

Park School Safeguarding Children Policy

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 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.
- 1.3 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).
- 1.4 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 4 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
- 1.5 Part 1 of the document 'Keeping Children Safe in Education (September 2016)' ('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. Significant further information is provided by KCSIE regarding 'Children Missing from Education', 'Child Sexual Exploitation', 'Female Genital Mutilation' and 'Preventing Radicalisation'. The most important parts of this information are summarised in Appendix 5 to this policy, along with a complete list of specific safeguarding issues as presented in KCSIE.
- 1.6 With regard to 'Children Missing from Education' we notify the Local Authority 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.
- 1.7 With regard to Female Genital Mutilation ('FGM'), it is illegal in the UK and a form of child abuse. If we have a concern, we will activate local safeguarding procedures liaising with the Police and Social Care. 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 National College of Teaching and Learning.
- 1.8 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 Local Safeguarding Children Board 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.

- 1.9 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? Peer on peer abuse can take very many different forms. Some abuse can take place online and staff should be alive 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 passes 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 Section 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 Anti-Bullying policy provides more detail on issues such as the prevention of abuse and the support given to victims.
- 1.10 Pupils are taught about safeguarding, including their safety online, through a number of subjects including ICT and PSHE. The school has robust e-safety procedures (including filtering and monitoring) – see the school's E-safety policy for more details. The police are invited into school on a regular basis to talk to staff, children 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 an annual basis.
- 1.11 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.
- 1.12 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.

1.13 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.

1.14 This policy has been written having had regard to the following documents:

- 'Working Together to Safeguard Children (March 2015)'
- '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 2016)'. ('KCSIE')
- 'Revised Prevent Duty Guidance' (July 2015)
- 'Safeguarding Children Matters' published by the Safeguarding and Social Inclusion section of Children's Learning and Engagement at Bournemouth Council
- 'Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures' published by the Bournemouth and Poole Local Safeguarding Children Board (the 'LSCB'). ([www.http://bournemouth-poole-lscb.org.uk/](http://bournemouth-poole-lscb.org.uk/))

All of these documents are kept up to date by the DSL and are available to staff in the DSL's office.

1.15 Parents are informed annually in writing 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 Responsibility for child protection matters is taken by the Headteacher, Mrs Dowler, who is the DSL, and by Mrs Dowler who is the Deputy DSL for the main school or Miss Mellowes 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.

3.2 Appendix 3 of this policy sets out a more detailed description of the role of the DSL (and Deputy DSL).

3.3 All staff (including the Headteacher) 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 LSCB (currently every three years). All current staff have read this policy, and section 1 of KCSIE and are kept abreast of all changes in legislation and good practice by the DSL. The DSL provides all staff with a safeguarding and child protection update in September each year.

3.4 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 section 1 of the document 'Keeping Children Safe in Education' 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 Anti-Bullying, Behaviour and Discipline, School Rules and E-safety.

3.5 The DSL and Deputy DSLs maintain regular contact with the local Safeguarding and Child Protection authorities and the School contributes to inter-agency working in line with the statutory guidance in 'Working Together to Safeguard Children 2015'. 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
- LSCB (Bournemouth and Poole)

3.6 All temporary staff and volunteers who are in 'regulated activity' are given safeguarding training by the DSL, and are asked to read section 1 of KCSIE, this safeguarding policy and the staff code of conduct in the Staff Guide. The role of the DSL is also explained to them. The DSL takes a proportional risk based approach to the level of information which is provided to temporary staff and volunteers who are not in 'regulated activity'.

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 and the ICT Acceptable Use policy).

4.2 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 him immediately, and to record it in the interventions book.

4.3 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 are never used in the EYFS setting and are kept in a designated cupboard.

5 Responding to a conversation with a child which has resulted in a concern or a suspicion that a child may be suffering, or at risk of suffering, significant harm (not including allegations against members of staff or volunteers)

5.1 When responding to a child during that conversation, a member of staff should:

- listen carefully to what is said
- stay calm
- find an appropriate opportunity to explain that it is likely that the information will need to be shared with others - do not promise confidentiality
- allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events
- you do not need to find a 'witness'
- 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
- reassure the child that s/he has done the right thing in telling you

- explain what you will do next and with whom the information will be shared
- do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a 'statement'
- contact the DSL or, if the DSL is unavailable, the Deputy DSL as soon as you can. Where such contact is not possible, then speak to another member of the Senior Management Team, who will deal with the matter.
- record in writing what was said, including the child's own words, as soon as possible – see Appendix 2 to this policy for guidance on making the written record
- do not discuss with parents/carers. The DSL will agree with the Social Care team when parents/carers should be contacted and by whom

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 disclosure has been reported to the DSL/Deputy DSL, 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 Paragraph 5.2 applies equally to this section 6.

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 the Local Safeguarding Children Board. 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 Chairman of the School Board that a referral has been made (or in his absence another member of the School Board).
- 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
 - Bournemouth and Poole Local Safeguarding Children Board
- 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

- 8.1 This section 8 relates to a concern or an allegation that a teacher or member of staff (including volunteers) 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. The Headteacher/Chair of the School Board will immediately discuss with the designated officer at the local authority the appropriate course of action, including whether involvement of the police is

appropriate. There may be situations when the Headteacher / Chair 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 Chair of the School Board without informing the Headteacher. The Chair is the nominated person on the School Board 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 Chair, any proprietor or any member of the School Board, these should be reported to the Headteacher.
- 8.5 The Headteacher / Chair will inform the accused person about the allegation as soon as possible (after consulting the designated officer) and given 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/Chair should not tell parents until those agencies have been consulted).
- 8.7 Paragraph 5.2 applies equally to this section 8.
- 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/Chair should take advice from the designated officer on who needs to know what, 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.
- 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 120 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 NCTL to consider prohibiting the individual from teaching.
- 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 timescales is set out in KCSIE (paras

171 to 176). 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 / Chair and agreement reached between the Headteacher/Chair and the designated officer 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 / Chair 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 designated officer should review the circumstances of the case with the Headteacher / Chair 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 Safe Recruitment of Staff, Volunteers and Visiting Speakers

- 9.1 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.
- 9.2 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.
- 9.3 Re. 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.
- 9.4 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.
- 9.5 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).
- 9.6 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 NCTL.
- 9.7 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.

10 Direct referral to Social Care or other External Agencies

- 10.1 Although staff are, wherever possible, expected to take their concerns or suspicions of abuse to the DSL (or, in his absence, the Deputy DSL) or to the Chairman of the School Board, 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.

- 10.2 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.
- 10.3 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.

11 Concern over the School’s Safeguarding Practices

- 11.1 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.
- 11.2 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.

12 Monitoring and review

- 12.1 This policy, together with the procedures outlined herein, are reviewed annually by the Headteacher and the School Board. The Chairman of the School Board is the designated governor for safeguarding. This includes a review of the efficiency with which the related duties have been discharged. The School Board will also ensure that the school contributes to interagency working in line with ‘Working Together to Safeguard Children 2015’ through effective implementation of the child protection policy and procedures and good cooperation with local agencies.
- 12.2 If the school becomes aware of any deficiencies or weaknesses in child protection arrangements, these will be remedied without delay.

Signed: _____
(Designated Safeguarding Lead)

Date: _____

Signed: _____
(Headteacher)

Date: _____

Signed: _____
(Signed on behalf of the School Board at the time of the annual review of the policy and procedure outlined herein)

Date: _____

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

APPENDIX 1 – CONTACT DETAILS

1 Social Care, the Police and the Channel Programme

1.2 A referral to Social Care is made by telephoning one of the numbers listed below.

Social Care for the area in which the child lives is to be contacted. Park School pupils usually live in one of the four areas listed in 1.2 below.

The Out of Hours Service covers all four areas.

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

- Christchurch: 01202 474106
- Ferndown: 01202 877445
- Poole: 01202 735046
- Bournemouth: 01202 458102 / 458101 (email: MASH@bournemouth.gov.uk)
- Out of Hours Service: 01202 657279

1.4 It may also be appropriate to call the Police on 999 (emergency) or on 101 (non-emergency).

1.5 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.

1.6 Referrals to the Channel Programme in Dorset are made to the Safeguarding Referral Unit at 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)

2 Other Contact Details

2.1 Bournemouth and Poole Local Safeguarding Children Board ('LCSB')

- 01202 458873
- <http://bournemouth-poole-lscb.org.uk/>
(the LCSB publishes 'Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures' offers advice and support to Headteachers and DSLs in relation to any Safeguarding issues)

For pupils in the EYFS, advice and support for Designated Safeguarding Leads/Senior Managers can be sought from a member of the Early Years Safeguarding Officer Team:

- Kay Errington (Lead) - 01202 456204
- Suse Goddard - 01202 456278
- Josie Dyer - 01202 456295
- Tania Hall - 01202 456392
- Gaye Wright - 01202 456246
- Jackie Real - 01202 456188

Kay will also support settings in any action following a referral and/or investigations, including allegations against setting staff.

2.2 The Local Authority Designated Officer

This is currently Mr Mike Masterson in Bournemouth

- 01202 456744 (lado@bournemouthgcsx.gov.uk)
(the Designated Officer is the person to whom allegations against adults who work with children in education establishments must be reported.)

3 APPENDIX 2 – RECORD KEEPING

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

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

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

3.2 Record to be made by an adult with a concern or suspicion of abuse

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

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

3.3 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 wider than that.

3.4 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.

3.5 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.

3.6 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

4

- 4.1 Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have 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 designated safeguarding lead is the Headteacher.
- 4.2 The broad areas of responsibility for the designated safeguarding lead are:
- 4.3 Managing referrals
- Refer all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
 - Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - Act 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.
- 4.4 Training
- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's or college's child protection 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 and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- 4.5 Raising Awareness
- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
 - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
 - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

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

3.6 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.

5 APPENDIX 4: Types of abuse and neglect

6

- 6.1 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. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).
- 6.2 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.
- 6.3 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 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.
- 6.4 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 6.5 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 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.

7 APPENDIX 5:

- 5.1 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.
- 5.2 Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. More information is provided in KCSIE.
- 5.3 Female Genital Mutilation ('FGM') is a form of so-called 'honour based' violence and is illegal in the UK and a form of child abuse with long lasting harmful consequences. KCSIE gives information regarding potential indicators that a girl may be at risk of FGM or may have already suffered FGM.
- 5.4 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 such as family friends or on-line and with specific needs 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.
- 5.5 Other specific safeguarding issues referred to in KCSIE are as follows:
- Child missing from home or care
 - Bullying including cyberbullying
 - Domestic violence
 - Drugs
 - Fabricated or induced illness
 - Faith abuse
 - Gender-based violence / violence against women and girls
 - Mental health
 - Private fostering
 - Sexting
 - Trafficking