or gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff. When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child).

2.10 Children with Special Educational Needs or Disabilities (SEND)

School staff and Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse, neglect or exploitation. Indications of abuse will be reported as for other pupils. We are committed to providing a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL (or Deputy DSL) will work with the school's Special Educational Needs Coordinator (SENCO) to identify pupils with particular communication needs. Parents can seek information, advice and support from The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

2.11 Children with mental health needs

Where children have suffered abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and education.

School staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND

in our school) will liaise with the DSL on matters of mental health when it involves safety and safeguarding and welfare (including online and digital safety) so children's needs are considered holistically. Our school may liaise with the mental health support team and CAMHS where safeguarding concerns are linked to mental health.

We understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

2.12 Children who need a social worker

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

2.13 Children Looked After (CLA)

We value that every child who has been taken into care, even if they are now out of care and adopted remain vulnerable. They will have experienced levels of abuse, neglect or exploitation that were eventually deemed unacceptable in order for them to have been removed. These experiences are often likely to have a long-term impact on a child's relationships, emotional wellbeing and development. We ensure that these children are closely monitored to minimise any gaps in attainment and that emotional development and wellbeing is supported.

The Designated Teacher for CLA will have all details of the child's social worker, the name of the LA Virtual School Headteacher. The Designated Teacher in our school is a qualified teacher, who has received training to undertake their role with regards looked after and previously looked after children. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. The Designated Teacher will:

- Ensure PEP meetings take place regularly and ePEPs are kept up to date;
- Ensure devolved funding is allocated to named children;
- Ensure they work effectively (or in partnership) with the Virtual School Headteacher.

Governors in our school ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The Designated Teacher will ensure that they liaise with the Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

The Designated Teacher for our school is: Victoria Loughman

The name of the Virtual School Head Teacher is: Claire Harvey

2.14 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of sixteen or aged under eighteen if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.

2.15 Multi-agency working

Schools do not operate in isolation but are part of a wider safeguarding system for children. KCSIE 2024 and Working Together to Safeguard Children 2023 sets out the pivotal role schools have in multi-agency safeguarding arrangements. The school aims to help protect the children in its care by working consistently and appropriately with a range of agencies.

Our school works as a named agency with the Pan-Dorset Safeguarding Children Partnership.

Our safeguarding children partnership has three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority; and the chief officer of police for an area within the local authority). The partners have a shared and equal duty to work together with appropriate relevant agencies to safeguard and promote the welfare of local children including identifying and responding to their needs. When named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Our school will adhere to local published threshold guidance and procedures.

3 Safeguarding Issues and Procedures

3.1 Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

We will consider the various factors that have an interplay with the life of any child about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is contextual safeguarding.

3.2 Radicalisation, Extremism and the Prevent Agenda

The school is aware of its statutory duty to prevent radicalisation and extremism under the Prevent Duty which became law in 2015. The Prevent Duty requires that all staff are aware of the signs that a child may be susceptible to radicalisation. The risks will need to be considered for any kinds of extremism. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual respect, tolerance of different faiths and beliefs, rule of law and democracy. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: negate or destroy the fundamental rights and freedoms of others; or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in the above.

All staff must undertake annual Home Office Prevent awareness training or equivalent and will be alert to signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.

As part of the preventative process, resilience to radicalisation will be built through the regular promotion of fundamental British values through the PSHE and wider curriculum available at our school.

Any child who is considered susceptible to radicalisation (and where there are evidence-based concerns which indicate they may be being groomed or radicalised), will be referred by the DSL, who will follow the agreed referral to MASH, liaising and sharing information with the police and Channel, as required. If the police and colleagues consider the information to be indicating a level of risk, the Channel Panel will be convened, and the school will be invited to attend and support this process. Consent will be sought

3.3 Exploitation

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of eighteen. At our school we recognise that any child or young person is vulnerable to this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital. Information may be relevant to record in a child's record of concern in school as per other concerns or additionally make a separate referral to MASH. Our curriculum includes how children can keep themselves safe and CSE at an age-appropriate level through PSHE.

3.3.1 Child Criminal Exploitation (CCE)

CCE “is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for financial advantage or increased status of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence. (KCSIE 2024)

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.

Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will refer immediately to the MASH for advice / to make a referral. It may be that the DSL decides to refer to the police. The Local Authority Children’s Services and the police will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.

As a school we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation.

3.3.2 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. (KCSIE 2024 Part 1 para 38)

The school recognises that this may even appear to be consensual, but still constitutes abuse. Indicators a child may be at risk of CSE include:

- Leaving home/care without explanation and persistently going missing or returning late;
- Exclusion or unexplained absences from school;
- Associating with other young people being sexually exploited;
- Relationships with controlling or significantly older individuals or groups;
- Acquisition of money, clothes, mobile phones etc., without plausible explanation;
- Drug and/or alcohol use – may return home or present at school under influence
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being;
- Excessive receipt of texts/phone calls;
- Multiple callers (unknown adults or peers);
- Concerning use of internet or other social media;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Frequenting areas known for sexual exploitation or adult sex work.

As a school we educate all staff in the signs and indicators of sexual exploitation. Staff will also remain open to the fact that child sexual exploitation can occur without any of the above risk indicators being present. Our school will follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE.

The school will adhere to Pan-Dorset Safeguarding Children’s Partnership risk assessment, guidance and procedures available [here](#).

3.3.3 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well

as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (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 any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above 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 and may have their bank accounts used to facilitate drug dealing.

3.4 Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individual or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gang.

All staff are made 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 maltreatment and having been involved in offending, such as theft or robbery.

3.5 Children Missing from Education (CME)

Absence from school is a safeguarding issue. A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation. We recognise our statutory duty to follow the guidance relating to any child we are aware of who for example does not begin school as expected, or moves with no forwarding school known. There are various reasons a child may be deemed as CME which include, but are not limited to:

- Child not starting school when they reach compulsory school age and therefore never entering the system
- Failing to transition between schools, at phase transfer or if a family moves from one LA to another
- A delay in applying for a new school place
- Refusing an alternative offer of a school place, when the preferred school is full
- Leaving school, with no forwarding education provision or destination

We recognise that it is important that agencies work cooperatively and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral is made to the LA CME Officer as soon as possible.

If we are aware of a child who is moving and parents/carers have not provided any forwarding address or school, we will contact the CME Officer for advice at the earliest opportunity having attempted to find out the information.

The LA CME Officer for our school is: Liz Blackman

3.5.1 Absence from school

In addition to statutory CME duties, absence from school at any point may be considered, in individual contexts, as both a potential safeguarding issue as well as an educational outcomes issue. We recognise that educational neglect is a factor that adversely affects a child into adulthood. The school has clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding. All absence or non-attendance will be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties. Staff in our school will aim to work with parents/carers to establish regular attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time, we will review each on a case-by-case basis, to consider any additional actions. We may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case-by-case basis.

The school will inform the LA if a parent/carer has notified the school in writing of their decision to electively home educate their child and will co-ordinate a meeting with the parent/carers where possible; if the child is unfit to attend on health grounds; is in custody for four months and when a child is issued a suspension or permanent exclusion. Required LA documentation will be completed and submitted to the relevant LA colleague/team.

3.6 E-Safety and online safety risks

Children may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some children and young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc., including cyber-bullying. Some of the risks presented with online activity include:

- Unwanted contact
- Grooming
- Online bullying
- Sexting
- Leaving digital footprint
- Accessing inappropriate material deliberately or by accident
- Accessing inappropriate material beyond a child's capacity to comprehend

In order to safeguard all our children, the school will, therefore, seek to provide information and awareness to both pupils and parents through:

- Acceptable use agreements for children, parents/carers and governors
- Following a clear Online Safety Curriculum – Project Evolve - which is fully compliant with the DfE [‘Teaching Online Safety in Schools’](#) document.
- Curriculum activities involving raising awareness around online dangers and strategies to keeping themselves safe online. Children are taught, across the curriculum, that if they do something wrong, it is better to tell someone before it gets any worse.
- Parents evenings / sessions – parents are included as much as possible as children often have access to a wide range of technologies at home.
- High profile events / campaigns e.g., Safer Internet Day
- Building awareness around information that is held on relevant web sites, apps or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety. The school have appropriate virus software and filters on all computers.
- Careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS 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.

3.6.1 Remote Learning

School will be in regular contact with parents and carers during any periods of remote learning. The school will inform parents and carers of their filtering and monitoring systems and why these are in place. Parents and carers will be made aware of what their children are being asked to do online, including the sites they

will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Governors and HET will refer to additional guidance for keeping children safe online, including when they are online at home. The school will follow the most up to date DfE guidance regarding remote learning as signposted in KCSIE 2024.

3.6.2 Social Media

In addition to the above online safety guidance above, we recognise there are some specific risks with the use of social media platforms increasingly by younger children. Pupils of a young age are now aware of a wide range of social media platforms. They may access them via friends or family member's phones. Many have an age restriction, mainly due to how the platform can be used. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our educational provision sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring.

3.6.3 Filtering and monitoring

The school has robust filtering and monitoring systems allowing excellent filtering capabilities. Appropriate staff keep abreast of any issues worldwide and update school systems regularly, and as necessary.

Our filtering and monitoring systems allows excellent filtering capabilities, and they keep abreast of any issues worldwide and update school systems regularly. It is the responsibility of all staff to monitor online safety. The designated safeguarding lead will take lead responsibility for understanding the filtering and monitoring systems and processes in place. The filtering and monitoring in this school is Smoothwall and is in place to prevent against unwanted contact, grooming, online bullying, sexting, leaving a digital footprint, accessing inappropriate material deliberately or by accident, accessing inappropriate material beyond a child's capacity to comprehend.

3.7 Child on Child abuse policy including sexual violence and harassment

We recognise that children are capable of abusing their peers and it can take various forms – we robustly hold the view that it could happen here. Children can be victims, and perpetrators, in their own relationships. This will be dealt with in line with the statutory guidance set out in KCSIE 2024 and as outlined in the guidance Sexual violence and sexual harassment between children in schools and colleges . In KCSIE 2024, the definition of child-on-child abuse includes:

- Physical abuse
- Sexual violence and sexual harassment
- Sexting and
- Initiation/hazing type violence and rituals
- Bullying (including cyberbullying) and
- Upskirting
- Abuse within intimate partner relationships

All of these behaviours are not acceptable and it will be taken seriously. There is a zero-tolerance approach to all forms of child-on-child abuse.

We uphold the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up”, “boys being boys” or “girls being girls”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

We will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

We will minimise the risk of child-on-child abuse by:

- Taking a whole school approach to safeguarding and child protection;
- Providing training to staff;
- Making staff aware that even if there are no reported cases of child-on-child abuse, including direct disclosures of sexual violence and sexual harassment, they must not take the view it is not happening. All staff working with children are advised to maintain an attitude of 'it could happen here'.
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum;
- Engaging with specialist support and interventions.

All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of staff can be reassured that they will be taken seriously and supported to take any appropriate actions which may be in school or with external agencies as needed.

3.7.1 Responding to reports of sexual violence and sexual harassment

All staff in our school are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. The school recognise that more vulnerable groups are girls, SEND and CLA. 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 as well as their emotional wellbeing. It is important that all victims are reassured they are taken seriously, that they should not feel ashamed and offered appropriate support. The child's wishes and feelings will be taken into account when determining what action to take and what services to provide.

Staff recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made, often quickly and under pressure. The DSL must be notified without delay and decisions made on a case-by-case basis, with the DSL taking a leading role using their professional judgement, supported by other agencies. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with a clear record of factual information made as soon after the disclosure as possible.

The DSL will refer to the Brook's Sexual Behaviours Traffic Light Toolkit and/or Hackett's Continuum for guidance. We will follow the LA flowchart for Youth Produced Sexual Imagery and contact the Safe Schools and Communities Team for advice.

The DSL will follow Part 5 of KCSIE 2024 on how to record and respond to a report and complete an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator, their support needs and any sanctions;
- All other children at the school;
- The victim and the alleged perpetrator sharing classes and space at school.

Where there has been other professional intervention and/or specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

The DSL will consider:

- The wishes of the victim;
- The nature of the incident including whether a crime has been committed and the harm caused;
- Ages of the children involved;
- Developmental stages of the children;
- Any power imbalance between the children;
- Any previous incidents;
- Ongoing risks;
- Other related issues or wider context.

The DSL will manage the report with the following options:

- Manage internally
- Refer to Early Help
- Refer to the local Multi-Agency Safeguarding Hub (MASH)
- Report to the police (generally in parallel with a referral to the local Multi-Agency Safeguarding Hub)

If the alleged abuse involves an online element staff including the DSL will be mindful of the [Searching, screening and confiscation: advice for schools](#) DfE guidance (2018) and the UK Council for Child Internet Safety (UKCCIS) guidance (2022) [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). If a child is at risk of harm, is in immediate danger, or has been harmed, the DSL will report to children's social care through contact with MASH, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared.

Ongoing response:

- The DSL will manage each report on a case-by-case basis, consider the proportionality of the response, and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of rules and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).
- The school will enforce sanctions against the alleged perpetrator in line with the school behaviour policy. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in the light of their behaviour policy, including consideration of a permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The victim, alleged perpetrator and other witnesses (pupils and adults) will receive appropriate support and safeguards on a case-by-case basis. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult will be the victims and the school will respect and support this choice.

3.7.2 Bullying

All incidents of bullying (including those involving physical abuse), including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our Anti-Bullying policy. This is linked with our Behaviour Policy and our PSHE curriculum which includes the statutory Relationships, Sex and Relationships and Health Education.

Bishop Aldhelm's is committed to treating all bullying seriously. Racial and homophobic incidents are recorded separately to general behavioural issues and appropriate consequences, re-education and support is put in place.

3.7.3 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful

sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE 2024.

3.7.4 Prejudice-based abuse / Hate crime

This is a criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's real or perceived disability; race; religion; gender identity; sexual orientation; and/or age. Although this sort of crime is collectively known as 'hate crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

As a school we will train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively. We will support victims of prejudice-based incidents and hate crimes. We recognise that anyone can be a perpetrator, and this can take place within groups who have a protected characteristic as well as those who do not.

3.8 Harmful Practices

Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including female genital mutilation (FGM), forced marriage, abuse linked to faith or cultural practices such as breast flattening (sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators.

Any concerns held must be reported to the DSL without delay. The DSL will contact social care for advice and follow up with a written referral and may contact the police. If it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by local safeguarding partnerships.

3.8.1 Female Genital Mutilation (FGM)

FGM is illegal in England and Wales and it is mandatory for teachers and other regulated professionals to report known or disclosed cases of FGM directly to the police. 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 and Wales, 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. In these situations, the DSL and/or School Leader must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional, they must report to the DSL without delay for advice on actions.

At no time will school staff examine pupils to confirm FGM concerns. For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with other child protection concern.

Through the Relationships, Sex and Health Education curriculum, pupils will be made aware of the rights they have with regard to their body.

3.8.2 Forced Marriage

Forcing a child to enter into a marriage without their full and free consent or where it is seen that they cannot consent, is a crime in England and Wales and is a form of abuse. Forced marriage is one in which one or both spouses do not consent to the marriage but are physically, psychologically, socially or emotionally coerced into entering into it. Where evidence is found of forced marriage or forced marriage is suspected, the school will inform and work with the relevant agencies to support the victim.

3.9 Domestic Abuse

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

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic 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 different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent 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 of the home.

We acknowledge that all children who see, hear or experience its effects can be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. We know that experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. We are aware, in some cases, a child may blame themselves for the abuse or may have had 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). Where there are concerns about safety or welfare, we will follow our child safeguarding procedures and both young victims and young perpetrators will be offered support.

We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for the RSHE curriculum.

School staff are aware, as referenced in KCSIE, that advice on identifying children who are affected by domestic abuse and how they can be helped is available from:

- NSPCC
- Refuge (offers a 24-hour national domestic abuse helpline)
- Safe Lives (provide a toolkit for professionals to support an assessment)
- Operation Encompass

3.10 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.

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

4.1 The Curriculum

Throughout the whole school, staff raise pupil's awareness of safety knowledge. The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others. In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.

Pupils will be taught that they have a right to be safe and they will be taught how to be safe in a range of situations and how to avoid harming themselves. This includes:

- Relationships
- Managing emotions and self-awareness (Stormbreak sessions supporting positive mental health)
- Body Safety (including consent, CSE, first aid)
- Stranger Danger
- Fire and Electrical Safety
- Road Safety
- Rail Safety
- Water and beach safety
- Sun Safety

4.2 Physical Intervention (use of reasonable force)

During rare occasions where a child is causing harm to themselves or others, staff are expected to safely intervene. The school follows the DfE guidance on Use of Reasonable Force (2013). Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a) Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

'Reasonable' in these circumstances means 'using no more force than is needed'.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Any child who has more complex behavioural and emotional needs will have a Behaviour Response Plan and a Risk Assessment which will be co-created by nominated school staff and shared and signed by parents/carers. These documents will be shared with other staff and reviewed on a regular basis.

Any restraint incident will be recorded using the HET Incident Reporting System and we will complete a body map form that indicates holds used. Parents/carers are always informed of any restraint used immediately.

4.3 Reporting and recording concerns about a child or young person

In our school any individual can contact the DSL or a Deputy DSL if they have concerns about a pupil. Staff understand through training that they must report without delay disclosures or information identifying harm to the DSL using the school's process. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure/allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.

Referrals where urgent action is required should never be delayed in order for a full record to be written.

Staff should not delay reporting if the DSL is unavailable. If a DSL or Deputy DSL is unavailable or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the member of staff to report directly to the police. The DSL should also be made aware.

Generally, the DSL will inform the parents prior to making a referral. However, where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

Staff will notify the DSL (and attendance officer if nominated) of any child on a Child Protection Plan or Child in Need Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

Staff will report to the DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Staff will record any concern using the school system as it is acknowledged that it is the combination of information that often brings the best oversight of the whole child or family. Child protection records will be stored securely and away from main pupil records. Oversight of records of concerns made by staff will be maintained by the safeguarding team with a review at least weekly in Safeguarding Matters meetings. Staff will be held to account for the record, timelines and appropriateness of actions.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

It is the duty of all adults at Bishop Aldhelm’s to inform the DSL if they have any concerns whatsoever. It is the duty of adults to disclose and never to ignore a concern, even if it is only a ‘niggle’. If an adult leaves school thinking, ‘Maybe I should have done something’ then this means the adult should have done something ... i.e. made a disclosure to the DSL. Adults must refer concerns to the DSL as soon as possible.

There are two types of referral:

1. Where an adult has a concern but the child has not made a disclosure
2. Where the child has made a disclosure to an adult. A ‘disclosure’ means that the child has shared information with (has ‘disclosed’ information to) an adult

Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.

The DSL / Safeguarding Team / staff use the Pan-Dorset Safeguarding Children Partnership Continuum of Need guidance (September 2019) when making decisions about appropriate support or referral for a child. This includes reference to the ‘Four levels of need’ and the ‘Three domains’.

All concerns must be recorded in line with the Pan-Dorset Safeguarding Children Partnership guidance.

Staff need to have an attitude of ‘it could happen here’ where safeguarding is concerned.

When concerned about the welfare of a child, staff members should always act in the best interests of the child.

4.3.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

The DSL should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by the BCP Children’s First Response Hub (MASH - Social Care) whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.

Although referrals to the BCP Children’s First Response Hub would normally be made by the DSL, any other individual with concerns can make a referral. Tell the DSL as soon as possible if you make a referral directly.

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

Social care may request for an ‘Inter-Agency Referral Form’ to be completed. See Appendix 2, which is also available on our school network for all staff to access.

**Social Care and Early Help Advice referrals:
BCP Children's Services First Response Hub**

Telephone Number: 01202 123334

Email: childrensfirstresponse@bcpcouncil.gov.uk

Out of hours

Telephone : 01202 738256

Email: ChildrensOOH@bcpcouncil.gov.uk

Please note: The Children's Social Care Out of Hour's service is the emergency response service for any child who is in crisis, needs urgent help or is at serious risk of significant harm. Hours of operation are 5pm to 9am from Monday to Friday, all day Saturdays and Sundays and all bank holidays.

Generally, the DSL will inform the parents prior to making a referral. However, where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

Staff will notify the DSL (and attendance officer if nominated) of any child on a Child Protection Plan or Child in Need Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

4.3.2 If a child makes a disclosure to Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

Be honest

- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening.

Create a safe environment.

- Stay calm.
- Reassure the child and stress that he/she is not to blame.
- Tell the child that you know how difficult it must have been to confide in you.
- Listen to the child and tell them that you believe them and are taking what is being said seriously.

Record on My Concern exactly what the child has said to you

Any concerns whatsoever must be recorded on My Concern. This must be completed as soon as possible. It is the responsibility of the member of staff to bring issues to the attention of the DSL as quickly as possible.

My Concern can be accessed via any computer and/or mobile device connected to the internet. The DSL must be interrupted from any other commitments if the concern is one which needs to be brought to his/her attention immediately.

Paper copies of 'Safeguarding Matter' forms (see Appendix 4) are available for Lunchtime Supervisors. Lunchtime Supervisors should record any concerns on a 'Safeguarding Matters' form and hand it straight to a member of the Safeguarding team, one of whom Supervisor will then scan the form and input the referral onto My Concern. It is very important that as much information as possible is recorded on this form.

When you can, if a child makes a disclosure or you have concern, you should, at the time, record notes and these must be attached to the form. You should note:

- date and time
- place and context of disclosure or concern
- facts you need to remember

Reporting a concern on My Concern

Record on My Concern exactly what the child has said to you and include;

- Child's name (their date of birth will be populated)
- Date and time of any incident
- Location of incident
- What the child said and what you said – IN BLOCK CAPITAL LETTERS

- Use the child's own language to quote rather than translating into your own terms. This form may be used at a later date to support a referral to an external agency.
- State facts not opinion e.g. I could smell alcohol (not they were drunk). Remember to keep to factual information and not assumption or interpretation.
- Your observations e.g. child's behaviour and emotional state
- Use a body map to indicate where a mark or injury may be seen (please refer to the body map tab)
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions

Be clear about what the child says and what you say.

- Do not interview the child and keep questions to a minimum.
- If asking questions simply ask; What? When? Where? Who? How?
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

Maintain confidentiality

- Only tell those people that it is necessary to inform.

Do not take sole responsibility

- Immediately consult your DSL so that any appropriate action can be taken to protect the pupil if necessary. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.

It is important that concerns are followed up. It is everyone's responsibility to make sure that they are. If you do not hear what the outcome of your referral has been then ask the DSL. If you are still not happy with the outcome of this and remain concerned, then you have a duty to inform the DSL. Remember that the child's wellbeing and safety always comes first! Please remember, though, that there may be some circumstances in which Social Care/Police may have asked the DSL not to share information with others.

Remember that the following Safeguarding Principles apply:

- Don't promise confidentiality – explain that the child has done the right thing and who you will need to tell and why.
- Listen to the child, keeping calm and offering reassurance.
- Observe bruises but do not ask a child to remove or adjust their clothing to observe them.
- Allow the child to lead the discussion if the child makes a disclosure. Do not press for details by asking questions such as, 'What did they do next?'
- Listen – don't investigate! You can ask questions such as, 'Is there anything else you'd like to tell me?'
- Accept what the child says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them.
- Don't lay blame or criticise either the child or the alleged perpetrator.
- Inform the Designated Safeguarding Leader as soon as possible.

What is the difference between a Safeguarding Concern and a Pastoral Care concern in this context?

Although very closely linked a Safeguarding concern is one where information has been obtained that a child is at risk of harm/has been harmed and action needs to be taken immediately. A Pastoral Care issue may develop into a Safeguarding concern but it is, in this context, where there is not concern that a child is at risk of harm/has been harmed (apart from in a playground fall-out between friends) but it is a general concern about a pupil's pastoral situation.

If in any doubt at all, staff must treat it as a Safeguarding Concern and act accordingly.

4.4 Early Help

If early help is appropriate, the DSL 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.

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving (KCSIE 2022, para 67). In this case, a referral is made to the **BCP Children's Service First Response Hub** (previously known as the Multi-Agency Safeguarding Hub – MASH)

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

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

The school should ensure that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

4.5 Referral to Social Care and Escalation

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Following up referrals / escalation

The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended

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

It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.

Where there is a difference of opinion with another agency and this cannot be resolved the [Pan Dorset Safeguarding Children Partnership Escalation policy](#) should be used.

4.6 Mental Health Concerns

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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 5. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Pupils identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Pupils will have a choice of staff who will listen to their concerns about themselves or other pupils and appropriate early help services are available within school/college.

Some staff in school are trained mental health first aiders - Scott Tait (Head Teacher) and Lizzie Sharpe (Deputy Headteacher) are trained Mental Health First Aid Youth workers. Referrals will be made to CAMHS or other appropriate services in conjunction with parents. There is strategy for providing ongoing education for young people subject to S26 Mental Health (Children & Families) Act 2014 and the school is working inline with [mental health and behaviour in schools guidance](#) 2016

The school will support pupils with strategies to develop their own emotional well-being i.e. emotional literacy and resilience. Additional support will be available at exam, result and transition times.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

4.7 Before and after school arrangements

Before the school day starts and after the school days ends, parents are responsible for the safety of their children. We ask that children are not left unattended on the school premises either before or after school.

To safeguard our youngest children, adults (over 16 years old) are required to accompany all children in Preschool and EYFS to the door of their classroom and to collect them from there at the end of the school day. From Year 1, children are able to walk into school from the 'drop off zone' if deemed responsible enough to do so by parents and school staff.

At the end of the school day, children in pre-school up to Year 4 must be collected from their classroom door by a named adult for the child (over 16 years old). If an adult turns up to collect your child and we have not been notified and they are not a named contact, the adult will have to wait until we have verified his or her identity.

In the summer term of Year 4, permission letters are sent out to parents to consent, if they feel that their child is responsible enough, to meet their adult at the school gates. Only children with a signed form will be able to leave the classroom without an adult collecting them.

Children in Year 5 and 6 will be allowed to walk home alone if they have a signed permission form allowing them. Without this form, children will need to be collected by an adult from the classroom door.

When deciding whether a child is ready for the responsibility of walking to and/or from home we ask parents to consider the following:

1. Do you trust them to walk straight to school or straight home, using the agreed safe route?
2. Are there roads to cross on the route and how busy/safe are those roads?
3. Do you trust them to behave sensibly when with a friend or group of friends?
4. Are they road safety aware?
5. Would they know what to do if a stranger approaches them?
6. Would they know what to do if they needed help?
7. Do they understand about keeping themselves safe and not to make any dangerous choices, either by themselves or with a group of friends?

4.8 Working with Parents and Carers

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

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

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Bishop Aldhelm's C.E. Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with Bishop Aldhelm's C.E. Primary School. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff, school web site safeguarding page (<http://www.bishopaldhelms.poole.sch.uk/safeguarding/>).

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

5 Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

The majority of records are electronic held securely on a password protected school network or on My Concern. Where paper copies of Social Care reports or minutes from meetings are received where possible these are scanned and saved confidentially on the My Concern system. The original paper copies are then destroyed.

The DSL holds a few paper copy pupil safeguarding files securely in a locked cabinet with past information on a child (received from a previous school) and ensures that these are transferred by hand or by secure post when the child transitions to a new school. The DSL retains signed receipts for all safeguarding child protection files transferred to other schools.

The school shares information with other agencies, when required, via secure email (currently secure email via Gmail) and ensures that confidential child protection information is not shared outside the school over school email address which is in line with the local safeguarding procedures.

6 Dealing with allegations against staff and volunteers

Our school has clear procedures for dealing with allegations against staff. If a concern is raised about the practice or behaviour of a member of staff this information should be reported straight away and passed to the Headteacher- Scott Tait.

In the absence of the Headteacher or if the allegation is against the Headteacher, the person receiving the allegation will contact the Local Authority Designated Officer (LADO) or Chair of Governors directly. In the absence of a Chair of Governors, the HET Deputy CEO at should be contacted.

An allegation, in the context of the statutory obligations or organisations relates to any individual who works or volunteers in any capacity with children or any individual or organisation using the school premises for running an activity for children and where there is a concern that this person has or may have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all cases where the concern about an individual falls into one of the categories above, which does meet the harm threshold, this will be considered to be an allegation. In all such cases the allegation must be reported to the LADO as soon as possible, but must be within 24 hours.

Low-Level Concerns:

The school will also respond to low-level concerns that do not meet the harm threshold.

The term '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 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.

The term 'low-level' concern does not mean that it is insignificant.

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, contrary to school policy;
- 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;
- humiliating pupils.

The school will promote a culture in which safeguarding pupils is the uppermost priority beyond any perceived professional loyalties to colleagues, ensuring that staff are actively encouraged to report concerns, regardless of their relationship with the staff member.

From September 2024, any low-level concerns must be reported through the Hamwic Incident System (via the Hamwic Intranet). This allows staff to report a concern about another member of staff or the Headteacher. The online reporting form ensures details of the concern are captured for the Headteacher to review and investigate. The name of the individual sharing their concerns should also be noted, unless they wish to remain anonymous.

Our low-level concerns reporting mechanism is in place to:

- Give everyone a way to raise their concerns discreetly and in the right way.
- Help create and embed a culture of openness, trust and transparency in which the school values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

- Address unprofessional behaviour, which may lead to a colleague receiving help, support and guidance at an early stage.
- Help identify a colleague who may be finding things difficult but does not feel able to come forward to say they are struggling, which may lead to targeted support.
- Help identify any weaknesses in the safeguarding systems of the school, which will lead to change.

We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

Low-level concerns will be managed in the following way:

- Concerns about members of staff will be read, reviewed and managed by the Headteacher. In some cases, the Headteacher may ask for advice from HR.
- Concern about the Headteacher will be managed by the HET Deputy CEO.
- All concerns will be handled in a responsive, sensitive and proportionate way.
- If concerns are unsubstantiated or do not meet the low-level concerns threshold they will not be recorded.
- In most cases, a Headteacher will arrange a conversation with the member of staff. If the Headteacher is satisfied it is a valid concern, the conversation may lead to a follow up in writing, either an email or letter of professional advice.
- The member of staff will be advised if the concern is being noted – the school MIS (Bromcom) is used to do this.

Staff records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where this is identified, the school will decide on a course of action, either through its disciplinary procedures or where it moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Any organisations or individuals using school premises will be subject to the same procedures.

6.1 The Role of the LADO

The LADO is responsible for:

- Providing advice, information, and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and social care.

LADO Contact Details:

Tina Cooper/ Hayley Cowmeadow
01202 817600

LADO@bcpcouncil.gov.uk

[LADO Referral Form \(bcpcouncil.gov.uk\)](#) (should be submitted within 24 hours of the allegation being reported.)

6.2 Whistleblowing

All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's Whistleblowing Policy. If the concern is in relation to a member of staff, the matter must be brought to the attention of the Headteacher immediately who will act in accordance with procedures in Part 4 of KCSIE

2024. Whistleblowing concerns about the Headteacher should be raised with the Chair of the Governing Body, in accordance with HET's Whistleblowing Policy. In the absence of a Chair of Governors, the HET Deputy CEO at should be contacted.

Any concerns which staff feel unable to raise internally or feel they have not been addressed correctly can be taken via the NSPCC helpline via help@nspcc.org.uk .

7 Monitoring Arrangements

Governors The Governing Body or Trust Governance satisfy themselves that the Child Protection & Safeguarding Policy is compliant and that all staff are aware of how to report concerns.

A safeguarding governor, or representative from the Trust, meets with the DSL to check that procedures are being followed, that staff training is up to date and to keep abreast of the number of children who are open to social care. The safeguarding governor will engage with regular update training, ensure that the DSL's qualification is valid and that all staff are receiving the appropriate and regular training.

Governors will refer to the Hamwic Safeguarding Audit form as a template to support their own monitoring questions and activity Appendix 7.

Hamwic Standards Team The Hamwic Standards team will monitor the full range of child protection arrangements including an overview of paperwork required, such as the Single Central Record, child protection files and training logs. They will also ensure that the policy for child protection is online and compliant.

The Standards team will review safeguarding arrangements as a separate visit or as part of the school's standards full review annually. See Appendix 7 Audit form.

Hamwic Human Resources Team Through internal audit the Hamwic HR Team will:

- Monitor the recording of all vetting checks and personal information required on the Single Central Register.
- Will spot check files to ensure references are appropriate and photographic evidence has been collected.
- Ensure that the office manager and finance manager are sufficiently knowledgeable in identifying regulated and non-regulated activity by providing up to date guidance documents. In addition, yearly briefing sessions will be arranged.

Hamwic Health and Safety Team The Health and Safety Team will monitor the cleanliness, organisation and condition of the premises. Fire risk management and evacuation procedures will be scrutinised. An annual workplace inspection and internal audit process will ensure that the school has clear processes in place to keep children safe in the building and ensure schools comply with the law. The Health and Safety Team will monitor medical arrangements and training in the school, along with the effectiveness of Education Health Care Plans.

The above will take place across the year, but at least annually as part of the workplace inspection.

Information Technology Team The IT team will:

Routinely check school networks to ensure that appropriate filters are in place and that technology is being used acceptably in school. Ensure that the school has an Acceptable Use policy in place.

Finance Team The finance team will routinely monitor regulatory, to ensure there is no misappropriation of funds, through monthly budget checks.

Monitoring and Review of this policy

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

8 Links with other policies

This policy links to the following policies and procedures:

- Behaviour (including Behaviour for Learning)
- Child on Child Abuse
- De-escalation and Positive Handling
- Staff Code of Conduct / Staff Handbook
- Complaints
- Health and safety
- Attendance
- Online safety and ICT Acceptable Use
- Accessibility
- Inclusion
- Relationships and Health Education (formerly PSHE)
- First aid
- Curriculum

- Whistle-Blowing
- Anti-Bullying (Friendship)
- Mobile Phone Use
- Educational Visits

Appendix 1: Glossary of types of abuse

Neglect is the ongoing failure to meet a child's basic needs. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger, and have long term effects on their physical and mental wellbeing. Neglect can include physical neglect (not meeting a child's basic physical needs); educational neglect (a child does not receive an education); emotional neglect (a child doesn't get the nurture and stimulation they need); and medical neglect (a child isn't given proper health care).

Physical abuse is when someone intentionally hurts or harms a child or young person on purpose. Physical abuse symptoms include: bruises; broken or fractured bones; burns or scalds; bite marks; injuries and health problems. It also includes making up the symptoms of an illness or causing a child to become unwell. If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Sexual abuse is when a child or young person is sexually abused, they're forced or tricked into sexual activities. There are two types of sexual abuse; contact abuse (which can include touching, kissing and oral sex) and non-contact abuse. Sexual abuse can happen in person or online.

Emotional abuse (sometimes called psychological abuse) is any type of abuse that involves the continual emotional mistreatment of a child. It can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Online abuse is any type of abuse that happens on the internet and can happen anywhere online. Children and young people might experience different types of online abuse, such as cyberbullying, emotional abuse, grooming, sexting, sexual abuse and sexual exploitation.

Domestic abuse is defined as the behaviour of a person towards another person if they are aged 16 or over and are personally connected to each other and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse. It can seriously harm children and young people and witnessing domestic abuse is child abuse.

Child sexual exploitation (CSE) is a type of sexual abuse and is when a child or young person is given things like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship.

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. It can happen in person or online, or both and by a stranger or someone they know. Children and young people who are groomed can be sexually abused, exploited or trafficked.

Child trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Honour based abuse is an incident or crime involving violence, threats of violence, intimidation, coercion or abuse which has or may have been committed to protect or defend the honour of an individual or family. This type of abuse can include female genital mutilation (FGM), breast ironing and forced marriage.

Female genital mutilation (FGM) is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but has many other names.

Child criminal exploitation (CCE) is where children and young people are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into suburban areas and market and coastal towns, using dedicated mobile phone lines or 'deal lines'.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. It can take various forms. Online child-on-child abuse is any form of child-on-child abuse with a digital element.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Cyberbullying is bullying that takes place online and can follow the child wherever they go, via social networks, gaming and mobile phone.

Appendix 2 – Inter-Agency Referral Form

This form is used when making a referral to 'BCP Children's First Response Hub' for access to Child Social Care. The first page of the form looks like this and can be accessed on our system following this link:

[R:\Teaching Staff\04 SAFEGUARDING](#)



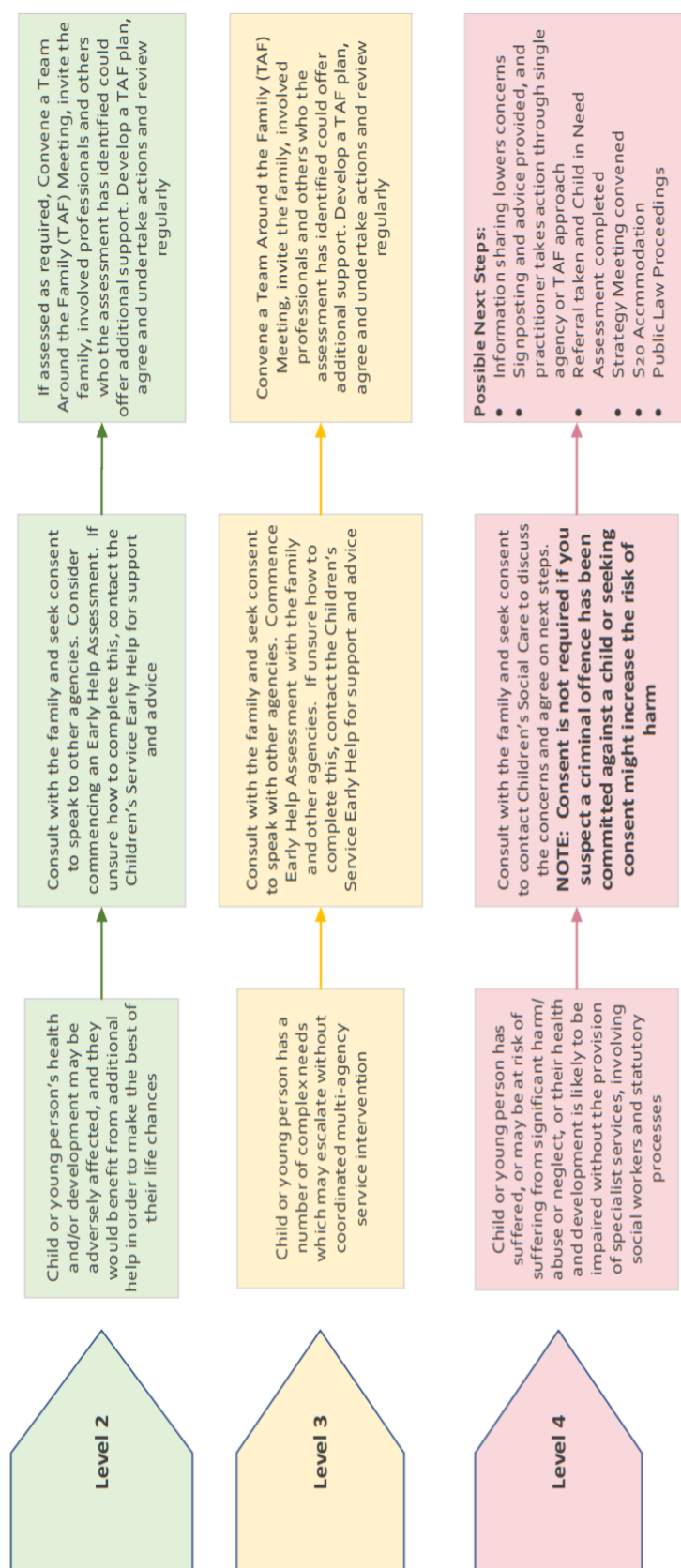
BCP Council
First Response Hub
Emergency Services Building
Wimborne Road
Poole
Dorset
BH15 2BP
01202 735046

Childrensfirstresponse@BCPcouncil.gov.uk

BCP Council Contact Form			
Consent: Consent to make a Referral to BCP Children's Services <i>Permission must always be sought from an adult with parental responsibility for the child / young person before passing information about them to Children's Social Care and Early Help, UNLESS seeking permission would place the child at risk of significant harm or may lead to the loss of evidence for example destroying evidence of a crime or influencing a child about a disclosure made. If a child is at immediate risk of significant harm, a referral to Children's Social Care SHOULD NOT BE DELAYED whilst consent is sought. * Please complete the mandatory fields below regarding consent.</i>			
Does the family know you are making this referral to us? Has consent been obtained? *	Click or tap here to enter text.	Date consent obtained: *	Click or tap to enter a date.
If yes, what are the parent / carer / child's view of the referral? *		Click or tap here to enter text.	
If No, explain the immediate risk that has prevented you from obtaining consent: *		Click or tap here to enter text.	
Details of child(ren)			
Family Name:	Click or tap here to enter text.	Given Names:	Click or tap here to enter text.
DOB or Expected Date of Delivery:	Click or tap to enter a date.	Gender:	Click or tap here to enter text.
Child's / Young person's Ethnicity:	Click or tap here to enter text.	Primary Language or preferred means of communication:	Click or tap here to enter text.
Child / Young Person's Religion:	Click or tap here to enter text.	Is an Interpreter or Signer Required?	Click or tap here to enter text.
Primary Address:	Click or tap here to enter text.	Telephone Number:	Click or tap here to enter text.
		Mobile Number:	Click or tap here to enter text.
NHS Number:		Click or tap here to enter text.	
Does the child have a disability? If so detail:	Click or tap here to enter text.		

Appendix 3 – Pan-Dorset flowchart to support safeguarding decisions

Providing effective support to children and families



Dorset Council Children's Social Care Tel: 01305 228558

Bournemouth, Christchurch & Poole Council Children's Social Care Tel: 01202 735046

Appendix 4 – Safeguarding Matters Form

Safeguarding Matters 2023 - 2024

'The Behaviour and Safety of Pupils at the School'

All sections shaded grey must be completed by the Member of Staff who is reporting this Concern/Matter/Incident.

Child's name (Victim) & Class	
Child's name (Perpetrator) & Class <i>if applicable</i>	
Date of Concern/Matter/Incident (dd/mm/yy)	

//

Name of person completing form	
Role of person completing form	

The nature of the 'concern/matter/incident' (please tick):

Safeguarding		<p>Once this form is completed it must be handed to:</p> <ul style="list-style-type: none"> - Deputy Headteacher (Lizzie Sharpe) if it is a: <ul style="list-style-type: none"> - Safeguarding concern/matter/incident - Racial concern/matter/incident - Behaviour concern/matter/incident - E-Safety (Online Safety) concern/matter/incident - Pastoral Care Worker (Kelly Hawkins) if it is a Pastoral Care concern/matter/incident or if it is an 'Other' concern/ matter/ incident
Racial		
Behaviour		
E-Safety		
Pastoral Care		
Other		

Who? What? Where? When? ... The Concern / Matter / Incident (please tick):

<p>Please give a copy to the class teacher(s) and scan & attach to the My Concern record</p>
--

Please continue on a separate sheet and attach it to this form if more space is required.

Appendix 5 – Safer Recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so. For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE, 2022, must be followed.

For supply agency staff we will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting himself or herself for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. We require confirmation that the DBS check is clear. We need to be provided with the DBS numbers of any Bishop Aldhelm's trainees and these adults are added to our Single Central Record.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

All Trainee Teachers are issued with a 'Bishop Aldhelm's C.E. Primary School' badge and lanyard which they must wear at all times when on site. They must return this to the school office each day and must not take it off site. Trainee Teachers are not issued with door fobs. Trainee Teachers are considered to be 'Volunteers' within the ambit of this policy.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

No placement will be accepted without a DBS carried out by the secondary school/placement base. We require confirmation that the DBS check is clear. We need to be provided with their DBS numbers and these

personnel are added to our Single Central Record. Placement Students must wear a 'Visitor/Volunteer' badge and are to be considered as 'Visitors' when on site.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All trustees, governors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

PSA (Parent and School Association)

All key members of the PSA must have a DBS check. This is because these parents are often in school carrying out very valuable PSA work. Their names are included on the Single Central Record and they constitute 'Volunteers' within this policy.

Parents /Other Adults Assisting on School Visits off site

Parents assisting on a day school visit off site must all have received a clear List 99 check. Under no circumstances are children to be left, out of eyesight of a member of school staff, with an adult who is not a member of school staff, even if the adult has a DBS check. No parent helpers/volunteers are to supervise/take children to toilets. This responsibility is for paid members of staff only.

It is the responsibility of the member of staff organising the visit to inform the School Business Manager of the required details for a List 99 check to be carried out at least four working days prior to the visit.

For residential visits all adults must have obtained a clear DBS check and then can act in the same capacity as a member of staff subject to the prior agreement of the DSL and Chair of Governors.

It is the responsibility of the member of staff who is organising a visit to provide a list detailing the adults attending to the DSL and a copy to the school office.

For the transportation of children to off-site venues for sports and other fixtures both during the school day and after school - our policy here is clear; it is for families to organise/make any arrangements which might involve lift-sharing between themselves. Our school follows the Local Safeguarding Children Partnership advice that schools should not enter into arranging transport themselves which involves parents/carers in transporting other children. A letter must always be issued to parents in these circumstances and the following wording must be used in the letter to parents/carers:

Under our Safeguarding Policy, which follows the advice of the BCP's Local Authority Designated Safeguarding Leaders, Bishop Aldhelm's C.E. Primary School is not able to make the arrangements for the transportation of children with other parents/carers to fixtures. Making any such arrangements is the responsibility of parents/carers who, if they choose to share transport facilities, will need to voluntarily share any necessary contact information between them. Please be

reminded that, if parents/carers enter into such arrangements, they do so at their own discretion and they are responsible for ensuring their child's safety; the school cannot be responsible in any way for monitoring these arrangements. We sincerely trust that parents/carers understand that the school's policy here is based on Safeguarding advice and guidance and is, in no way, meant to appear unhelpful. We thank you for your support and understanding.

Off Site Visits

Off site visits are the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the Local Safeguarding Children Partnership procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the DSL and Headteacher, who will pass to the MASH (Children's First Response Hub) if appropriate. In emergency the staff member in charge will contact the police and/or the MASH. The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility. Please refer to the Educational Visits Policy for further guidance.

Adults in the Staff Room

Visiting teachers, trainee trainees and visitors (accompanied by staff with whom they are working) are welcome into the staffroom.

Work Placement students and school parents and volunteers are not allowed into the staffroom. This is because issues of a confidential nature may be obtainable/discussed in here. These adults must take their breaks in the Home Economics Room and must be supervised or must be asked to wait in the foyer, with the office team having been informed, if staff members are unable to supervise them.

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 6 - Briefing for temporary and supply staff

For supply staff and those on short contracts in Bishop Aldhelm's CE Primary School.

Whilst working at Bishop Aldhelm's, there is a duty of care towards the children/pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Lizzie Sharpe (Autumn Term) or Victoria Loughman (Spring/Summer Term).

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present.

Then sign it, and give your record to the Designated Safeguarding Lead, who should contact children's social care if appropriate

Remember, if you have a concern, discuss it with the DSL.

Appendix 7 - Hamwic Safeguarding Audit form

Evidence To Be Provided

Please ensure the evidence listed below is available to evaluate at the beginning of the day. This will be the first activity reviewers undertake.

Document/Evidence	Y/N	Comments
The most recent local authority audit		
Access to electronic version of the Single central record for the school – with administrator		
Records of safeguarding training, including certificates for DSLs		
Attendance analysis for all groups of pupils showing the last three years		
Records and analysis of pupils taken off roll over the past 12 months, showing gender, class, PP, SEN, EAL, ethnicity		
Records and analysis exclusions, poor behaviour and any use of internal isolation		
Evidence of governors' checks on safeguarding and minutes of meetings		
Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/ biphobic/transphobic bullying, use of derogatory language and racist incidents		
Records and analysis of sexual harassment or sexual violence		
A list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution		
A list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan		
A list of any allegations against staff		
A sample of risk assessments, including for individual pupils. To include two in-school activities and two educational visits.		
A list of pupils with medical conditions and allergies.		
Curriculum plan for PSHE, including safeguarding.		
Pupils' work books which link to the safeguarding curriculum (one middle ability pupil in each class).		
Notes/minutes of leadership and staff meetings		
Notes of DSL meetings and agreed actions		

Appendix 8 - Operation Encompass (Domestic Abuse) Safeguarding Statement



OUR KEY ADULTS ARE:

Scott Tait, Lizzie Sharpe, Sarah Draper and Victoria Loughman

Operation Encompass Safeguarding Statement

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