Bishop Aldhelm’s C.E. Primary School
Loved by God; United in Learning

Child Protection Safeguarding Policy

September 2018 v1
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Child Protection and Safeguarding Policy

Date of Policy: September 2018    DSL: Cheryl Smith

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

Summary of Key Safeguarding Information
All staff must sign and date a copy of these summary sheets to confirm that they have read and understand their contents and to agree that they will follow any requirements detailed.

Many of the points in this summary are explained in greater detail later in the policy and, by signing this sheet, staff are confirming that they have a copy of this policy, that they understand the information detailed in the policy and that they will adhere to the policy at all times.

Staff should refer to this policy whenever applicable circumstances arise.

Key Principles

A Definition of Safeguarding
In its simplest terms 'safeguarding' can be defined as 'keeping children safe from harm, such as illness, abuse or injury'.

- Safeguarding and promoting the welfare of children is: 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. (KCSIE 2018)
- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary).
- The types of abuse and neglect could be included – see KCSIE 2018 para 42 - 47

Safeguarding children is everybody's business
As members of the Bishop Aldhelm’s community we all share responsibility for safeguarding and promoting the welfare of the children at our school. Indeed it is our duty to safeguard and promote the welfare of the children at Bishop Aldhelm’s by constantly being vigilant and by acting if we have any concerns.

- **Staff have a duty to report any Safeguarding concern whatsoever to the Designated Safeguarding Leader.** If the Designated Safeguarding Leader (Cheryl Smith) is out of school then the Head Teacher (Scott Tait) will act as Designated Safeguarding Leader. If both Head Teacher, Deputy Head and Assistant Heads are all out of school there will be a named Duty Teacher (a member of the Senior Leadership Team who will be listed on the staffroom lobby whiteboard and in the school diary). Safeguarding concerns must not be reported to any other member of staff but to the Designated Safeguarding Leader. This ensures communication channels are clear. The Designated Safeguarding Leader can be interrupted to report a Safeguarding concern.
Reporting A Safeguarding Concern
See also Appendix 2 - Referral Flow Chart
As well as informing the Designated Safeguarding Leader verbally, staff must complete a My Concern and the Pastoral Care Worker and relevant member of the Senior Leadership Team should be informed. If completing a form this must be handed personally (not left in a tray) to the Designated Safeguarding Leader.

If the concern is a Pastoral Care concern rather than a direct Safeguarding concern then a My Concern must be completed and the Pastoral Care Worker and relevant member of the Senior Leadership Team should be informed. They then will initiate action if applicable and will always inform the Head Teacher.

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 immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children’s social care contact number.

What is the difference between A Safeguarding Concern and a Pastoral Care concern in this context?
Although very closely linked a Safeguarding concern is one where information has been obtained that a child is at risk of harm/has been harmed and action needs to be taken immediately.

A Pastoral Care issue may develop into a Safeguarding concern but it is, in this context, where there is not concern that a child is at risk of harm/has been harmed (apart from in a playground fall-out between friends) but it is a general concern about a pupil's pastoral situation.

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

If a child makes a disclosure/shares a Safeguarding concern:
- Never promise confidentiality, only discretion. It is important that the child understands this from the outset
- Do not ask leading questions although you can, where necessary, clarify the information which has been said to you with the child
- Acknowledge the child’s courage in talking to you and reassure them that what they have said will be taken seriously
- Reassure them but do not promise what you may not be able to deliver
- Inform the Designated Safeguarding Leader
- Record as much as you can remember as soon as possible (preferably immediately) afterwards, on My Concern, using the pupil’s own words as far as possible. Include who was present and the date, time and the location of the incident or disclosure.
- You have now fulfilled your responsibility and you should not take any further action or reveal this information to anyone else.

The Designated Safeguarding Lead is Cheryl Smith
Telephone number: 01202 715100

The Deputy Designated Staff for Safeguarding are Scott Tait (Head Teacher), Lizzie Sharpe (Deputy Head Teacher) and Angelina Wilson (Pastoral Care Worker)
Telephone number: 01202 715100

The Lead Safeguarding Governor is Jane Rosewarn
Contact: j.rosewarn@bishopaldhelms.poole.sch.uk
If a child makes a disclosure/shares a Safeguarding concern:
Any concerns whatsoever of a Safeguarding nature, whether they involve children or adults, must be reported to the Designated Safeguarding Leader immediately. Any Safeguarding Concerns regarding the Designated Safeguarding Leader must be reported immediately to the Chair of Governors.

Use of ID Badges and Fob System
All Staff Must Wear ID Badges on school lanyards:
- All staff must wear their ID Badge on the school lanyard and are responsible for this.
- All other adults on site must enter through the main reception where they will be given a badge on a lanyard. These badges must be returned at the end of the visit.
- If you see an adult on site without a badge, you must challenge them, take them to the team in the school office and this must be reported immediately to the Head Teacher.
- Adults other than staff on site fall into one of two categories: visitors or volunteers.
  - Visitors are occasional/one-off visitors who have not, necessarily, been DBS checked. They are not allowed unsupervised access to children and must be accompanied by a member of staff at all times.
  - Volunteers are regular attenders (e.g. weekly parent helper, peripatetic Music teachers) or staff from other agencies (supply teachers, LA personnel) who are DBS checked. Only if the Designated Safeguarding Leader agrees may volunteers have unsupervised access to children. It is staff’s responsibility to check this with the Designated Safeguarding Leader first.
- All visitors and volunteers who are not regular must be asked to wait in the foyer until the member of staff with whom their visit links is available.

Fob System
- Only school staff are given a fob which opens all external doors (apart from push bar fire exits) and all gates internal to the school grounds.
- It is the responsibility of staff to close all doors behind them and not to leave fire doors open at any time.
- All visitors/volunteers must enter school through the main Reception doors and these adults are not provided with fobs.
- Staff must challenge any adult, who is not a member of staff, who enters the building through other doors.

Under no circumstances must staff give ID Badges or Fobs to others.

Staff Dress Code
Staff are seen as a role model and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. e.g. no jeans, or flip-flops, uncovered shoulders (i.e. no “spaghetti straps” on summer clothes), sports clothes when not teaching sports etc.

Whilst it is not possible to list every possible clothing option here, it is hoped that staff will support the safer code of professional conduct and will dress in a way that reflects the high esteem we are held by children and their families.

Staff should wear PE clothes and trainers when teaching PE and Games lessons – thus setting high expectations for the children. Teaching assistants attending to support the learning of pupils in a PE or Games lesson should at a minimum have a change of appropriate shoes.

Whenever in school e.g. undertaking PPA or subject leadership responsibilities staff should maintain a high standard of professional dress.

To maintain a professional appearance and to be consistent with the high expectation placed on children and the families of the Bishop Aldhelm’s community, the wearing of casual items such as
jeans, sports clothing, football team clothing or items of clothing that could be deemed by others as too revealing should be avoided.

Due to health and safety reasons the wearing of flip flops and baring shoulders is not allowed.

**Trips and Transporting Of Children To Other Venues**

**Day Trips**
Parents assisting on a day school visit off site do not require a DBS or barred list check, so under no circumstances are children to be left, out of eyesight of a member of school staff, with an adult who is not a member of school staff ... even if the adult has a DBS check. **No parent helpers/volunteers are to supervise/take children to toilets. This responsibility is for paid members of staff only.**

**Transporting Children To Other Venues**
Our policy here is clear; it is for families to organise/make any arrangements which might involve lift-sharing between themselves. Our school follows the LCSB advice that schools should not enter into arranging transport themselves which involves parents/carers in transporting other children.

A letter must always be issued to parents in these circumstances and the wording to use in this letter is detailed later in this policy.

**Keeping Children Safe in Education – 2018 update**
The new version of keeping Children Safe in Education was updated in 2018 and became operational from 3rd September 2018.
Annex H on pages 103-109 of the updated version of the guidance sets out the changes that have been made to the KCSIE 2016 version which are also outlined as part of this policy in Appendix 7.

**References**
- Keeping Children Safe in Education - Statutory guidance for schools and colleges – September 2018
- Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children - March 2015

It is advised that these documents are referred to as supplementary reading.

------------- End of Summary of Key Safeguarding Information -------------

Staff Member: __________________________Date: _______________

I confirm that I have read and understand the ‘Summary of Key Safeguarding Information’ and I agree that I will follow all requirements detailed.

I understand that many of the points in this summary are explained in greater detail later in the Safeguarding policy and, by signing this sheet, I am confirming that I have a copy of the Safeguarding policy, that I understand the information detailed in the policy and that I will adhere to the policy at all times.

I will refer to this policy whenever applicable circumstances arise.

I understand that the ‘Keeping Children Safe in Education’ document has been updated and that I have fully read the changes that have been made outlined in this policy in Appendix 7.

I can also confirm that I have read and understood Part 1, Part 4 and Annex A of Keeping Children Safe in Education 2018.

Signed: __________________________Date: ____________________
Introduction and Policy Statement
This School recognises that safeguarding is everyone’s responsibility (KCSIE 2018)

Is Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil’s concerns will be listened to and acted upon.

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

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children’s Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Schools recognise the contribution they can make to protect and support pupils in their care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to safeguard their well-being and to protect them from abuse. The purpose of this policy is to:

- Afford protection for our pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child’s welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff’s own practice and behaviour puts children’s welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.

All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors/Trustees if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

Aims of the Policy
- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child’s welfare
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child’s welfare and for dealing with allegations against staff
To promote effective liaison with other agencies in order to work together for the protection of all pupils
To support pupils’ development in ways which will foster security, confidence and independence
To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety

There are three main elements to the school’s safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. **Safeguarding is the responsibility of all adults and especially those working or volunteering with children.** The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

**Specific roles in Safeguarding children**

The School has a Nominated Safeguarding Governor – **Jane Rosewarn**, who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead – **Cheryl Smith, Assistant Head Teacher**, the Head Teacher – **Scott Tait** and Chair of Governors - **Heidi Moxam**, on safeguarding issues. The responsibilities of the Governing body in relation to safeguarding are in KCSIE Part 2 and Ofsted Inspecting safeguarding in early years, education and skills settings Annex 1 (see also LSCB guidance).

The Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Head leads on allegations against staff)
- Keep secure Child Protection, Children in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit, report to the SLT and Governing Body.
- DSL responsibilities (to be read in conjunction with DSL role description in KCSIE 2018)
In addition to the role of staff and senior management team the DSL will:

- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend initial training for the role and refresh this every year. By attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter with regular updates.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child’s social worker is informed
- Link with the LSCB and SCC to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.

The DSL is a senior member of staff with time in their JD to do the role.

The DSL or deputy should always be available during school or college hours for staff in the school to discuss any safeguarding concerns. Therefore the DSL is advised to have at least two deputies to provide safeguarding cover at all times e.g. the DSL may be on planned time away from the school for training etc. and the deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff should be aware of which deputy DSL is available – this is noted on the staff notice board/diary next to the signing in desk.

(See also the Role of the DSL – LSCB guidance and KCSIE 2018, Annex B)

**Safeguarding Team**
The school has set up a Safeguarding Team which comprises the Assistant Head Teacher (Cheryl Smith) and the Pastoral Care Worker (Angelina Wilson). This team meets once a week to discuss any pastoral concerns / safeguarding concerns which need to be shared and takes an overview on steps forward. Agreed actions are logged. Wider members of the Headship Team and Senior Leadership Team also attend these meetings when appropriate. Other staff members are invited to these meetings when applicable.

Having used the word ‘responsibility’ above, it is vital that every member of staff and governor understands that all adults have responsibility for safeguarding at Bishop Aldhelm’s.
Roles and responsibilities within Bishop Aldhelm’s CE Primary School

Staff responsibilities
All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:
• Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
• Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
• Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
• Attend training in order to be aware of and alert to the signs of abuse.
• Maintain an attitude of “it could happen here” with regards to safeguarding.
• Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
• If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures.
• Follow the procedures set out by the LSCB and take account of guidance issued by the DfE.
• Support pupils in line with their child protection plan.
• Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.
• Treat information with confidentiality but never promising to "keep a secret".
• Notify DSL of any child on a child protection plan who has unexplained absence.
• In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
• Liaise with other agencies that support pupils and provide early help.

Senior management team responsibilities
• Contribute to inter-agency working in line with guidance (working together 2015)
• Provide a co-ordinated offer of early help when additional needs of children are identified
• Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
• Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
• Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
• Treat any information shared by staff or pupils with respect and follow procedures
• Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Poole Borough Council.

Governing body responsibilities
• It is expected that the governor will have a more thorough knowledge of KSCIE, particularly with regards to Parts 2 and 3. The governor’s role is to ensure that the policy is effective. The governor may wish to use aspects of the standards team monitoring form to guide their own monitoring and evaluation. The governor will not ask questions about individual children or ask to see children’s files. The may wish to see an unnamed chronology front page, for example.
• The school has effective safeguarding policies & procedures including a child protection policy and a staff behaviour policy
• LSCB is informed annually about the discharge of duties via the safeguarding audit • Recruitment, selection and induction follows safer recruitment practice.
• Allegations against staff are dealt with by the headteacher.
• A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description
• Staff have been trained appropriately and this is updated in line with guidance
• Any safeguarding deficiencies or weaknesses are remedied without delay
• They have identified a nominated governor for allegations against the headteacher.
**Office Manager – responsibility for Single Central Record**
Mrs. Karen Ebong is responsible for the management of the Single Central Record. Where support is required, Hamwic HR will work alongside the SCR Manager to ensure all checks are completed and recorded. She will check first aid and paediatric first aid certificates.

**Medical**
Lizzie Sharpe – Assistant Head Teacher and Inclusion Leader is responsible for medicines and EHC plans.

**SEN and CLA**
Lizzie Sharpe is the Inclusion Leader and is responsible for all aspects of inclusion including SEN and is a Designated Lead responsible for children who are looked after.

**Educational Visits Coordinator**
Su Parkinson (Assistant Head Teacher) is the EVC. All residential visits are checked through Poole Local Authority vetting and checking systems for trips and residential stays.

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

**Definitions of Safeguarding and Child Protection**
- Safeguarding and promoting the welfare of children is: 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. (KCSIE 2018)
- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary).
- The types of abuse and neglect could be included – see KCSIE para 44 – 48 and Annex A.

**Early Help**
- Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.
- Early help support must be kept under constant review and consideration given to a referral to Children’s Social Care if the child’s situation does not appear to be improving (KCSIE para 28). Since February 2017 a referral is made to the Multi Agency Safeguarding Hub (MASH)
- In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help e.g.
  - Undertake an assessment of the need for early help
  - Provide early help services e.g. School Nurse, Pastoral Worker, School Counsellor, SENCO, Family Outreach Worker (FOW), Adolescent support worker (ASW), School attendance worker (SAW) and breakfast club
  - Refer to appropriate services e.g. CAMHS, YADAS

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

**Responding to Disclosures – guidance for staff**
If a child wishes to confide in you the following guidelines should be adhered to:

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

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

**Record on My Concern exactly what the child has said to you and include:**
- Child’s name, address, date of birth
- Date and time of any incident
- Location of incident
- What the child said and what you said – IN BLOCK CAPITAL LETTERS
- State facts not opinion e.g. *I could smell alcohol (not they were drunk)*
- Your observations e.g. child’s behaviour and emotional state
- All pupils involved in the incident must be linked when completing the My Concern whether they are the victim or not.
- Use a body map to indicate where a mark or injury may be seen (these are available when reporting the concern on My Concern.
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Provide a copy for Social Care and your records.

**Be clear about what the child says and what you say.**
- Do not interview the child and keep questions to a minimum.
- If asking questions simply ask, what? When? Where? Who?
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

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

**Do not take sole responsibility**
- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by the MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
- Although referrals to the MASH would normally be made by the DSL, any other individual with concerns can make a referral.

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

**Responding to signs of abuse or neglect**
- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- Are the DSL / SLT / staff using the LSCB Levels of Need and Continuum of Support guidance (July 2016) when making decisions about appropriate support or referral for a child? This should include reference to the ‘Four levels of need’ and the ‘Three domains’.
- All concerns must be recorded in line with LSCB guidance
- Staff need to have an attitude of ‘it could happen here’ where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.
Child Protection

Aim
We aim to secure the safety of the children in our care through identifying emerging issues, intervening early and liaising effectively with other agencies – always placing the child’s welfare at the centre of our actions. Child Protection is about protecting children from Child Abuse.

Key Overriding Principle
It may not be your responsibility to decide whether child abuse is occurring but you are required to act on any concerns by reporting them to the Designated Safeguarding Leader. The health, safety and protection of the child is paramount.

What is ‘Child Abuse’ / What are some possible signs of Child Abuse?
Child abuse is a term used to describe ways in which children are harmed by someone, often in a position of power. There are four main kinds of abuse – Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect.

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.

Physical abuse
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.

Possible signs of physical abuse include:
- unexplained injuries or burns
- refusal to discuss injuries
- improbable explanations of injuries
- untreated injuries or lingering illness
- admission of punishment which appears excessive
- shrinking from physical contact
- fear of returning home or parents being contacted
- fear of undressing
- fear of medical help
- aggression/bullying
- over-compliant behaviour
- running away
- significant changes in behaviour
- deterioration in work
- unexplained pattern of absences

Emotional abuse
This is persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on their emotional development. It can include:
- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children
- making children feel frightened or in danger on a regular basis.

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.
Possible signs of emotional abuse include:
• continual self-deprecation
• fear of new situations
• inappropriate emotional responses to painful situations
• self-harm or mutilation
• compulsive stealing/scrounging
• drug/solvent abuse
• ‘neurotic’ behaviour – obsessive rocking, thumb-sucking
• air of detachment; ‘don’t care’ attitude
• social isolation
• attention-seeking behaviour
• eating problems
• depression or withdrawal

Sexual abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, 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.
Possible signs of sexual abuse include:
• bruises, scratches, burns or bite marks
• scratches, abrasions or persistent infection in the anal or genital regions
• pregnancy
• sexual awareness inappropriate to the child’s age
• attempts to teach other children about sexual activity
• refusing to stay with certain people or go to certain places
• aggressiveness, anger, anxiety, tearfulness
• withdrawal from friends

Neglect
Neglect is also a form of abuse. This is 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.
Possible signs of neglect include:
• constant hunger
• poor personal hygiene
• inappropriate clothing
• frequent lateness or non-attendance
• untreated medical problems
• low self-esteem
• poor social relationships
• compulsive stealing or scrounging
• constant tiredness

Self-harm is another area linked to Child Protection:
If it comes to the attention of an adult that a child is self-harming, or if self-harming is suspected, the Designated Safeguarding Leader must be alerted.
Guidance and Practice
It is the duty of all adults at Bishop Aldhelm’s to inform the Designated Safeguarding Leader if they have any concerns whatsoever. It is the duty of adults to disclose and never to ignore a concern, even if it is only a ‘niggle’.

If an adult leaves school thinking, ‘Maybe I should have done something’ then this means the adult should have done something … i.e. made a disclosure to the Designated Safeguarding Leader.

Adults must refer concerns to the Designated Safeguarding Leader as soon as possible.

There are two types of referral:
1. Where an adult has a concern but the child has not made a disclosure
2. Where the child has made a disclosure to an adult. A ‘disclosure’ means that the child has shared information with (has ‘disclosed’ information to) an adult

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

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

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

Paper copies of ‘Children Matter’ forms are available for Lunchtime Supervisors. Lunchtime Supervisors should record any concerns on a ‘Children Matter’ form and hand it straight to the Senior Lunchtime Supervisor. The Senior Lunchtime Supervisor will then photograph the form using a school ipad or scan the form using a school printer/scanner and input the referral on My Concern.

It is very important that as much information as possible is recorded on this form.

When you can, if a child makes a disclosure or you have concern, you should, at the time, record notes and these must be attached to the form. You should note:
- date and time
- place and context of disclosure or concern
- facts you need to remember

Reporting a concern on My Concern
Record on My Concern exactly what the child has said to you and include;
- Child’s name, address, date of birth
- Date and time of any incident
- Location of incident
- What the child said and what you said – IN BLOCK CAPITAL LETTERS
Use the child’s own language to quote rather than translating into your own terms. This form may be used at a later date to support a referral to an external agency.

State facts not opinion e.g. I could smell alcohol (not they were drunk). Remember to keep to factual information and not assumption or interpretation.

Your observations e.g. child’s behaviour and emotional state

All pupils involved in the incident must be linked when completing the My Concern whether they are the victim or not.

Use a body map to indicate where a mark or injury may be seen (these are available when reporting the concern on My Concern)

Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions

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

Staff must keep any Safeguarding issues which they have raised confidential and staff must comply with the provisions of the School Data Protection Policy and Procedures at all times

**Following up referrals**

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child’s situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.
- Where there is a difference of opinion with another agency and this cannot be resolved the LSCB Escalation policy should be used.
  [http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html](http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html)

See KCSIE Part 1 and What to do if...

**Social Care referrals:**

- Bournemouth MASH: Telephone 01202 458101
- Poole MASH: Telephone 01202 735046
- Dorset MASH: 01202 228866

**The Dorset Police Safeguarding Referral Unit**

- sru@dorset.pnn.police.uk or 01202 22844

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Specific Safeguarding Issues

Female Genital Mutilation (FGM)
All staff will complete FGM training: www.safeguardingchildrenea.co.uk/resources/female-genital-mutilation-recognising-preventing-fgm-free-online-training

FGM is an extremely harmful practice with devastating health consequences for girls and women. Some girls die from blood loss or infection as a direct result of the procedure. Women who have undergone FGM are also likely to experience difficulty in childbirth.

What is FGM: FGM is the mutilation of the external female genitalia for non-medical reasons. It is also sometimes known as female circumcision or ‘sunna’. UK legislation: FGM is a crime in the UK. Even if someone is taken overseas for the mutilation, it is still a crime in the UK if the mutilation is done by a UK national or permanent UK resident. It is also a crime if a UK national or permanent resident assists or gets a non-UK national or permanent resident to carry out the acts overseas on a UK national or permanent resident. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. In Scotland it is illegal under the Prohibition of Female Genital Mutilation (Scotland) Act 2005. Criminal Penalties: Anyone found guilty of an FGM offence - or of aiding and abetting such an offence - faces a penalty of up to 14 years in prison, a fine, or both. It is our Duty to report if we have any concern.

Help and support: All members of staff have a duty to report any concern. If you are in the UK and have concerns that this may happen to you or someone you know, speak to a teacher, doctor, school nurse, social worker, police officer or any health, educational or social care professional in confidence. They will be able to help and support you. If you are in the UK and are concerned that you may be taken overseas for the purpose of FGM please call the police by dialling 999.

Forced Marriage
Forced marriage is also illegal in the UK and occurs where one or both people do not or, in the case of people with learning difficulties, cannot consent to the marriage and pressure or abuse is used. The coercion can include physical, psychological, financial, sexual and emotional pressure. There might be a request for extended absence from school or the child might not return from a holiday abroad. A forced marriage is not the same as an arranged marriage.
Honour-based Violence
Honour-based violence is defined as: “An incident or crime which has or may have been committed to protect or defend the honour of the family and or community.” ACPO

Honour based abuse is where a person is punished by their family/community for allegedly undermining what they believe to be the correct code of behaviour. This can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/or community members.

Anti-Radicalisation and The Prevent Duty
This statement is part of the suite of documents which contribute to the Safeguarding Policy. Safeguarding against radicalisation is no different from safeguarding against any other risk or vulnerability.

All staff will complete Prevent online training:
https://www.elearning.prevent.homeoffice.gov.uk

Radicalisation is defined as:
• the process by which people come to support violent extremism and in some cases join terrorist groups
• having a range of causes
• being a process not an event
• a search for identity, meaning to life, and community
• being about bonding, peer pressure, and indoctrination

Please note that extremism embraces a wide range of ideologies, and should not be seen only in the context of Islam, or Black Power. Our young people are just as much at risk from white supremacism.

The school recognises the responsibility to protect Children and Young People from extreme and intolerant views. These can foster an environment where radicalisation can flourish. Bishop Aldhelm’s will not tolerate extremist activities of any sort.

Bishop Aldhelm’s CE Primary School will protect vulnerable individuals from being radicalised by identifying vulnerability and providing appropriate support. The basis on which the school works offers an education with protective factors. These include dealing with emotions, giving a sense of identity and self-worth, preparation for life and work, restorative justice, respect for others, and an appreciation of diversity. Pupils work on improved self-control, and connect in healthy relationships.

The following list gives some examples of vulnerabilities:
• Social exclusion, isolation, not fitting in
• Bullying, humiliation, exposure to violence
• Migration
• Life change
• History of Social Care
• Perceptions and experience of discrimination
• Blocked social mobility
• Peer pressure, seduction of adventure, secrecy and belonging
• Belief in conspiracies
• Religious education
• Drug abuse

The strongest risk factors relate to home background and conditions, but the following are related to the school environment:
• Alienation
• Truancy
• Poor classroom performance
• Distancing from adults and classmates
• Bullying
• Being drawn to negative peers and groups
The following behaviours may be observed:
- Bigotry and intolerance
- Excessiveness and exaggeration
- Lack of patience
- Harshness to others
- Suspicion and mistrust
- Trusting only select authorities, whatever ideology is being followed
- Attempts to impose beliefs on others
- Excessive use of ideological internet sites

There are also visual signs in the form of clothing with symbols and/or slogans and badges.

While early warning signs are not in themselves an indication of risk of radicalisation, behaviour should be responded to in a pro-active and positive manner. This may involve work in PSHE - Personal Development Sessions.

However, where there is serious concern relating to radicalisation, then the usual Child Protection procedures should be followed, by reporting to the Designated Lead.

Extremism is vocal or active opposition to Fundamental British Values. These include democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Ideology is a set of beliefs; an ideologue is a proponent and adherent of an ideology.

Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs supportive of extremism. Radicalising locations are venues, often unsupervised, where the process of radicalisation takes place. These include both public locations but also private ones such as homes, cafés and bookstores. Radicalising materials include literature or visual images that are used by radicalisers to encourage individuals to adopt their ideology. Vulnerability describes the condition of being capable of being injured or open to moral or ideological attack. Within PREVENT the word describes factors and characteristics associated with being susceptible to radicalisation.

**Children with Special Educational Needs or Disabilities**

*See KCSIE, 2018 para 102*

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff awareness should be raised to these issues.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Inclusion Leader to identify pupils with particular communication needs.

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

Some staff will practice mental health first aid (if trained). Scott Tait (Head Teacher) and Angelina Wilson (Pastoral Care) are trained Mental Health First Aid Youth workers. Referrals will be made to CAMHS or other appropriate services in conjunction with parents.

There will be a strategy for providing ongoing education for young people subject to S26 Mental Health (Children & Families) Act 2014.

The school is working inline with mental health and behaviour in schools guidance 2016

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

**Peer on peer abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (children/young people who abuse other children/young people). Staff should recognise that children are capable of abusing their peers and can take many forms. This can include (but is not limited to) 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.

At Bishop Aldhelm’s CE Primary, all different forms of peer on peer abuse will never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. At our school we recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) however all peer on peer abuse is unacceptable and will be taken seriously.

Victims of this form of abuse will be fully supported. Allegations of peer on peer abuse will be investigated and dealt with appropriately and fully, following this policy and safeguarding procedures. Addressing concerns and incidences of bullying, significant friendship issues and prejudice are detailed in the school’s behaviour policy and Anti bullying (Friendship) policy. As a statutory requirement, our Anti-Bullying (Friendship) Policy is effective and safeguards children from significant harm from bullying. All staff are aware that serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger is a form of emotional abuse (KCSIE def part One). This could include bullying from siblings. The DSL should consider referral to Social Care where bullying is at this level. (See also KCSIE 2018, para 50, 89 - 90 and Annex A)

Violent behaviour between 16 and 18 year olds in a relationship or from a young person towards a parent or carer is a form of domestic abuse and will require consideration of specialist help including referral to Social Care. Advice or referral may also be made to the MASH for younger pupils where there is violent behaviour.

**Child on child sexual violence and sexual harassment**

See KCSIE 2018, Part 5 – para 235 - 257

As form of peer on peer abuse a victim of sexual violence or harassment should never be given the impression that they creating a problem by reporting an incident or made to feel ashamed for making a report. Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to the MASH who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate.

The School will use the School Risk Assessment Management Plan (RAMP). The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school. (See also LSCB policy).

Ongoing support for the victim will be provided, taking into consideration the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The needs and protection of the child/young person remain paramount in any response. The school are considerate towards how traumatised a victim of sexual violence is likely to be and may struggle in the normal classroom environment and therefore will adjust timetables, peer groups and support where needed.
Partnership with parents/carers and the community

Sharing Concerns with Parents/Carers

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

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

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

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

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

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

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff, KCSIE LSCB leaflet in reception, school web site safeguarding page.

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

Domestic Abuse

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil’s welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The school website/information boards will provide contacts to local domestic abuse services e.g. National DV Helpline 0808 2000247, Poole DA Outreach 01202 710777, Bournemouth DA Service.

Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.
Safeguarding information for pupils
All pupils in the school are aware of staff who they can talk to. The names and photos of the DSL/safeguarding leads/pastoral care workers etc. are available on posters around the school (See Appendix 3 – Contact Poster)
Pupils also take part in and are informed about how to safeguard themselves in the following ways:
- PSHE lessons (or equivalent) for the teaching of safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level,
- Use of the Safe Schools and Communities team in advice and training e.g. E safety
- Use of charities in advice e.g. NSPCC.
- Online resources e.g. NSPCC, Childline, Kidscape should be promoted to pupils

Safeguarding information for parents
Keeping your child safe – How we will teach our children to keep safe

‘Safeguarding is everyone’s responsibility, every day’.

Our first and foremost priority is to keep your child safe and healthy. Under the new OFSTED framework safeguarding is a key indicator of what constitutes a good school. Keeping your child safe means:

- The health and safety of all children
- Making sure that the adults who work here have undergone safety and security checks
- Protecting children from deliberate harm
- Being an anti-bullying school
- Being proactive against racist behaviour
- Being proactive against attempts to indoctrinate children in to any form of extreme ideology
- Protecting our children from harassment and discrimination
- A positive approach to behaviour management including the use of physical intervention safely, when necessary
- Meeting the needs of children with medical conditions
- Providing first aid
- Protecting children from drug and substance abuse
- Children enjoying safe educational visits
- Caring for children’s personal needs
- Keeping children safe when using the internet and making sure they are aware of cyber bullying.
- Making sure our school is secure and safe
- Being a ‘listening school’.
- Ensuring they know who to go in school if they have a problem

Your child and their health & safety are our number one priority. We employ the following strategies to keep your child healthy and safe:

Child Protection
All staff receive appropriate training in Safeguarding and Child Protection to ensure that they are aware of the school’s procedures for child protection and their responsibilities. We have a written policy and procedures for Child Protection complying with Local Authority guidance.

Recording and Reporting Racist Incidents
Under the Race Relations (Amendment) Act 2000 and Home Office Code of Practice on reporting and recording racist incidents (2000) schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis. Definition of a racist incident: as recommended in the Stephen Lawrence Inquiry Report 1999: ‘A racist incident is any incident which is perceived to be racist by the victim or any other person.’

Preventing Radicalisation and Extremism
As previously stated, in line with the DfE’s Prevent Duty advice (June 2015) we are committed to actively promoting the fundamental British values of democracy, the Rule of Law, Individual Liberty
and Mutual Respect and Tolerance of those with different Faiths and Beliefs. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions. We recognise that we have a responsibility to protect children from all forms of extremism and this forms an integral part of our Safeguarding Policy. This includes the use of internet filtering systems in school, to ensure children are safe from terrorist and extremist material when using the internet. If you have any concerns regarding radicalisation and extremism please contact one of our designated Safeguarding leads at the school.

**Collecting your child during the school day**
Please try and make appointments out of school hours if possible. If you have to collect your child during the school day for a medical or dental appointment, please write a note to the class teacher or let the office staff know.

**If your child is ill**
Please keep them at home and notify us by 10am on the first day of any absence so that we know they are safely at home with you. We have a policy of contacting parents / carers if we haven’t received a message by 10am.

If your child becomes ill during the day they will be monitored and we will telephone you if we feel it is necessary to do so. Any cuts and grazes resulting from normal play in the playground will be dealt with by our first aid trained office staff, learning support assistants or mid-day assistants. Any bumps on the head will be reported to the child's teacher and parents / carers will also be notified. We ensure that several members of staff have First Aid certificates.

**Medicines**
If a child is receiving ongoing medication, parents are allowed to come into school by prior arrangement to administer this. Medication cannot be administered by school staff without prior agreement: please visit the school office to discuss this. Medicine and tablets must never be given to a child to be brought into school. We will ask you to fill in an Individual Medical Care Plan if your child has medical needs. Please advise the school if there are any changes to your child’s health which the school should know about.

**Health Checks**
Shortly after starting school our Reception children will see the School Nurse for a health check and parents / carers have the opportunity to discuss any worries that they may have with her. If the parent, nurse or teachers have any concerns, they can request a medical with the School Doctor. Health checks are carried out at various points during your child’s education.

**Jewellery**
For the sake of safety we request that jewellery should not be worn to school, with the exception of small stud ear-rings and watches which may be worn at the owner's risk. The Local Authority regulations state that all jewellery must be removed for P.E.

**Fire Drill and Fire Safety**
Our fire bells are tested weekly and a fire drill is held each term to ensure the swift evacuation of the building. If you are helping in school and the alarm sounds, please leave by the nearest exit and assemble on the field. Once a year the school welcomes representatives from the local Fire Brigade who come to talk to KS1 children about Fire Safety.

**Road Safety**
As part of our Travel Plan we have set a target to continue to increase the number of children walking and cycling to school. We ask parents / carers to support us and ease traffic congestion by walking your child to school, or by encouraging them to scoot or cycle; this provides an ideal opportunity to teach your child about road safety and traffic awareness. Zig-Zag lines are in force around the
school so, if you do travel by car, please park well away from the school entrance for the sake of the safety of our pupils. Road Safety Officers visit the school on an annual basis to ensure that all children are aware of how to stay safe as pedestrians. As part of the level 2 cycle training children in years 5 & 6 are taught how to cycle safely on quiet roads and about road safety awareness.

**Safety in the playground**

**Before and after school**

Parents/carers are responsible for children in playground and on school grounds before the bell rings unless the child attended breakfast club and then the breakfast club staff are there for them. Please do not allow your children to ride bikes or scooters once in the playground at the beginning or end of the school day. Please do not bring dogs onto the school premises ever.

**During school hours**

We have very clear rules about behaviour and use of play equipment in the playground. Supervising adults are outside with the children every playtime and lunch time and additionally Zone Parc Leaders are present in the playground to help ensure that playtimes are a happy time for all children.

**No Smoking Area**

Our school building and grounds are a designated No Smoking area so we ask for your co-operation in extinguishing cigarettes before entering the site.

**Security**

The school was built with security of pupils and staff in mind including:

- perimeter fencing and gates
- fenced Garden for our youngest pupils
- a sophisticated intruder alarm
- a modern effective fire alarm system
- door entry system and electronic signing in procedure for all visitors and staff
- all staff wear ID badges at all times

Although we want to have an open door policy we must balance this against the safety of pupils and staff and we request that parents / carers respect this.

**Lockdown Procedures**

**Visiting the school**

Any visitors to the school must sign in and out as a visitor and wear their badge at all times. Our staff are trained to challenge anyone not following this practice, so we apologise in advance.

**Gate Duty**

At the beginning and end of each day there is always at least one member of staff at the gate to make sure that children stay safely inside the school playground once they have been dropped off by parents and do not leave without an accompanying adult (unless they are older pupils with permission to go home unaccompanied).

**Drug Misuse, Relationship and Sex Education (RSE)**

As part of the national curriculum all children cover age appropriate Relationship and Sex Education. All parents receive a letter before the subject is covered explaining the topic and how they are taught. Yrs 5 and 6 also cover drug misuse through various outside agency input (i.e: Police, Healthy Choices through Sport programmes, Community Officers)

**Police/Community Officers**

We have excellent relations with our local police and community officers who regularly attend our school events and are invited in to different classes to talk about a variety of topics.
**Swimming**
In Year 3, children go swimming once a week for 12 weeks. Selected children in Year 4 attend for 12 weeks if they have not reached the required water safety standard. They are accompanied by members of staff who remain poolside during the lesson and closely supervise the children in the changing rooms. The children are taught swimming by fully trained instructors.

**Risk Assessments and School Trips**
All school trips involve the undertaking of a risk assessment and our children wear high visibility tabards clearly identifying them as Bishop Aldhelm’s C.E. Primary School pupils on all educational trips.

**Bullying**
It is the responsibility of the whole school to ensure that school is a bully free zone. We are proactive in promoting a caring and positive ethos between all members of the school community. We have an Anti-Bullying (Friendship) policy with very clear procedures in place in the event of an incident involving bullying. Since April 2018 a group of KS2 pupils have been trained to be ‘Anti-Bullying Ambassadors’ whose main role in school is to raise awareness of bullying and informing pupils in how to respond to bullying.

**Peer Mediators**
Our Peer Mediators sometimes work with individual children and small groups to help resolve friendship issues and also runs anger management groups for children who need support in this area.

**Online Safety**
Online Safety is taught alongside computer skills throughout a child's time at Bishop Aldhelm’s C.E. Primary School. We take online safety very seriously at Bishop Aldhelm’s C.E. Primary School. The school has clear rules for responsible Internet use which are displayed in classrooms and the e-learning zone. Each year the children follow the South West Grid for Learning (SWGfL) ‘Digital Literacy and Citizenship Curriculum’ alongside the strands covered in the UK Council for Child Internet Safety (UKCCIS) ‘Education for a Connected World’ as part of their PSHE and Computing learning. Each year we recognise Safer Internet Day, where children watch videos and discuss safe internet behaviour using materials provided by the Police CEOP the UK Internet Safety Centre (available at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and [https://www.saferinternet.org.uk/](https://www.saferinternet.org.uk/)).

We have filtering systems in place to prevent children at school accessing websites considered to be unsafe or inappropriate, and encourage parents and carers to be aware of the online material and websites that their children are accessing at home.

At Key Stage 1 children learn the importance of keeping their personal details private and safe and how to behave politely and responsibly online. Children also learn to tell a trusted adult if they don't like what they see online.

At Key Stage 2 these key safety messages are reinforced and through discussion and viewing videos of potential scenarios children will learn about how email and social networking sites work, how they can keep themselves and their friends safe in the anonymous internet world. If we become aware of issues relating to specific children we inform parents.
Safer Recruitment
Refer also to KCSIE 2018, Part 4.

Responsibility for Recruitment
The Head Teacher has delegated responsibility from the Governing Body for all appointments at
school apart from those of the Head Teacher (for which the Governing Body is responsible) and
Deputy Head/ Assistant Head Teacher (for which the Head Teacher and Governing Body is
responsible).

Job Descriptions and Person Specifications
All Bishop Aldhelm’s Job Descriptions and Person Specifications make reference to the
responsibility for safeguarding and promoting the welfare of children.

Advertising Posts at Bishop Aldhelm’s
All advertisements for posts at Bishop Aldhelm’s include a statement about Safeguarding – ‘Our
school is committed to safeguarding children and appointments are made subject to DBS clearance
in line with Safer Recruitment principles’. The wording of advertisements for all posts is agreed
with Hamwic Human Resources department.

In the letter which is sent to all prospective candidates the following paragraph appears:

‘Bishop Aldhelm’s C.E. Primary School are committed to safeguarding and promoting the welfare of
children and young people and expect all staff and volunteers to share this commitment. We will
ensure that all our recruitment and selection practices reflect this commitment. Any offers of
employment will be made subject to clear Criminal Records Bureau checks along with other
relevant employment checks.’

The footer on the first page of school headed paper reads, ‘Bishop Aldhelm’s C.E. Primary School
is committed to safeguarding and promoting the welfare of all our children’. This is the letter paper
on which prospective candidates receive information and on which candidates called to
selection/interview receive their invites. It is also the paper on which successful candidates receive
written confirmation of their post.

Thus the crucial importance of Safeguarding is made clear at every stage of the appointments
procedure. Maintaining this prominence is very important.

Selecting and Appointing Candidates
An electronic application forms must be used as these allow school to obtain a common set of core
data from all applicants. Curriculum vitae (CVs) will not be accepted as part of the selection
process. CVs drawn up by applicants contain only the information the applicant wishes to present
and may omit relevant details.

It is the Head Teacher's responsibility (apart from in the appointment of Head Teacher when it is
the Governing Body's responsibility) to scrutinise all applications carefully to ensure that they are
fully and properly completed and that the information provided is consistent with no discrepancies.
Any gaps in employment or other anomalies are noted so that they can be considered when
deciding whether to shortlist the applicant. Incomplete applications should be returned for
completion. Note is taken of a history of repeated changes of employment without any clear career
or salary progression, or a mid-career move from a permanent post to supply or temporary work.

Individuals who apply for work within the Borough of Poole will be asked to declare in their
application any convictions, cautions or reprimands, warnings or bind-overs that they have
incurred, including any that would be regarded as ‘spent’ under the ‘Rehabilitation of Offenders Act’
in other circumstances.

Written independent professional and character references must be obtained before a formal offer
of a post can be made. When writing to referees we must always ask for:
• confirmation of the applicant’s current post, salary and sick record (from the current employer)
• specific verifiable comments about the applicant’s performance history and conduct
• details of any current disciplinary sanction
• details of any disciplinary procedures and outcomes the applicant has been subject to involving issues related to the safety and welfare of children or young people even if the disciplinary sanction has expired
• details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns

There must be a ‘formal’ interview for every post in school and a question related to safeguarding practice must form a part of every interview. Failure to answer this question ‘correctly’ leads to a requirement for the panel to ask further questions about this area.

At least one member of every interview panel will have completed safer recruitment training (NCSL or LCSB). The Head Teacher and Deputy Head Teacher have completed this training.

Before the offer of a post becomes final the school must:
• verify the successful applicant’s identity and their academic or vocational qualifications
• verify the successful applicant’s health and physical capacity for the job
• carry out a Criminal Records Bureau (DBS) disclosure
• carry out further overseas records checks where appropriate
• complete checks against barred lists and DBS checks on overseas staff. In addition, criminal records information must be sought from countries where individuals have worked or lived.

Staff training and induction
• All new staff, volunteers and Governors will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy and procedures.
• The DSL and deputies will attend Level 3 safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
• The whole school staff group will receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings.
• The school follows the LSCB guidance in relation to safeguarding training.
• Staff receive a fortnightly factsheet that focuses on a safeguarding topic/guidance.

Safer working practice
• Refer to Guidance for safer working practice and ensure that all staff are aware of the expectations of this guidance and are working within this, that relevant training is given and advice, guidance or sanctions applied where guidance is not followed
• Include a statement about the importance to the school of safer working practice
• Safe working practice ensures that pupils are safe and that all staff, volunteers and Governors/Trustees;
  • Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
  • Work in an open and transparent way
  • Work with other colleagues where possible in situations open to question
  • Discuss and/or take advice from school management over any incident which may give rise to concern
  • Record any incidents with the actions and decisions made
  • Apply the same professional standards regardless of gender, race, disability or sexuality
  • Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- Online Safety policy and Acceptable Use Policy outline expectations for staff and volunteers.

**Staff Behaviour**

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

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

Qualified teachers are also subject to the Teacher’s Standards, details of which can be found on the Gov.uk website at https://www.gov.uk/government/publications/teachers-standards.

All employees shall immediately inform their Headteacher or Governors of:

- (a) any circumstances which suggest the probability of irregularity affecting cash, stores or other property of the Council/school; and
- (b) any other circumstances which may arise which may have an adverse effect on public confidence in the integrity of employees and the service.

It is generally accepted that open government is best. The law requires that certain types of information must be available to the service users and the public. The authority itself may decide to be open about other types of information. In some cases the disclosure of information is precluded by law. School employees should consult their Headteachers about which information their Authority and Governing Body is and is not open about and act accordingly.

School employees should not use any information obtained in the course of their employment for personal gain or benefit, nor should they pass it on to others who might use it in such a way. Any particular information received by an employee from a third party which is personal to that third party and does not relate to the Authority/School should not be divulged by the employee without the prior approval of that third party except where such disclosure is required or sanctioned by the law. All employees handling personal data should familiarise themselves with the Data Protection Legislation and their school’s guidelines. Appropriate confidentiality should be maintained at all times.

Staff, volunteers, governors will:
- Treat all children with respect
- Set a good example by conducting ourselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in a child’s behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understanding all of the school’s safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Ask the child’s permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintain professional standards and boundaries at all times on and off the school site
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Not be involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Be reminded to declare any offences or involvement with the police relevant to their employment
- Must disclose any disqualification by association as required by the school/setting
- Where safeguarding or criminal issues occur in an employee’s private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

**Briefing for temporary and supply staff**
For supply staff and those on short contracts in Bishop Aldhelm’s CE Primary School

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

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Cheryl Smith.

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

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

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

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

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

**SCITT Trainees / Trainee Teachers**
The SCITT providers/trainee teacher providers carry out DBS checks. We require confirmation that the DBS check is clear. We need to be provided with the DBS numbers of any Bishop Aldhelm’s trainees and these adults are added to our Single Central Record.
All SCITT Trainees/Trainee Teachers are issued with a ‘Bishop Aldhelm’s C.E. Primary School’ badge and lanyard which they must wear at all times when on site. They must return this to the school office each day and must not take it off site. SCITT Trainees/Trainee Teachers are not issued with door fobs.

SCITT Trainees/Trainee Teachers are considered to be ‘Volunteers’ within the ambit of this policy.

**Placement Students (e.g. secondary children on work experience)**
No placement will be accepted without a DBS carried out by the secondary school/placement base. We require confirmation that the DBS check is clear. We need to be provided with their DBS numbers and these personnel are added to our Single Central Record. Placement Students must wear a ‘Visitor/Volunteer’ badge and are to be considered as ‘Visitors’ when on site.

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

**Workers (electricians, builders, plumbers, etc.)**
The Site Manager / a paid member of staff will accompany all workers who are on the school premises for a short period of time. They are ‘Visitors’ within this policy.

Those on site for a longer period of time will be subject to safeguarding agreements between the school and their employers and details will be specified on each occasion.

**Parents /Other Adults Assisting on School Visits off site**
Parents assisting on a day school visit off site must all have received a clear List 99 check (unless the timing renders this impossible and the Designated Safeguarding Leader agrees to the parent/adult taking part in the visit). Under no circumstances are children to be left, out of eyesight of a member of school staff, with an adult who is not a member of school staff ... even if the adult has a DBS check. No parent helpers/volunteers are to supervise/take children to toilets. This responsibility is for paid members of staff only.

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

For residential visits all adults must have obtained a clear DBS check and then can act in the same capacity as a member of staff subject to the prior agreement of the Assistant Head Teacher (Designated Safeguarding Leader) and Chair of Governors.

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

For the transportation of children to off-site venues for sports and other fixtures both during the school day and after school - our policy here is clear; it is for families to organise/make any arrangements which might involve lift-sharing between themselves. Our school follows the LCSB advice that schools should not enter into arranging transport themselves which involves parents/carers in transporting other children.

A letter must always be issued to parents in these circumstances and the following wording must be used in the letter to parents/carers:

Under our Safeguarding Policy, which follows the advice of the Borough of Poole’s Designated Safeguarding Leaders, Bishop Aldhelm’s C.E. Primary School is not able to make the arrangements for the transportation of children with other parents/carers to fixtures. Making any such arrangements is the responsibility of parents/carers who, if they choose to share transport facilities, will need to voluntarily share any necessary contact information between them. Please be reminded that, if parents/carers enter into such arrangements, they do so at their own discretion and they are
responsible for ensuring their child’s safety; the school cannot be responsible in any way for monitoring these arrangements. We sincerely trust that parents/carers understand that the school’s policy here is based on Safeguarding advice and guidance and is, in no way, meant to appear unhelpful. We thank you for your support and understanding.

**Adults In The Staff Room**
Visiting teachers, SCITT trainees and visitors (accompanied by staff with whom they are working) are welcome into the staffroom.

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

**Allegations against staff**
Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO):

**Bournemouth:** Laura Baldwin (01202 456708)
**Poole:** Julie Murphy (01202 633694), John McLaughlin (01202 714677) or Jill Aiken (01202 714747)

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The Keeping Children Safe in Education 2018 part 4, (Allegations of abuse made against teachers and other staff) and the Bournemouth and Poole LSCB procedures will be followed for both the investigation and support for the member of staff.

**If you have concerns about a colleague**
Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of a child is paramount. The school’s whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

**Whistleblowing**
*Policy and Practice at Bishop Aldhelm’s C.E. Primary School*

Bishop Aldhelm’s C.E. Primary School’s governors have adopted the Borough of Poole’s ‘Whistleblowing Policy’ with the appropriate personnel at Bishop Aldhelm’s substituted for the Borough personnel.

All staff are strongly advised to share any concerns with the Head Teacher / Chair of Governors (the latter only if the concern relates to the Head Teacher) first of all and they will advise staff as to the procedures to follow.

If an issue is directly relating to safeguarding staff are encouraged to call NSPCC whistle blowing helpline- 0800 028 0285 help@nspcc.org.uk

**Aims**
1. Bishop Aldhelm’s is committed to high standards of conduct and to compliance with legal obligations and good practice. It wants malpractice to be pointed out and dealt with and expects its staff, and others who help to deliver its services, to help with that.
2. This policy encourages employees to raise genuine, serious concerns as “whistleblowers” to the Head Teacher / Chair of Governors. They will take any action necessary in proportion to the nature of the complaint. The Policy explains how those who make public interest disclosures reasonably and in good faith will be protected from detriment such as victimisation or discipline.

3. The Borough of Poole policy, which this follows, has the support of the relevant trade unions.

Who is Protected by the Policy?
You are protected if you work for the school as:
• An employee
• An agency employee
• A trainee
• A worker who provides services on behalf of the school

The policy does NOT apply to raising grievances about an employee’s personal situation and thus does not replace existing procedures for personal differences or conflicts. If you have concerns in this area you should consult the Head Teacher who can advise you about the grievance and other more appropriate procedures. You cannot raise the same issue under both the Whistleblowing Policy and another procedure.

What Kind of Disclosures are Covered?
The Public Interest Disclosure Act 1998 specifies ‘Qualifying Disclosures’ as follows:
• a criminal offence;
• a breach of a legal obligation;
• a miscarriage of justice;
• a danger to the health and safety of any individual;
• damage to the environment; or
• deliberate covering up of information tending to show any of the above five matters.

What is Expected of the Whistleblower?
If you make a disclosure you are expected to:
• Make the disclosure in good faith; and
• Have reasonable grounds for suspicion about the malpractice; and
• Not make the disclosure for personal gain

Failure to comply with the expectations of paragraph 6, including, making a frivolous or malicious disclosures may result in disciplinary action being taken.

How is the Whistleblower Protected?
If you act in good faith and comply with the expectations of paragraph 6, you will be protected from any detriment as a result of making a disclosure. In particular, you will be protected from harassment or victimisation. This may include agreement to alternative working arrangements during any consequential investigation into the allegations.

Should it not be possible to resolve a concern without revealing your identity we will discuss with you what steps we will take to protect you from unfair treatment or detriment. However, if you want your identity to remain confidential we will, where appropriate, respect your decision and not reveal your identity without your consent unless this is unavoidable/deemed necessary. It should be recognised that if there are reasonable grounds for believing the allegations to be true the public interest will rarely be served by taking no action.

Anonymous disclosures will be considered to the extent that it is reasonable and practicable to do so. It is often difficult to attach equal weight to anonymous allegations due to the investigator’s difficulty in confirming or following up evidence. If you are unsure whether an incident should be reported under this policy you may wish to discuss the matter initially with your line manager.

Please refer to the full policy.
**Welcoming other Professionals**

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE, 2018, must be followed.

**Off Site Visits**

Off site visits are the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to the MASH if appropriate. In emergency the staff member in charge will contact the police and/or the MASH.

The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

**Exchange Visits**

Schools must satisfy themselves that parents/cares who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Host families are subject to DBS checks as per KCSIE guidance.

Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE, 2018 Annex E).

**Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child’s first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

A statement is made at events where parents are taking photographs of children that these are to be for personal use only (can add that these are not to be shared on social media).

**Children missing from education, EHE, exclusion and attendance**

See also KCSIE Part 2 para 55 and Annex A

- The school will keep its admission register accurate and up to date.
- The school attendance policy is regularly updated and understood by all staff.
- If a child has not arrived at school by close of morning registration, the school office phones the child’s home by 10a.m. in order to ascertain the child’s whereabouts/situation.
- Attendance and patterns of attendance will be regularly reviewed.
- Any children missing education will be reported as required by the statutory guidance ‘Children Missing Education’ (Sept 2016)
- A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including sexual exploitation or risk of radicalisation.
After reasonable attempts have been made by the school to contact the family, the school will follow the Statutory Guidance and LSCB procedures and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

As per KCSIE, Annex A, any safeguarding concerns about children who become EHE will be communicated to the MASH or other services.

If a school excludes a pupil from site or educates them off site they will endeavour to ensure their safety.

The Statutory Guidance on ‘Exclusion from maintained schools, Academies and pupil referral units in England’ (2017) sets out the lawful use of these powers.

The Prevent Agenda

Safeguarding against radicalisation is no different from safeguarding against any other risk or vulnerability. Bishop Aldhelm’s has a responsibility to safeguard all stakeholders inline with the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty.

Radicalisation is defined as:
- the process by which people come to support violent extremism and in some cases join terrorist groups
- having a range of causes
- being a process not an event
- a search for identity, meaning to life, and community
- being about bonding, peer pressure, and indoctrination

Please note that extremism embraces a wide range of ideologies, and should not be seen only in the context of Islam, or Black Power. Our young people are just as much at risk from white supremacism.

The school recognises the responsibility to protect Children and Young People from extreme and intolerant views. These can foster an environment where radicalisation can flourish. Bishop Aldhelm’s will not tolerate extremist activities of any sort.

Bishop Aldhelm’s CE Primary School will protect vulnerable individuals from being radicalised by identifying vulnerability and providing appropriate support. The basis on which the school works offers an education with protective factors. These include dealing with emotions, giving a sense of identity and self-worth, preparation for life and work, restorative justice, respect for others, and an appreciation of diversity. Students work on improved self-control, and connect in healthy relationships.

The following list gives some examples of vulnerabilities:
- Social exclusion, isolation, not fitting in
- Bullying, humiliation, exposure to violence
- Migration
- Life change
- History of Social Care
- Perceptions and experience of discrimination
- Blocked social mobility
- Peer pressure, seduction of adventure, secrecy and belonging
- Belief in conspiracies
- Religious education
- Drug abuse

The strongest risk factors relate to home background and conditions, but the following are related to the school environment:
- Alienation
- Truancy
• Poor classroom performance
• Distancing from adults and classmates
• Bullying
• Being drawn to negative peers and groups

The following behaviours may be observed:
• Bigotry and intolerance
• Excessiveness and exaggeration
• Lack of patience
• Harshness to others
• Suspicion and mistrust
• Trusting only select authorities, whatever ideology is being followed
• Attempts to impose beliefs on others
• Excessive use of ideological internet sites

There are also visual signs in the form of clothing with symbols and/or slogans and badges.

While early warning signs are not in themselves an indication of risk of radicalisation, behaviour should be responded to in a pro-active and positive manner. This may involve work in PSHE - Personal Development Sessions.

However, where there is serious concern relating to radicalisation, then the usual Child Protection procedures should be followed, by reporting to the Designated Lead.

Extremism is vocal or active opposition to Fundamental British Values. These include democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Ideology is a set of beliefs; an ideologue is a proponent and adherent of an ideology.

Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs supportive of extremism. Radicalising locations are venues, often unsupervised, where the process of radicalisation takes place. These include both public locations but also private ones such as homes, cafes and bookstores. Radicalising materials include literature or visual images that are used by radicalisers to encourage individuals to adopt their ideology. Vulnerability describes the condition of being capable of being injured or open to moral or ideological attack. Within PREVENT the word describes factors and characteristics associated with being susceptible to radicalisation.

Actions
• The Prevent lead is the DSL – Cheryl Smith
• Referral to the Channel programme or referring any concerns to the MASH or for immediate response call the Anti Terror hotline on 0800 789321
• Where the school has any concerns about pupils travelling to a conflict zone, advice may be sought from the Home Office and a referral to the MASH if still concerned.
• Working in partnership with other agencies
• Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.
• Staff training to raise awareness
• IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
• British values should be promoted in assemblies, curriculum and on the school web site
• Publicise the Educate against hate website to staff and parents (via the school web site) http://educateagainsthate.com/
Children at risk of CSE (Child Sexual Exploitation)

Bishop Aldhelm’s C.E. Primary School works with other agencies to identify and reduce the risks of child sexual exploitation (CSE). Both staff and pupils are educated about CSE and children are advised how they can keep themselves safe at an age appropriate level.

CSE involves exploitative situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, a gift, money or in some cases just affection) as a result of engaging in sexual activities. Sexual exploitation can take place in many forms from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. The perpetrator always holds some sort of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves various degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse. If any adult or child has concerns, then this should be discussed with the DLS or Social Care.

Monitoring of the compliance and effectiveness of procedures

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

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

Governors will refer to the Hamwic Safeguarding Audit form as a template to support their own monitoring questions and activity Appendix 1.

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

The Standards team will review safeguarding arrangements as a separate visit or as part of the school’s standards full review annually.

The areas for monitoring and template for capturing evidence can be found as Appendix 1.

The Local Authority will be invited to attend the full school annual review so that they can satisfy themselves that child protection procedures are effective. Where a Local Authority cannot attend a review, the safeguarding findings can be sent on request.

Hamwic Human Resources Team
Through internal audit the Hamwic HR Team will:
- Monitor the recording of all vetting checks and personal information required on the Single Central Register.
- Will spot check files to ensure references are appropriate and photographic evidence has been collected.
- Ensure that the office manager and finance manager are sufficiently knowledgeable in identifying regulated and non-regulated activity by providing up to date guidance documents. In addition, yearly briefing sessions will be arranged.
Hamwic Health and Safety Team
The Health and Safety Team will monitor the cleanliness, organisation and condition of the premises.

Fire risk management and evacuation procedures will be scrutinised. An annual workplace inspection and internal audit process will ensure that the school has clear processes in place to keep children safe in the building and ensure schools comply with the law.

The Health and Safety Team will monitor medical arrangements and training in the school, along with the effectiveness of Education Health Care Plans.

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

Information Technology Team
The IT team will:
Routinely check school networks to ensure that appropriate filters are in place and that technology is being used acceptably in school.

Ensure that the school has an Acceptable Use policy in place.

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

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

The Designated Safeguarding Lead is Cheryl Smith
Telephone number: 01202 715100

The Deputy Designated Staff for Safeguarding are Scott Tait (Head Teacher), Lizzie Sharpe (Deputy Head Teacher) and Angelina Wilson (Pastoral Care Worker)
Telephone number: 01202 715100

The Lead Safeguarding Governor is Jane Rosewarn
Contact: j.rosewarn@bishopaldhelms.poole.sch.uk

Date Safeguarding policy adopted by Governing Body ………………………………

Signed

Head teacher………………………………………………………………………………

Chair of Governors …………………………………………………………………

Date to be reviewed……………………………………………………………………
## Appendix 1 - Hamwic Safeguarding Audit form

<table>
<thead>
<tr>
<th>Hamwic Safeguarding Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong></td>
</tr>
<tr>
<td><strong>Name of Headteacher:</strong></td>
</tr>
<tr>
<td><strong>Standards officer:</strong></td>
</tr>
<tr>
<td><strong>YES</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area for scrutiny</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy in place that includes all the required elements of the Trust Child Protection Policy, Section 2.</td>
<td></td>
</tr>
<tr>
<td>Child protection, whistleblowing and staff conduct policy easily accessible in school and online.</td>
<td></td>
</tr>
<tr>
<td>SCR populated with required headings – see KCSIE or Ofsted Inspecting Safeguarding guidance.</td>
<td></td>
</tr>
<tr>
<td>Staff files show correct identification information and references.</td>
<td></td>
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<tr>
<td>Leaders are clear about recruitment procedures and key staff are ‘safer recruitment’ trained.</td>
<td></td>
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<tr>
<td>Leaders talk confidently about their process for requesting disqualification by association information.</td>
<td></td>
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<tr>
<td>Training log in place and up to date, including in date DSL certificates.</td>
<td></td>
</tr>
<tr>
<td>Child protection records secured and brief chronology kept for each child’s file.</td>
<td></td>
</tr>
<tr>
<td>Behaviour, racism and bullying logs are kept up to date and analysed.</td>
<td></td>
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<tr>
<td>Clear reporting procedure in place that all staff/departments understand, including the name of the DSL.</td>
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<tr>
<td>Clear process for children who go missing from education or who are at risk of doing so.</td>
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<tr>
<td>Staff clear about types of abuse and signs of abuse.</td>
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<tr>
<td>Induction process in place for staff who join at the beginning or mid-year.</td>
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<tr>
<td>Staff clear about whistleblowing policies and know to whom they would report.</td>
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<tr>
<td>Leaders/DSL clear about when a LADO should be contacted.</td>
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<tr>
<td>Teachers know the duties placed upon them with regard to FGM and Prevent and are aware of potential indicators.</td>
<td></td>
</tr>
<tr>
<td>Leaders take particular note of attendance and exclusion information of the most vulnerable children.</td>
<td></td>
</tr>
<tr>
<td>Leaders can demonstrate how they work in partnership with other agencies, particularly in relation to early help, CIN and CP plans.</td>
<td></td>
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<tr>
<td>Children are taught about how to keep safe in a variety of situations and how to manage situations where they may not be safe.</td>
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<tr>
<td>Children know about online risks and how to keep safe.</td>
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<tr>
<td>Children can identify a safe adult and clearly talk about how they are kept safe.</td>
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<tr>
<td>Children are clear about behaviour expectations, anti-bullying, racism and derogatory language.</td>
<td></td>
</tr>
<tr>
<td>British values are clearly embedded into the children's learning – respect and tolerance is evident.</td>
<td></td>
</tr>
<tr>
<td>Health and safety including fire procedures are evident and well understood by children. The building is safe and easy to exit.</td>
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<tr>
<td>Any reasonable force policy is well understood by leaders and staff who may need to use this policy.</td>
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<tr>
<td>Medical procedures are in place, including safe storage, records and systems for informing parents, evidence all staff know children's medical conditions and that children know what to do if hurt/unwell.</td>
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<tr>
<td>Education visits procedures are in place. There is evidence of appropriate risk assessment and staffing ratios.</td>
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<tr>
<td>There is a clear protocol for volunteers who help in school or on visits.</td>
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<tr>
<td>Appropriate system for checking visitors and hosting visitors.</td>
<td></td>
</tr>
<tr>
<td>Governors understand their statutory duties incl policy, reporting, training, recruitment, and whistleblowing procedures.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2 - Referral Flow Chart

DSL – Designated safeguarding lead
MASH – Multi-agency safeguarding hub
CP – Child Protection

Child

Consistent explanation or minor accident → Physical injury, neglect or emotional abuse → Disclosure or allegation of sexual abuse → Allegation against staff member

Keep accurate records and all original hand written notes → Serious incident or recurrent episodes or inconsistent explanations → Give reassurance, avoid leading questions and do not promise confidentiality

Record the date, time, observations, what was said, who was present. Use skin map to record visible injuries. NB. This is recorded by the first person the child speaks to as soon as possible after the event and within 24 hours after the event

In an emergency call for medical assistance → Refer to the DSL as soon as practical on the same day as the allegation → If the DSL isn’t available then contact the deputy DSL

The DSL will make a judgement about the situation and either:

Work with the family through the early help process → Contact MASH. Discuss the situation, await advice, Follow up with referral form within 24 hours → Monitor the situation

DSL informs LADO and between them agree who will inform the nominated governor on the same day of the allegation

MASH will gather further information, make a decision and communicate with the school

☐ DS to inform those that need to know in the school including the headteacher
☐ Prepare a confidential file and keep accurate records
☐ Receive feedback from Hand work with the social worker if the case is allocated for assessment
Appendix 3 – Contact Poster

Designated Safeguarding Lead (DSL)
Cheryl Smith – Assistant Head Teacher

If absent – Safeguarding Team includes:
Scott Tait
Head Teacher
Lizzie Sharpe
Deputy Head Teacher
Angelina Wilson
Pastoral Care Worker

Hub – 01202 735046   Out of Hours – 01202 657279
## Appendix 4 – Children Social Care Referral Form

**CHILDREN’S SOCIAL CARE RE Referral Form**

Please complete in BLACK INK or electronically
(This form should be used by any agency/professional to refer a child to Children’s Social Care where they consider the child may be a child in need or a child at risk. Please use the Bournemouth and Poole Threshold document to guide you in making the referral)

### 1. Child/Young Person’s Details

<table>
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<tr>
<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>Surname</td>
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<tr>
<td>Forenames</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
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<tr>
<td>Also Known As</td>
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<tr>
<td>Current Address</td>
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<td>Postcode</td>
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<td>Tel No</td>
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<td>Previous Address</td>
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<td>Postcode</td>
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<td>Tel No</td>
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</table>

### 2. Child/Young Person’s Ethnicity

- Mixed - White And Asian
  - Caribbean
  - Indian
  - White British
  - White and Black Caribbean
  - Chinese
  - African
  - Pakistani
  - White Irish
  - White and Black African
  - Any Other Ethnic Group
  - Any Other Black Background
  - Bangladeshi
  - Any Other White Background
  - White and Asian
  - Not given
  - Any Other Asian Background
  - Any Other Mixed Background
  - Mixed - White And Asian

If other, please specify

Religion/Faith

Child’s first language

Parents first language

Interpreter/signer required (give details)

Does child/young person have a disability

Yes

No

Please specify
### 3. Details of person making the referral

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<th>Surname</th>
<th>Forenames</th>
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<th>Agency &amp; Address</th>
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<th>When can you be contacted</th>
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### 4. Parents/person caring for child/young person

<table>
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<tr>
<th>Surname</th>
<th>Forename</th>
<th>M/F</th>
<th>AKA</th>
<th>Address/Tel No</th>
<th>DOB</th>
<th>Relationship to child</th>
<th>Tick if P.R</th>
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</table>
Other children in household (Please indicate by *against name if another child/young person is also being referred)

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<thead>
<tr>
<th>Surname</th>
<th>Forename</th>
<th>M/F</th>
<th>AKA</th>
<th>DOB</th>
<th>Relationship to child</th>
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5. Significant others/other family members

<table>
<thead>
<tr>
<th>Surname</th>
<th>Forename</th>
<th>M/F</th>
<th>AKA</th>
<th>Address/Tel No</th>
<th>DOB</th>
<th>Relationship to child</th>
<th>Tick if P.R</th>
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6. Agencies/professionals known to be involved

<table>
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<tr>
<th>Name/Agency</th>
<th>Tel No</th>
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</table>

Has consent been given for Social Services to contact the named agencies

Yes [ ] No [ ]

If ‘No’ please specify with reasons

[ ]
### 7. Specific reasons for Referral

<table>
<thead>
<tr>
<th>Child/young person’s development strengths and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting strengths and needs</td>
</tr>
<tr>
<td>Describe things that which affect parent(s) ability to meet the child/young person’s needs</td>
</tr>
<tr>
<td>Family circumstances/history</td>
</tr>
<tr>
<td>What support has already been offered, when and what were the outcomes?</td>
</tr>
<tr>
<td>What support or action is being requested (please be specific about focus for any assessment)</td>
</tr>
</tbody>
</table>

**Signature:**
person making the referral

**Date**

*Note: Information provided on this form and accompanying this referral will be shared with families and young people, unless indicated otherwise by the referrer or where sharing would put any individual at risk of harm*
Is parent aware of referral? Yes [ ] No [ ]
Is child/young person aware of referral? Yes [ ] No [ ]
Has consent been given by parent/child/young person for information to be shared as part of this referral and for it to be passed to any service identified as able to meet their needs? Yes [ ] No [ ]

Comments and views of parent/carer

Signature of parent/carer

Date

Comments and views of child/young person (if available and of age)

Signature of child/young person (if available and of age)

Date

EDUCATION: Special Needs and Attainment Record (SCHOOLS REFERRALS ONLY)

Detail about progress in school is collected as “baseline information” at the referral /initial assessment stage. The information will:
- Help us understand needs fully
- Make sure that assessment and service planning complements what is already happening in school
- Allow us to track educational achievement for use as an indication that services we provide are effective for improving well-being and life chances of children and young people

Special Educational Needs:
If the child has special educational needs please describe the nature of the need:

If they are on the Code of Practice (CoP) which stage?

<table>
<thead>
<tr>
<th>Early Years</th>
<th>School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>Education, Health and Care Plan</td>
<td></td>
</tr>
</tbody>
</table>

What agencies are involved in supporting the child/young person in their education
Attendance (current school year):

How many sessions of unauthorised absence in the current year (if any)?

(actual) out of (possible)

How many sessions of authorised absence were there (if any)?

(actual) out of (possible)

School Exclusions (current school year):

<table>
<thead>
<tr>
<th>Type of exclusion</th>
<th>Dates &amp; school days missed</th>
<th>Reasons</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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Current Attainment (indicate briefly how the child is performing in relation to Key Stages):

Both are inline with national expectations.

Factors affecting educational attainment (e.g. length of time without a school placement, change of school placement, relationship at school, behaviour):
CHILDREN’S SOCIAL CARE REFERRAL OUTCOME

Part A: to be completed by the person responsible for making the referral

Name: 

Office Address: 

<table>
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<tr>
<th>Name(s) of child/young person referred</th>
<th>Date(s) of birth</th>
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Part B: to be completed by Children’s Social Care

Following your referral dated ............... in respect of the child(ren)/young person(s) named above. I write to advise that this is the outcome:

Please contact ................................................................. at this office for any further details

Name

Post

Address

Signature
Appendix 5 – Children Matter Form

Children Matter 2018 - 2019
‘The Behaviour and Safety of Pupils at the School’

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

<table>
<thead>
<tr>
<th>Child’s name (Victim) &amp; Class</th>
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</thead>
<tbody>
<tr>
<td>Child’s name (Perpetrator) &amp; Class if applicable</td>
<td></td>
</tr>
<tr>
<td>Date of Concern/Matter/Incident (dd/mm/yy)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of person completing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of person completing form</td>
</tr>
</tbody>
</table>

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

- **Safeguarding**
  - Once this form is completed it must be handed to:
    - Assistant Head Teacher (Cheryl Smith) if it is a:
      - Safeguarding concern/matter/incident
      - Racial concern/matter/incident
      - Behaviour concern/matter/incident
      - E-Safety concern/matter/incident
    - Pastoral Care Worker (Angelina Wilson) if it is a Pastoral Care concern/matter/incident or if it is an ‘Other’ concern/matter/incident

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

Please give a copy to the class teacher(s) and scan & attach to the My Concern record

*Please continue on a separate sheet and attach it to this form if more space is required.*
Appendix 6 - Links to relevant law and guidance

- Working Together to Safeguarding Children 2015
  http://www.workingtogetheronline.co.uk/chapters/contents.html

- Keeping Children Safe in Education 2018 (Revised Guidance – 3rd September 2018)

- Keeping Children Safe in Education 2016

- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)

- Inspecting safeguarding in early years, education and skills settings

- Guidance for Safer Working Practice for Adults who work with children and young people

- Bournemouth and Poole Local Safeguarding Children’s board (LSCB)
  www.bournemouth-poole-lscb.org.uk

- Governor/Trustee’s Handbook – January 2017

- What to do if you’re worried a child is being abused – March 2015

- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers
  https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

- Preventing and Tackling Bullying

- Department for Education – e-safety guidelines

- Safeguarding: Disclosure and Barring – changes from September 2012
  https://www.gov.uk/government/organisations/disclosure-and-barring-service

- The Information Commissioner’s Office – Data Protection Act in Schools and Education
  http://ico.org.uk/for_organisations/sector_gides/education
• The South West Grid for Learning (SWGfL)  
  http://swgfl.org.uk/

• Family Information Service – Borough of Poole  
  http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page

• Family Information Service – Bournemouth Borough Council  

• ‘Exclusion from maintained schools, Academies and pupil referral units in England’ (2017)  
  https://www.gov.uk/government/publications/school-exclusion

• Children Missing Education (September 2016)  

• LSCB Levels of Need and Continuum of Support (July 2016)  
  http://www.proceduresonline.com/pandorset_scb/user_controlled_lcms_area/uploaded_files/LSCB%20Levels%20of%20Need%20%26%20Continuum%20of%20Support%20%20July%202016.pdf
Appendix 7 – Updates to ‘Keeping Children Safe in Education 2018’

The new version of keeping Children Safe in Education was updated in 2018 and became operational from 3rd September 2018. Annex H on pages 103-109 of the updated version of the guidance sets out the changes that have been made to the KCSiE 2016 version which are also outlined below in this appendix. (Keeping children safe in education, GOV.UK – DfEhttps://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Part 1: Safeguarding information for all staff
The main changes and clarifications are to make it clear that:
- The designated safeguarding lead (DSL) and any deputies are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns
- Information about the role of the DSL should include the identity of the DSL and any deputies
- Staff must speak to the DSL and follow the local child protection policy if staff have concerns about a child
- Information sharing is vital to good safeguarding.
- Generally the DSL takes the lead on early help cases.
- Assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare (‘contextual safeguarding’)

Part 2: Management of Safeguarding
The main changes and clarifications are to make it clear that:
- The board level leadership lead should sit at governing body or proprietor level
- All schools should have their own individual child protection policy. Multi-academy trusts can have overarching policies, but these must be built on locally to ensure local procedures and protocols can be reflected
- You should have more than one emergency contact number for your pupils where reasonably possible
- Who actually appoints the DSL is a matter for the governing board. The important thing is that they are appointed and are a member of the senior leadership team
- The DSL should be considering information sharing in advance of transferring the child protection file
- It's important that child protection policies reflect peer-on-peer abuse
- Looked after children remain vulnerable and it's important that agencies work together to safeguard them
- Reasonable force is sometimes appropriate and a 'no contact' policy can leave staff unable to fully support and protect their pupils. The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances

Part 3: Safer Recruitment
The main changes and clarifications are to make it clear that:
- A section 128 direction will show on an enhanced DBS check with barred list information (provided that ‘children's workforce independent schools’ is specified in the parameters for the barred list check)
- Maintained school governors should also have a section 128 check (in the same way as academy trustees)
- The Teacher Services system should be used to verify any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods
- When any information about past disciplinary action or allegations is disclosed, it should be considered as part of the suitability assessment
- Additional relevant information outside of the required information, such as who carried out the checks and childcare disqualification checks, can be recorded on the SCR
• Proprietor in an academy means the members and the trustees of the academy trust
• The SCR can be in paper or electronic format
• MATs should ensure the SCR is accessible to those entitled to examine that information (e.g. Ofsted)
• You should get written confirmation from the provider of any fee-funded student teachers that it has carried out all pre-appointment checks that the school would otherwise perform
• You must refer to the DBS when someone is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria
• You should record risk assessments when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity
• Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. You must get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

**Part 4: Allegations of abuse made against teachers and other staff**
The main changes and clarifications are to make it clear that:
• Part 4 of the guidance is also applicable to volunteers
• Reporting restrictions on allegations only apply to teachers in schools

**Part 5: Child-on-child sexual violence and sexual harassment**
• Part 5 is new and provides guidance on how you should respond to reports of child-on-child sexual violence and sexual harassment.
• The 13-page section explains what schools should do immediately after such a report. You must decide whether to:
  o Manage the case internally
  o Seek early help with a multi-agency approach
  o Refer to children's social care
  o Report the case to the police

**Annexes**
**Annex A** provides new information on:
• Children and the court system
• Children with family members in prison
• County lines
• Domestic abuse
• Homelessness
• Peer-on-peer abuse
• Sexual violence and sexual harassment
• It also provides additional context for honour based violence (HBV) and the preventing radicalisation guidance now focuses on what staff should be doing and considering.

**Annex B**
• Added considerations for sole proprietors to ensure their DSL is a suitable person for the role
• Added online safety and SEND as considerations when training DSLs
• Setting out that deputy DSL should also be explicit in the person's job description

**Annex E**
• Clarifies that when arranging a homestay:
• Schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay
• Where a school arranges for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in
regulated activity for the period of the stay. The school is the regulated activity provider in these cases

- A regulated activity provider commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity
- Where the child’s parent(s) or a student themselves arranges their own homestay, this would be a private arrangement and the school or college would not be the regulated activity provider