

## **PARK SCHOOL - SAFEGUARDING CHILDREN POLICY – ISI-7A**

This policy applies to the whole school including the whole of the Early Years Foundation Stage ('EYFS')

### **1. INTRODUCTION**

- 1.1. Safeguarding and promoting the welfare of our pupils is of paramount importance to all the adults who work in our school. This can be defined as follows; protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The welfare of our children is paramount, regardless of age, gender, race, culture or disability.
- 1.2. Part One of the document 'Keeping Children Safe in Education (September 2021)' ('KCSIE') sets out a list of further specific safeguarding issues and provides links to expert and professional organisations which provide up-to-date guidance and practical support. Behaviours linked to specific issues put children in danger. Important additional information regarding specific forms of abuse and safeguarding issues are provided by KCSIE in Annexe A and are summarised in Appendix 6 of this policy.
- 1.3. This policy has been written having had regard to the following documents:
  - 'Working Together to Safeguard Children (July 2018)'
  - 'What to do if you're worried a child is being abused 2015 - Advice for practitioners'
  - 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'
  - 'Safer Digital Working Practices for Adults who work with Children and Young People'
  - 'Keeping Children Safe in Education (September 2021)'. ('KCSIE')
  - 'Information sharing advice for safeguarding practitioners - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers (March 2015)'
  - 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)'
  - 'Revised Prevent Duty Guidance' (July 2015)
  - 'Mental Health and Behavior in Schools guidance' (June 2021)
  - 'Pan-Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual' published by the Pan-Dorset Safeguarding Children Partnership (<https://pandorsetscb.proceduresonline.com>)

Up to date copies of all of these documents are available to staff in the DSL's office.

- 1.4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes
- 1.5. A child is defined as a '**child in need**' if he/she is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
- 1.6. A child is defined as a child '**at risk**' if there is reasonable cause to suspect that a child is in danger or is suffering, or likely to suffer, significant harm. All staff members should be able to identify cases of children who may be 'in need' or 'at risk'. If staff are unsure they should always speak to the Designated

Safeguarding Lead ('DSL') (See Section 3 below).

- 1.7. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. More detail regarding these types of abuse and neglect is included as Appendix 5 to this policy. The signs of possible abuse are explained and discussed in detail on a regular basis during the training referred to in section 3 below. The following occurrences involving pupils are just some examples of concerns which should be acted on:
  - Significant changes in children's behaviour;
  - deterioration in their general well-being;
  - unexplained bruising, marks or signs of possible abuse;
  - signs of neglect;
  - comments children make which give cause for concern
  - running away or going missing
- 1.8. With regard to 'Children Missing from Education' we notify the Local Authority (BCP) if we are to delete a pupil from our Admissions Register in any of the circumstances set out in KCSIE, or if a pupil fails to attend school regularly or if a pupil has had significant absence without the school's permission.
- 1.9. With regard to Honour-based Violence (HBV), including Female Genital Mutilation (FGM), Forced Marriages or practices such as breast ironing, it is illegal in the UK and a form of child abuse. If we have a concern that a child is at risk of HBV or who has suffered HBV, we will activate local safeguarding procedures liaising with the Police and Social Care. With regard specifically to FGM staff are made aware upon joining the school and in subsequent regular training that there is a statutory duty upon teachers (including non-qualified staff who are engaged in teaching activities) to report to the Police where they discover (either through disclosure or visual evidence) that an act of FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary action under the school's discipline procedures and may, if appropriate, be referred to the Teaching Regulation Agency (TRA).
- 1.10. With regard to protecting children from the risk of radicalisation, schools are under a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. We are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. All staff are trained upon joining the school (and then on an annual basis) to have a general understanding of the risks affecting children and young people in the area and to have a specific understanding of how to identify individual children who may be at risk of radicalisation. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. We ensure that children are safe from terrorist or extremist material when accessing the Internet, by having suitable filtering and monitoring in place and by teaching pupils about on-line safety. If there is a concern about a pupil, staff should follow the safeguarding procedures set out in this policy. The school takes into account the policies and procedures of the Pan-Dorset Safeguarding Children Partnership and the school (or any individual member of staff) may make a referral to the Channel Programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Concerns about radicalization should be discussed with a child's parents unless doing so would put the child at risk. An individual's engagement with the programme is entirely voluntary at all stages. The school's Designated Safeguarding Lead leads annual safeguarding refresher training (including training on the Prevent Duty) at the start of each academic year, when the staff take part in a risk assessment in order to identify any pupils at risk. This risk assessment is recorded on the safeguarding log.
- 1.11. With regard to Upskirting, staff are made aware upon joining the school and in subsequent regular training that this is a criminal offence. Therefore there is a duty upon teachers (including non-qualified staff who are engaged in teaching activities) to report to the Designated Safeguarding Lead, who will

contact the Police, where they discover (either through disclosure or visual evidence) that an act of Upskirting appears to have taken place.

- 1.12. All staff should be aware that children are capable of abusing their peers. Peer on peer abuse can take many forms and staff should keep in mind the threshold for children becoming 'at risk' – i.e. is a child suffering, or likely to suffer, significant harm? Park School has a zero-tolerance approach to abuse. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse can take very many different forms. Some abuse can take place online and staff should be alert to issues arising for example through email, social media and messaging sites and sexting. Staff should also be aware of different gender issues such as girls being inappropriately touched or boys being subject to bullying initiation-type procedures. Peer on peer abuse must be acted upon and never tolerated or passed off as 'banter' or 'part of growing up'. Where a member of staff suspects peer on peer abuse, usual safeguarding procedures should be followed (see Sections 5 & 7 of this policy). Both perpetrators and victims of peer on peer abuse are treated as 'at risk' and, where appropriate, such abuse will be referred to external local agencies. The school's Bullying policy provides more detail on issues such as the prevention of abuse and the support given to victims.
- 1.13. Contextual safeguarding is used in the assessment of children. The DSL will consider the context within which safeguarding incidents or behaviours have occurred and assess the child using these wider environmental factors which may take place outside school and could be a threat to their safety and/or welfare. Social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
- 1.14. Pupils are taught about safeguarding, including their safety online, through a number of subjects including ICT and PSHE. The school online e-safety policy and teaching of online safety is based on the 4C's (defined in KCSIE 2021 para 124) content, contact, conduct and commerce. The school has a robust e-safety procedures (including filtering and monitoring) – see the school's E-safety policy and Remote Learning policy for more details. The police are invited into school on an annual basis to talk to staff, children (Years 2 & 6) and parents about staying safe when online and other dangers to their safety. The pupils are given regular reminders by their class teachers of what they can do if they are worried about something. The Headteacher delivers assemblies on this issue to the whole school on a regular basis.
- 1.15. Where the school has a pupil who is looked after by a local authority, the DSL communicates with relevant staff to ensure that they have the necessary skills, knowledge and understanding to keep such a pupil safe. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers.
- 1.16. Staff must maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and Social Care. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the child.
- 1.17. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

1.18. With regard to non-mobile babies/children we recognise that accidents happen that may result in bruises, especially in mobile babies/children. However, it is highly unlikely that innocent bruising or other injuries may occur in non-mobile babies/children. It is a safeguarding requirement of Pan-Dorset safeguarding children partnership (PDSCP) that any bruise/injury in a non-mobile baby/child is referred to the local safeguarding team.

1.19. Parents are informed annually in writing on the confidential information forms that this policy is always available to them on the school website. Prospective parents are told on our website that this policy is available to them.

## 2. AIMS AND OBJECTIVES

2.1. The aims of this policy are:

- to ensure that the roles and responsibilities of all members of staff are clear
- to set out the correct procedures for those who encounter an issue of child protection

## 3. ROLES, RESPONSIBILITIES, TRAINING AND INDUCTION

3.1. The School Board of Governance (including the Chairman/Proprietor of Park School (John Forsyth) and Forfar Education Executive) ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

3.2. Where there is a safeguarding concern, the school senior management team (supported by the School Board of Governance) ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. If staff have any concerns about a child's welfare they should act immediately. (See Flow Chart in Appendix 4 as defined in KCSIE)

3.3. **All** staff are responsible for the safeguarding and welfare of the children in our care. This includes the proprietors (Forfar Education), the senior management team, peripatetic staff, as well as all staff working at Park School and Nursery.

3.4. Responsibility for child protection matters is taken by the Headteacher, Melanie Dowler, who is the DSL, and by the Director of Studies, Rosie Cattani who is the Deputy DSL for the main school and the Nursery Manager, Rebecca Mellows who is the Deputy DSL for the Nursery. The DSL and the two Deputy DSLs receive training (updated every two years) in child protection and inter-agency working for the designated person(s). The DSL is the designated practitioner with lead responsibility for safeguarding children within the EYFS and for liaising with local statutory children's agencies as appropriate. The relevant Deputy DSL will carry out this role in the absence of the DSL. All elements of safeguarding are overseen and checked by the Board Level Lead for Safeguarding, (Jo Storey).

3.5. Appendix 3 of this policy sets out a more detailed description of the role of the DSL (and Deputy DSL) and Board Level Lead for Safeguarding, (Jo Storey).

3.6. Appendix 4 of this policy sets a flow chart of the actions taken where there are concerns about a child.

3.7. All staff (including the Headteacher and the members of the Board of Governance for Park School)

receive training in child protection from a local external provider. This training has taken place every three years in the past and will continue to take place on a regular basis in accordance with advice received from the Pan-Dorset Safeguarding Children Partnership – BCP area (currently every three years). In September training all current staff read this policy which explains the role of the DSL (Appendix 3 of this document), and Part One of KCSIE & Annex A. They are kept abreast of all changes in legislation and good practice by the DSL. In addition each year, all staff read the Staff Code of Conduct (incorporated in the Staff Guide, which is given to all staff), Bullying, Behaviour and Discipline, Missing Child, School Rules, E-safety and ICT Acceptable Use policies. The DSL provides all staff with a safeguarding and child protection update in September each year and throughout the year in Staff meetings. All up to date safeguarding documentation is available on the School Intranet and paper copies are in the DSL's office.

- 3.8. Teaching staff have online safety training (KCSIE 2021 para 114) provided annually by the Dorset Policy Community Unit. They are required to ensure children are taught about safeguarding, including online safety (KCSIE 2021 para 119). All this safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider INSET and curriculum planning.
- 3.9. The School Board of Governance have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.
- 3.10. All new staff joining the school will receive initial face to face training from the DSL, when a copy of this policy will be given and explained to them. This training includes an explanation of the whistleblowing procedures and sections 10 and 11 of this policy and the Prevent Duty. All new staff are required to read Part One of the document 'Keeping Children Safe in Education' & Annex A and the Staff Code of Conduct (incorporated in the Staff Guide, which is given to all staff). This initial face-to-face training also refers to the school's policies regarding Bullying, Behaviour and Discipline, Missing Child, School Rules, E-safety and ICT Acceptable Use.
- 3.11. The DSL, Deputy DSLs and Board Level Lead for Safeguarding, (Jo Storey) maintain regular contact with the local Safeguarding and Child Protection authorities Pan-Dorset Safeguarding Children Partnership. The DSL attends the half termly DSL forums organised by BCP council. The School contributes to inter-agency working in line with the statutory guidance in 'Working Together to Safeguard Children 2018 updated Dec 2020'. Contact details appear in Appendix 1 of this policy for the following agencies;
  - Social Care (for the different areas in which our pupils live)
  - Police
  - Safeguarding and Social Inclusion section of Children's Learning and Engagement at the Bournemouth Council
  - Advice regarding counter extremism and the Channel Programme
  - Pan-Dorset Safeguarding Children Partnership
- 3.12. All temporary staff who are in 'regulated activity' are given safeguarding training by the DSL, and are asked to read Part One of KCSIE & Annex A, this safeguarding policy, the staff code of conduct in the Staff Guide and the ICT Acceptable Use policy. The role of the DSL is also explained to them.
- 3.13. DSL takes a proportional risk-based approach to the level of information which is provided to parent helpers and accompanied volunteers. All Risk Assessment for visits have information on safeguarding to explain the procedure for any concerns.
- 3.14. DSL and Deputy DSLs have undertaken training to be part of the Operation Encompass initiative to support children who have experienced Domestic Violence. Operation Encompass ensures that senior safeguarding members of Park School, (DSL/DDSs) known as Key Adults, are trained to allow them to receive information from the police and to use the information that has been shared, in confidence, while ensuring that we are able to make provision for possible difficulties experienced by children, or

their families, who have been involved in a domestic abuse incident.

- 3.15. If the proprietors or school representatives hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they endeavour to ensure that appropriate arrangements are in place to keep children safe. The School Board of Governance should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The School Board of Governance should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

#### 4. SAFER PRACTICES FOR ADULTS WORKING WITH CHILDREN

- 4.1. This policy should be read in conjunction with the following school policies and documents:-
- Employment Handbook issued to staff with their contracts
  - The Staff Code of Conduct which is set out in the Staff Guide and is accessible upon request to the School Office. This document is read by all new members of staff as part of the induction process and can be consulted by all existing members of staff at any time in order to check our current procedures and guidance. The Code of Conduct contains guidance on a number of issues (e.g. staff/pupil relationships and communications including the use of social media) and also makes reference to other important policies containing issues of conduct (e.g. the E-safety policy, Remote Learning policy and the ICT Acceptable Use policy) which must be read.
- 4.2. All staff wear a Park School badge with their name, photograph and role. Any visitors to the site sign into through the School office and are given a Visitors' Badge which they return when they sign out and leave.
- 4.3. There may be times when adults in our school, in the course of their duty are entitled to use reasonable force to control or restrain children. More detail is provided in the Behaviour and Discipline policy. The Headteacher requires the adult involved in any such incident to report this to her immediately, and to record it in the interventions book.
- 4.4. Images taken by staff should only be taken on equipment owned by the school, and not on personal mobile phones or cameras. Personal mobile phones and personal cameras of staff working with the children in Nursery and Reception, as well as any visitors are never used in the EYFS setting and are kept in a designated cupboard/box.

#### 5. RESPONDING TO A CONVERSATION INITIATED BY A CHILD WHICH HAS RESULTED IN A DISCLOSURE (NOT INCLUDING ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS OR PEER ON PEER SEXUAL VIOLENCE/HARASSMENT)

- 5.1. When responding to a child during that conversation, a member of staff should:
- listen carefully to what is said, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was; the words that the member of staff says to the child should always be framed in an open manner and not 'lead' the child in any way. For example say, 'Tell me what has happened', rather than, 'Did s/he do...' **Remember: TED – Tell me, Explain, Describe**
  - stay calm;
  - reassure victim that they are being taken seriously and that they will be supported and kept safe;

- a victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Reassure the child that s/he has done the right thing in telling you;
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking.– see Appendix 2 to this policy for guidance on making the written record;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events. Do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a ‘statement’;
- where the report includes an online element, 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. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children’s social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- you do not need to find a ‘witness’
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report. Where such contact is not possible, then speak to another member of the Senior Management Team, who will deal with the matter; and
- do not discuss with parents/carers. The DSL will agree with the Social Care team when parents/carers should be contacted and by whom.
- If a child makes a disclosure via remote learning the same procedure should be followed as outlined in this section. The DSL can be contacted via the school phone number, personal mobile (all school staff have headteacher mobile number) or email. The Deputy DSL in nursery can be contacted via the nursery phone number, personal mobile number( all nursery staff have the Nursery managers mobile number) or email.

- 5.2. It is important for staff to remember that what appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. It is important therefore that the school and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
6. **RESPONDING TO ANY OTHER SITUATION WHERE A MEMBER OF STAFF DEVELOPS A CONCERN OR SUSPICION THAT A CHILD MAY BE SUFFERING, OR AT RISK OF SUFFERING, SIGNIFICANT HARM (NOT INVOLVING AN ALLEGATION OR SUSPICION OF ABUSE AGAINST MEMBERS OF STAFF, VOLUNTEERS OR THE HEADTEACHER)**
- 6.1. Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm must be acted on. Any suspicion or concern should be discussed without delay with the DSL or the relevant Deputy DSL.
- 6.2. Staff members working with children are advised to maintain 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 interests of the child.
- 6.3. As soon as possible after the concern has been reported to the DSL/Deputy SL, a careful record should be made (by the person who first became concerned) of what was seen/heard that led to the concerns. Appendix 2 of this policy contains guidance on making the written record. Where physical injuries have been observed, these should be carefully noted but should not be photographed. Staff should not ask to see injuries that are said to be on an intimate part of the child's body.
- 6.4. An allegation of child abuse or neglect may lead to a criminal investigation. It is important therefore that the school and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
7. **RESPONSE BY THE SCHOOL IN THE CASE OF A POSSIBLE 'CHILD IN NEED' OR 'CHILD AT RISK'**
- 7.1. If staff members have any concerns about a child in need (as opposed to a child being in immediate danger or at risk - see 7.2 below) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care (see sections 7.2 and 10 of this policy for more information about direct referrals). Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Pan-Dorset Safeguarding Children Partnership. If anyone other than the DSL makes the referral they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- 7.2. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police (if a crime has, or may have been committed, immediately). Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the



person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- 7.3. Where there is a safeguarding concern, the child's wishes and feelings must be taken into account when determining what action to take and what services to provide. Children must be given the opportunity to express their views and to give feedback. Any systems and processes should operate with the best interests of the child at their heart.
- 7.4. Contacting Social Care and/or the Police should be done without any discussion with parents/carers. Staff should agree with Social Care / The Police when parents/carers should be contacted and by whom. Referrals to Social Care are made to the Social Care office relating to the area where the child lives (see contact details in Appendix 1 of this policy).
- 7.5. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL. Records of conversations with Social Care should include a note of what actions will be taken and by whom, giving the date and time of the referral. See Appendix 2 for more information regarding record keeping. The DSL will inform as soon as possible the Board Level Lead for Safeguarding, (Jo Storey) that a referral has been made (or in their absence another member of the School Board of Governance).
- 7.6. In deciding what action to take, the DSL and staff will take into account local inter-agency safeguarding procedures. Advice and guidance can be readily sought from the following local agencies;
  - Safeguarding and Social Inclusion section of Children's Learning and Engagement at the Bournemouth Council
  - Pan-Dorset Safeguarding Children Partnership
  - MASH team
- 7.7. A child's wishes and feelings should be taken into account when determining what action to take and what services to provide to protect individual children.
- 7.8. See sections, 1.7 and 1.8 above for information regarding the required response in cases of 'children missing from education', 'Female Genital Mutilation' or 'children at risk of radicalisation'.

## **8. CONCERNS OR ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF THAT MEETS THE THRESHOLD OF CONCERN**

- 8.1. This section 8 relates to a concern or an allegation that a teacher or member of staff (including volunteers and supply cover teachers) has
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- 8.2. This relates to all concerns and allegations, regardless of whether the school is where the alleged abuse took place.
- 8.3. All such concerns and allegations should be communicated immediately to the Headteacher (Designated Safeguarding Lead) even if considered low level concerns. The Headteacher and Board Level Lead for Safeguarding, (Jo Storey) will immediately discuss with the Designated Officer (LADO) at the local authority the appropriate course of action, including whether involvement of the Police is appropriate. There may be situations when the Headteacher and Board Level Lead for Safeguarding will want to involve the Police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Contact details for the designated officer appear in Appendix 1 to this policy.
- 8.4. If the Headteacher is the subject of the concern or allegation, it should be communicated immediately

to the Board Level Lead for Safeguarding without informing the Headteacher. The Board Level Lead for Safeguarding is the nominated person on the School Board of Governance to liaise with the designated officer(s) from the Local Authority and/or partner agencies on issues of child protection. In the event of concerns or allegations of abuse against the Board Level Lead for Safeguarding or any member of the School Board of Governance, including the Chairman of the school Board, these should be reported to the Headteacher.

- 8.5. The Headteacher and Board Level Lead for Safeguarding will inform the accused person about the allegation as soon as possible (after consulting the LADO) and give an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The School must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.
- 8.6. If there is cause to suspect a child is suffering or likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance in 'Working Together to Safeguard Children'. Parents of a child or children involved should be told about the allegation as soon as possible (if there is a strategy discussion or involvement of social care or the police, the Headteacher and Board Level Lead for Safeguarding should not tell parents until those agencies have been consulted).
- 8.7. It is important for staff to remember that what appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. It is important therefore that the school and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
- 8.8. There are restrictions on the reporting or publishing of allegations against teachers and so schools must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the Secretary of State publishes information about an investigation or decision. The Headteacher and Board Level Lead for Safeguarding should take advice from the designated officer on who needs to know should be informed, what information can be shared, and how to handle leaks, gossip, press etc.
- 8.9. If the School has concerns about an existing staff member's suitability to work with children, the School will carry out all relevant checks as if the person were a new member of staff.
- 8.10. If the accused person resigns, or ceases to provide their services, this should not prevent a concern or allegation being followed up. The School Board of Governance in discussions with the school safeguarding team **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
- 8.11. The School has a legal duty to make a referral to the DBS where it thinks that an individual has engaged in conduct that harmed (or is likely to harm) a child, or if a person otherwise poses a risk of harm to a child (see para 163 of KCSIE for more information). A referral to the DBS is for consideration of whether inclusion on the barred lists is required. If the individual referred to the DBS is a member of teaching staff, the School must also consider whether it has a duty to make a referral to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching. The School also has a legal duty to make a referral to the DBS in circumstances where an individual:-
  - has applied for a position at the School despite being barred from working with children; or
  - has been removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child.If the individual referred to the DBS is a teacher, the School must also consider whether it has a duty to make a referral to the TRA.
- 8.12. In the case of any allegations of harm or abuse by any person working or looking after children on our premises (whether the allegations relate to harm or abuse committed on our premises or elsewhere), we must inform OFSTED as soon as practicable (but at the latest within 14 days) of the allegations and

the action taken. It is an offence for us not to do this (in the absence of any reasonable excuse).

- 8.13. In relation to the EYFS, the School will comply with all regulations regarding the disqualification of a registered provider (or one of its employees) as set out in the Independent School Standards Regulations. This includes making the required notifications to OFSTED. Where we become aware of relevant information which may lead to such disqualification, appropriate action will be taken to ensure the safety of the children.
- 8.14. Detailed information regarding record keeping, references and learning lessons is set out in KCSIE (paras 397 to 403). Where no further action is to be taken in regard to the individual facing the allegation or concern, this decision and a justification for it should be recorded by the Headteacher and Board Level Lead for Safeguarding and agreement reached between the Headteacher and Board Level Lead for Safeguarding and the LADO as to what information should be put in writing to the individual concerned and by whom.
- 8.15. If an allegation is determined deliberately invented or malicious, the Headteacher and Board Level Lead for Safeguarding should consider whether any disciplinary action is appropriate against the pupil who made it, or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- 8.16. At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the Headteacher and Board Level Lead for Safeguarding to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## 9. **CONCERNS OR ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF THAT ARE CONSIDERED 'LOW LEVEL'**

- 9.1. This section 9 relates to a concern or an allegation that a teacher or member of staff (including volunteers and supply cover teachers) that is considered 'low level' and has not met the threshold of concern.
- 9.2. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at section 8. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school 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.
- 9.3. To support staff and encourage sharing of concerns with the DSL in an open and transparent culture the School :
  - ensures staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others as explained in the Staff Code of Conduct;
  - empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy);
  - address unprofessional behaviour and supporting the individual to correct it at an early stage;
  - providing a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
  - helping identify any weakness in the school safeguarding system.
- 9.4. Low-level concerns about a member of staff should be reported to the designated safeguarding lead (or deputy). Where a low-level concern is raised about the Headteacher, it should be shared with the Board

Level Lead for Safeguarding.

9.5. Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school, that concern should be shared with the designated safeguarding lead (or deputy), and recorded in accordance with the school's low-level concern/staff code of conduct policy and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

## 10. **RESPONDING TO A CONVERSATION INITIATED BY A CHILD WHICH HAS RESULTED IN A DISCLOSURE ABOUT CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

10.1. This section 10 relates to a concern or an allegation that another child has been sexually violent or sexually harassed towards another child as defined below (See [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) September 2021)

### 10.1.1. Sexual Violence

- Rape
- Assault by penetration
- Sexual Assault

### 10.1.2. Sexual Harassment

- To violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

10.2. Sexual Violence and Sexual Harassment are not acceptable and will not be tolerated. It will not be passed off as 'banter, part of growing up or having a laugh'. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

10.3. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

10.4. All such concerns and allegations should be communicated immediately to the Headteacher/DSL. If it is a case of alleged Sexual Violence the DSL/Headteacher and Board Level Lead for Safeguarding who will make an immediate risk and need assessment, but for sexual harassment the need for a risk assessment will be considered on a case-by-case basis. The risk and need assessment will consider:

- The victim, their protection and support
- The alleged perpetrator
- Other children at the school.

10.5. The DSL will contact the children's social care and specialist services as required.

10.6. The DSL and Board Level Lead for Safeguarding will decide how best to support the victim and alleged perpetrator with advice from other specialist services where appropriate. This might be through in school support for bullying or early help ( [Working Together to Safeguard Children](#) chapter 1.) from local agencies.

10.7. Where a child is at risk of harm or is in immediate danger a referral to children's social care will be made by the DSL. At this stage parents or carers will be informed, unless this would put the child at additional risk.

10.8. In the disclosure of Sexual Violence the DSL will contact the Police and social care.

10.9. The Headteacher will liaise with the Police and social care to agree what information will be disclosed to staff and others including the alleged perpetrator and their parents/carers. The Headteacher will also

discuss how to best protect the victim's identity.

10.10. This Risk Assessment and any other documentation will be recorded and kept under review by the DSL and Board Level Lead for Safeguarding.

## **11. SAFE RECRUITMENT OF STAFF, VOLUNTEERS AND VISITING SPEAKERS**

11.1. The School has a duty to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking appropriate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

11.2. We operate safe recruitment procedures which comply with the Independent School Standards Regulations. The School has a Recruitment, Selection and Disclosure Policy and Procedure, a copy of which may be accessed upon request to the School Office. This covers staff, including 'supply cover', volunteers and contract staff. At least one person on the interview panel has completed the Safer Recruitment training.

11.3. Regarding visiting professionals (e.g. a School Nurse), where it is reasonable for us to assume that he/she has been the subject of appropriate checks by his/her employing organisation we do not need to see these checks. We do, however, check identity when such a visitor arrives to ensure that imposters do not gain access to children.

11.4. Off-site, where staff employed by another organisation work with our pupils, we obtain assurances that appropriate checks and procedures apply to such staff. These assurances are obtained by Park School member of staff in charge of the visit and recorded on the paperwork that is submitted to the Health and Safety Officer prior to such trip.

11.5. Any person giving talks to our pupils (on our site or off site) is vetted beforehand for suitability and appropriately supervised. The school keeps a record of such vetting (for more details see the school's Recruitment Selection and Disclosure Policy and Procedure).

11.6. In relation to the EYFS, the School will comply with all regulations regarding the disqualification of a registered provider (or one of its employees) as set out in the Independent School Standards Regulations. This includes making the required notifications to OFSTED. Where we become aware of relevant information which may lead to such disqualification, appropriate action will be taken to ensure the safety of the children.

## **12. DIRECT REFERRAL TO SOCIAL CARE OR OTHER EXTERNAL AGENCIES**

12.1. Although staff are, wherever possible, expected to take their concerns or suspicions of abuse to the DSL (or, in her absence, the Deputy DSL) or to the Board Level Lead for Safeguarding, the government guidance 'Keeping Children Safe in Education' makes it clear that anyone may make a referral direct to external agencies, including Children's Social Care.

12.2. If no referral is made by the DSL and the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

12.3. In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, anyone may make a referral direct to Children's Social Care.

## **13. CONCERN OVER THE SCHOOL'S SAFEGUARDING PRACTICES**

13.1. Anyone is able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Any such concern should be expressed without delay to a member of the Senior Staff team who will then share the concern with the other members of the Senior Staff team, including the DSL.

13.2. The School's Whistleblowing policy, included in the Employment Manual, makes it clear that staff may

'blow the whistle' if they feel that the School is not following correct procedures.

#### 14. MONITORING AND REVIEW

- 14.1. This policy, together with the procedures outlined herein, are reviewed annually by the Headteacher and the School Board of Governance. The Board Level Lead for Safeguarding is the designated governor for safeguarding. This includes a review of the efficiency with which the related duties have been discharged. The School Board of Governance will also ensure that the school contributes to interagency working in line with 'Working Together to Safeguard Children 2018' through effective implementation of the child protection policy and procedures and good cooperation with local agencies.
- 14.2. If the school becomes aware of any deficiencies or weaknesses in child protection arrangements, these will be remedied without delay.

**Signed:** \_\_\_\_\_  
*(Designated Safeguarding Lead/Headteacher)*

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_  
*(Signed on behalf of the School Board of Governance at the time of the annual review of the policy and procedure outlined herein)*

**Date:** \_\_\_\_\_

There are six Appendices to this policy on the following pages.

## **APPENDIX 1 – CONTACT DETAILS**

### **PARK SCHOOL AND BOARD LEVEL CONTACTS**

**DSL** Melanie Dowler  
Email: [headteacher@parkschool.co.uk](mailto:headteacher@parkschool.co.uk)  
Telephone: 01202 396640

**DDSL** Rosie Cattani & Rebecca Mellowes  
Email: [dsl@parkschool.co.uk](mailto:dsl@parkschool.co.uk)  
Telephone: 01202 396640

**Board Level Lead for Safeguarding** Jo Storey  
Email: [js@forfaeducation.co.uk](mailto:js@forfaeducation.co.uk)

**Chairman of Park School** John Forsyth  
Email: [jf@forfaeducation.co.uk](mailto:jf@forfaeducation.co.uk)

#### **1. SOCIAL CARE, THE POLICE AND THE CHANNEL PROGRAMME**

- 1.1. A referral to Social Care is made by telephoning one of the numbers listed below.
- 1.2. Social Care for the area in which the child lives is to be contacted.

#### **2. THE OUT OF HOURS SERVICE.**

- 2.1. Children's Services Social Care Teams. Ask for the Child Care Duty Officer.

**Bournemouth, Christchurch or Poole:**

Telephone: 01202 123334  
Email: [childrensfirstresponse@bccouncil.gov.uk](mailto:childrensfirstresponse@bccouncil.gov.uk)  
Out of Hours: 01202 738256

- An online referral can be made to the local authority using the Report Child Abuse link (<https://www.gov.uk/report-child-abuse-to-local-council>)
- 2.2. It may also be appropriate to call the Police on 999 (emergency) or on 101 (non-emergency).
  - 2.3. If a member of staff discovers that Female Genital Mutilation appears to have been carried out on a girl under 18, this member of staff is under a statutory duty to report to the Police. Staff are expected also to inform the Designated Safeguarding Lead immediately.
  - 2.4. If a member of staff discovers that person is being forced into a marriage, this member of staff must contact the Designated Safeguarding Lead immediately. The DSL will then contact the Forced Marriage Unit for advice (020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)).
  - 2.5. Referrals to the Channel Programme in Dorset are made to the Safeguarding Referral Unit at [sru@dorset.pnn.police.uk](mailto:sru@dorset.pnn.police.uk). As a safeguarding matter referral will also be made to Social Care. Support and advice may also be obtained from the DfE helpline and mailbox (020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk))

#### **3. OTHER CONTACT DETAILS**

- 3.1. Pan Dorset Safeguarding Partnership

<https://pdscp.co.uk/working-with-children/applying-thresholds-and-reporting-concerns/>

3.2. For pupils in the EYFS, advice and support for Designated Safeguarding Leads/Senior Managers can be sought from a member of the Early response team as referenced above.

#### 4. **THE LOCAL AUTHORITY DESIGNATED OFFICER**

4.1. This is currently John McLaughlin or Laura Baldwin in Bournemouth

- 01202 817600 (lado@bcpcouncil.gov.uk)  
(the Local Authority Designated Officer is the person to whom allegations against adults who work with children in education establishments must be reported.)



## **APPENDIX 2 – RECORD KEEPING AND INFORMATION SHARING**

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. As a school we clear the ability to share, hold and use information for these purposes.

**All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

### **1. RECORD TO BE MADE BY AN ADULT RECEIVING A DISCLOSURE OF ABUSE**

1.1. This record should be made as soon as possible after the disclosure has been reported to the DSL. The facts, not opinions, should be accurately recorded in a non-judgmental way and should include:

- The child's name, gender and date of birth
- Date and time of the conversation
- What was the context and who was present during the disclosure?
- What did the child say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions – verbatim
- Any observations concerning child's demeanour and any injuries
- The name of the person to whom the disclosure was reported. Printed name of the receiver of the disclosure and position in school
- Date and signature of the receiver of the disclosure

1.2. This record should be passed to the DSL as soon as possible and retained in the original form (as it could be used as evidence in criminal proceedings).

### **2. RECORD TO BE MADE OF LOW LEVEL CONCERNS**

2.1. All low-level concerns should be recorded in writing by the designated safeguarding lead (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

2.2. These records will be recorded on the electronic Safeguarding log under staff concerns. (Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)) and any paper copies will be kept in the safeguarding file in the DSL's office. Records will be reviewed termly by the DSL team so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the DSL team will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where

appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. Records are kept until the staff member leaves the school's employment.

- 2.3. Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. If they subsequently meet the threshold of concern then this will be included in any reference.

### 3. **RECORD TO BE MADE BY AN ADULT WITH A CONCERN OR SUSPICION OF ABUSE**

- 3.1. This record should be made as soon as possible after the disclosure has been reported to the DSL. The facts, not opinions, should be accurately recorded in a non-judgemental way and should include:

- Pupil's details
- Date and time of event/concern
- Nature of the concern raised
- Action taken and by whom
- Name and role of the person making the record

- 3.2. This record should be passed to the DSL as soon as possible and retained in the original form (as it could be used as evidence in criminal proceedings)

### 4. **RECORDS KEPT BY THE DSL**

- All records relating to child protection concerns are kept securely, separate from the main school files, in the Headteacher's office.
- Information about concerns, allegations and referrals relating to individual pupils should be kept in separate files rather than in one generic 'concern log'.
- Individual files should include a chronology of incidents and subsequent actions/outcomes.
- If a pupil is subject of a child protection plan, this is highlighted in some way to make it immediately obvious to anyone accessing the record.
- Safeguarding information should be shared with all those in school who have a need to have it, either to enable them to take appropriate steps to safeguard the pupil or to enable them to properly carry out their own duties, but it should not be shared more widely than that.

### 5. **ACCESS TO SAFEGUARDING RECORDS**

- The child who is the subject of a safeguarding record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment under the Children Act 1989.
- Parents (i.e. those with parental responsibility) are entitled to see their child's safeguarding file, with the same exemptions as apply to the child's right to access the record. Note that an older pupil may be entitled to refuse access to his/her parents.
- Always seek advice if there are any concerns or doubt about a child or parent reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child at risk of harm. Any requests to see the child's record should be made in writing so that confidential information, such as any details of other pupils, can be removed.
- Safeguarding information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. Information should not be released to parents' solicitors on request; advice should be sought from LA Legal Services in such cases.

## 6. **TRANSFER OF SAFEGUARDING RECORDS**

- When a pupil transfers to another school, the DSL should inform the receiving school as soon as possible by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery.
- If the records are to be posted, they should be copied and these copies should be retained until there has been confirmation in writing that the originals have arrived at the new school. They can then be shredded.
- Whether child Safeguarding files are passed on by hand or posted, it is good practice to have written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving school.) This form should be retained by the originating school for 6 years (in line with guidance from the Records Management Society).
- If the pupil is removed from the roll to be home educated, the school should pass the child protection file to the Principal Education Social Worker (PESW) at County Hall using the process detailed above. If the child later enrolls at the same or another school, the PESW will pass on the child protection records.
- In circumstances where the identity of the receiving school is not known, advice will be sought from the appropriate Safeguarding Unit or Social Care Team.

## 7. **RETENTION OF RECORDS**

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

## **APPENDIX 3: ROLE OF THE DESIGNATED SAFEGUARDING LEAD, DEPUTIES AND BOARD LEVEL LEAD FOR SAFEGUARDING**

The School Board of Governance ensures that an appropriate senior member of staff (DSL) takes a lead responsibility for safeguarding children. This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. In the case of Park School the DSL is the Headteacher. The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL, Deputy DSLs and/or Board Level Lead for Safeguarding are available to discuss any concerns at all times. While the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsible for safeguarding and child protection remains with the DSL.

### **1. THE BROAD AREAS OF RESPONSIBILITY FOR THE DSL ARE:**

#### **1.1. Managing referrals**

- Refer all cases of suspected abuse to Bournemouth and Poole LSCB,
- For child safeguarding concerns which involve a staff member refer to the LADO,
- Decide if Early Help is appropriate and liaise with other agencies as appropriate.
- Refer to Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child,
- In cases where a crime may have been committed refer to local Police.
- Liaise with the Deputy DSLs, Board Level Lead for Safeguarding & School Board of Governance to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

#### **1.2. Training**

The DSL receives appropriate training carried out at least every two years in order to:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff at school.

#### **1.3. Raising Awareness**

- The DSL should ensure the school's policies are known and used appropriately
- Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, including online safety (see Remote Learning Policy).
- Ensure the safeguarding policy is available publicly and parents are aware of the referral process and the role of the school in this.

- Link with the local LSCB (Pan-Dorset Safeguarding partnership) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their safeguarding file is transferred securely to the new school as soon as possible.

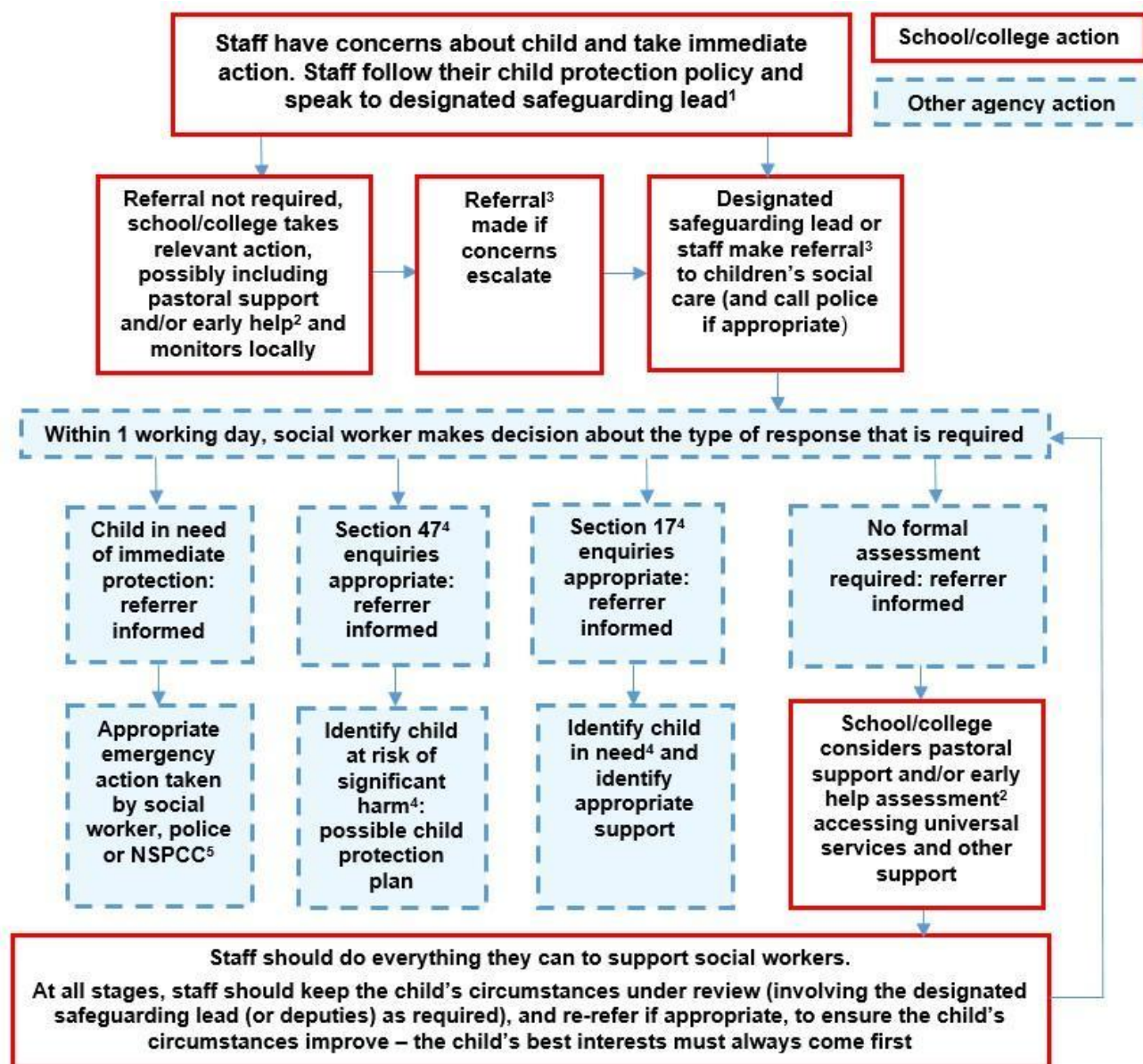
**2. THE MAIN ROLE OF THE BOARD LEVEL LEAD FOR SAFEGUARDING ON BEHALF OF THE SCHOOL BOARD OF GOVERNANCE IS TO ACT AS THE SCHOOL'S SENIOR LEVEL LEAD TO TAKE LEADERSHIP RESPONSIBILITY FOR THE SCHOOL'S SAFEGUARDING ARRANGEMENTS.**

**2.1. The areas of responsibility for the Board Level Lead for Safeguarding include:**

- Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School.
- Encourage other members of the School Board of Governance to develop their understanding of their responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties.
- Ensure that the School Board of Governance puts in place a suitable safeguarding policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice.
- Be familiar with the Pan Dorset Safeguarding Partnership guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment.
- Meet regularly with the DSL to monitor the effectiveness of the School's Safeguarding Policy and procedures and the implementation of these across the School.
- Ensure that the Governing Body receives a report on the implementation of the School's Safeguarding Policy and procedures at least annually to support a full review of safeguarding.
- Ensure that the DSL is part of the School's senior leadership team and has sufficient time and resources at her disposal to carry out her duties effectively.
- Ensure that the DSL and Deputy DSLs receive appropriate training and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Ensure that safeguarding training is included at induction for all staff working in the school.
- Ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers.
- Review the School's Single Central Register on at least a termly basis.

## APPENDIX 4 – FLOW CHART OF ACTIONS

### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

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

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## **APPENDIX 5: TYPES OF ABUSE AND NEGLECT**

1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
2. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. **Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving** a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE paragraph 27).
5. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **APPENDIX 6: SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES**

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

1. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or video can be signs that children are at risk.
2. Children may need to attend family courts due to separation or to give evidence in a criminal court, either for crimes committed against them or for crimes they have witnessed. Measures are available to help with these processes.
3. A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's procedures for unauthorised absence (see the school's policy for 'Pupil Attendance and Registration Procedures'). Particular attention should be given to repeat absences. The focus should be on helping identify the risk of abuse or neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones or Female Genital Mutilation.
4. Children with family members in prison can become isolated and suffer from poor mental health. The National Information Centre on Children of Offenders provide advice and support for those who need it.
5. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
6. Child Criminal Exploitation (CCE) victims 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. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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



- • children who misuse drugs and alcohol;
  - • children who go missing for periods of time or regularly come home late; and
  - • children who regularly miss school or education or do not take part in education
7. 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 nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact 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. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
  8. Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass psychological, physical, sexual, financial and/or emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.
  9. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Mental Health of staff and pupils is monitored by the Headteacher in their capacity as the School Mental Health First Aider. Any concerns are noted and interventions put in place to support the pupil or staff member. Pupils can still be referred for Early Help through the Pan Dorset Development and Behavioural unit. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
  10. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour. The DSL should contact the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
  11. So-called 'Honour-based' violence (HBV), including Female Genital Mutilation (FGM), Forced Marriages and practices such as Breast ironing, is illegal in the UK and is a form of child abuse with long lasting harmful consequences. KCSIE gives information regarding potential indicators that a child may be at risk of HBV or may have already suffered HBV.
  12. Protecting children from the risk of radicalisation is part of our school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences which an extremist or terrorist group may provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

13. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include bullying, including cyberbullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Any form of peer on peer abuse is taken seriously.
14. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. All victims are reassured that they will be taken seriously, are offered appropriate support and will be kept safe.
15. Children can be at risk from, or involved with Serious Violent Crime. This will, in all likelihood, adversely affect their educational attainment. If staff are aware of any concerns that a child may be involved with Serious Youth Violence or Gang involvement they should contact the Designated Safeguarding Lead who will seek guidance to support the child.
16. Children can be at risk from modern slavery. This encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If staff are aware of any concerns that a child may be involved they should contact the Designated Safeguarding Lead who will seek guidance to support the child.
17. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

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

If staff are concerned about a child in this area, inform the designated safeguarding lead (or a deputy), who will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

18. Children can be at risk from 'Upskirting' or be a perpetrator. All victims are reassured that they will be taken seriously and are offered appropriate support. The Police will be advised of this occurrence and will deal with the matter accordingly.
19. The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [TEACHING ABOUT RELATIONSHIPS SEX AND HEALTH](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources may also help schools and colleges understand and teach about safeguarding:
  - DfE advice for schools: teaching online safety in schools;

- UK Council for Internet Safety (UKCIS)<sup>1</sup> guidance: Education for a connected world;
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people;
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: Thinkuknow;
- Public Health England: Rise Above

20. For more details about specific safeguarding issues referred to in KCSIE 2021 are as follows:

#### **ANNEX B**

- Abuse  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>  
<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>  
<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>  
<https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy>  
<https://stopabusetogether.campaign.gov.uk/>
- Bullying including cyberbullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Child missing from home or care  
<https://www.gov.uk/government/publications/children-missing-education>  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>  
<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- Children with family members in prison and/or the court system  
<https://www.nicco.org.uk/>  
<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>  
<https://mojdigital.blog.gov.uk/2017/01/30/family-separation-whats-gov-got-to-do-with-it/>
- Child Exploitation  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>  
<https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>  
<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>
- Drugs

<https://www.gov.uk/government/publications/drug-strategy-2017>

<https://www.talktofrank.com/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-teacher-guidance>

- Honour Based Abuse

<https://www.gov.uk/government/collections/female-genital-mutilation>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

[fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

- Health and Wellbeing

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

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

- Homelessness

<https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

- Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- Radicalisation

<https://www.gov.uk/government/publications/prevent-duty-guidance>

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

<https://educateagainsthate.com/>

- Violence

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

<https://youthendowmentfund.org.uk/evidence/>

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>

<https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations>

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## **APPENDIX 7: SUPPORT FOR CHILDREN INVOLVED WITH ABUSE**

Support can include:

- Early help and children's social care as set out in Part one of this guidance.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
- NHS - Help after rape and sexual assault - NHS ([www.nhs.uk](http://www.nhs.uk)) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provides free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

## **APPENDIX 8: OPERATION ENCOMPASS (UPDATED MARCH 2021)**



### **OUR KEY ADULTS ARE:**

**Melanie Dowler, DSL and Headteacher**

**Rebecca Mellows, Deputy SL and Nursery Manager**

**Rosie Cattani, Deputy SL**

## **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 Board Level Lead for Safeguarding 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.