



Talbot House Preparatory School

Member of the Broadway Education Group

Safeguarding Children Policy

Applies to:

This policy applies to all members of our school community, including those in our Early Years (EY) setting, extracurricular activities inclusive of those outside of the normal school hours and our wraparound care provision.

Available from:

This document is available to all interested parties on the school's website or from the School Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head teacher. The proprietors will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Adopted by: (signatures)	Date:
Head teacher:  Mrs Tracey Wilson	September 2023
Executive of the Board:  Mrs J Broadway	September 2023
Review Date:	August 2024

Designated Safeguarding Lead: Sarah Howe (Deputy Head)

Contact Details: Telephone: 01202 510348 Email: safeguardingthps@gmail.com

Deputy Designated Safeguarding Leads:

Tracey Wilson (Headteacher)

Contact Details: Telephone: 01202 510348 Email: headteacher@talbothouseschool.co.uk

Debbie Leversha (Bursar)

Contact Details: Telephone: 01202 510348 Email: bursar@talbothouseschool.co.uk

Proprietor:

Mark Broadway

Contact details: 01202 510348 Email: admin@talbothouseschool.co.uk

Note: If a child is in immediate danger or is at risk of harm, a referral should be made immediately to the Multi Agency Safeguarding Hub (MASH), which is part of the BCP Children Services, and/or the Police. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the DSL or Deputy DSL should be informed as soon as possible.

The contact numbers below can be used for making direct referrals.

MASH (Children living in Bournemouth, Poole and Christchurch)

Urgent child protection matters needing immediate attention: 01202 123334

childrensfirstresponse@bcpcouncil.gov.uk

Out of hours for urgent child protection matters that cannot wait until the next working day:
01202 738256

Children's Advice and Duty Services (ChAD) (for children living in Dorset).

01305 228866

If you believe a child is at immediate risk of harm, call the Police on 999

Local Authority Designated Officer (LADO): Mrs : 01202

Email: LADO@BCPCouncil.gov.uk (for allegations against members of staff, volunteers or the Headteacher)

1. Introduction

1.1. We take our definition of safeguarding from Keeping Children Safe In Education (KCSIE):

"protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes". The welfare of our children is paramount, regardless of age, gender, race, culture or disability.

"Safeguarding" is an umbrella term which covers Child Protection (the specific protection of children from risk of abuse) and the promotion of wellbeing. The policy should be read in conjunction with other documents, specifically the Safer Recruitment Policy, the Staff Code of Conduct, the Health & Safety policies, the Anti-bullying Policy, the Online Safety Policy and the Missing Student Procedure.

Talbot House Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfill their potential.

1.2. The purpose of the whole-school safeguarding policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection and welfare issues. This policy makes explicit the School's commitment to the development of good practice and procedures in order that child protection referrals may be handled sensitively, professionally and in ways that support the needs of the child, and has been developed in accordance with the procedures of the Pan-Dorset Safeguarding Children Partnership.

1.3. Part One of the document 'Keeping Children Safe in Education (September 2022)' ('KCSIE') sets out a list of further specific safeguarding issues and provides links to expert and professional organisations which provide up-to-date guidance and practical support. Behaviours linked to specific issues put children in danger. Important additional information regarding specific forms of abuse and safeguarding issues are provided by KCSIE in Annex B and are summarised in Appendix 6 of this policy.

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

- 'Keeping Children Safe in Education (September 2022)'. ('KCSIE')
- 'Disqualification under the Childcare Act 2006' (September 2018)
- 'Working Together to Safeguard Children' (December 2023)
- 'Information sharing advice for safeguarding practitioners - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers (March 2015).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- 'Prevent Duty Guidance' (July 2015, updated April 2021)
- 'The Prevent Duty: Departmental advice for schools and childminders' (June 2015)
- 'The use of social media for on-line radicalisation (July 2015)
- 'What to do if you're worried a child is being abused 2015 - Advice for practitioners'
- 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'
- 'Safer Digital Working Practices for Adults who work with Children and Young People'
- 'Pan -Dorset Safeguarding Children Partnership Procedures'
- 'Schools COVID -19 operational guidance (August 2021)
- 'Actions for early years and childcare providers during the Coronavirus (COVID-19) outbreak (August 2021)

Up to date copies of all of these documents are available to staff on the School Google Drive under Safeguarding Policies and documents.

1.5. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance

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as:

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

1.6. A child is defined as a **'child in need'** if he/she is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

1.7. A child is defined as a child **'at risk'** if there is reasonable cause to suspect that a child is in danger or is suffering, or likely to suffer, significant harm. All staff members should be able to identify cases of children who may be 'in need' or 'at risk'. If staff are unsure they should always speak to the Designated Safeguarding Lead ('DSL') (See Section 3 below).

1.8. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. More detail regarding these types of abuse and neglect is included as Appendix 5 to this policy. The signs of possible abuse are explained and discussed in detail on a regular basis during the training referred to in section 3 below. The following occurrences involving pupils are just some examples of concerns which should be acted on:

- Significant changes in children's behaviour;
- deterioration in their general well-being;
- unexplained bruising, marks or signs of possible abuse;
- signs of neglect;
- comments children make which give cause for concern
- running away or going missing

1.9. With regard to **'Children Missing in Education' (CME)** we notify the Local Authority (BCP) if we are to delete a pupil from our Admissions Register in any of the circumstances set out in KCSIE (2021), or if a pupil fails to attend school regularly or if a pupil has had significant absence without the school's permission.

1.10. With regard to Honour-based Violence (HBV), including Female Genital Mutilation (FGM), Forced Marriages or practices such as breast ironing, it is illegal in the UK and a form of child abuse. If we have a concern that a child is at risk of HBV or who has suffered HBV, we will activate local safeguarding procedures liaising with the Police and Social Care. With regard specifically to FGM staff are made aware upon joining the school and in subsequent regular training that there is a statutory duty upon teachers (including non-qualified staff who are engaged in teaching activities) to report to the Police where they discover (either through disclosure or visual evidence) that an act of FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary action under the school's discipline procedures and may, if appropriate, be referred to the Teaching Regulation Agency (TRA).

1.11. With regard to protecting children from the risk of radicalisation, schools are under a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. We are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. All staff are trained upon joining the school (and then on an annual basis) to have a general understanding of the risks affecting children and young people in the area and to have a specific understanding of how to identify individual children who may be at risk of radicalisation. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or

protection. We ensure that children are safe from terrorist or extremist material when accessing the internet, by having suitable filtering and monitoring in place and by teaching pupils about on-line safety. If there is a concern about a pupil, staff should follow the safeguarding procedures set out in this policy. The school takes into account the policies and procedures of the Pan -Dorset Safeguarding Children Partnership and the school (or any individual member of staff) may make a referral to the Channel Programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Concerns about radicalization should be discussed with a child's parents unless doing so would put the child at risk. An individual's engagement with the programme is entirely voluntary at all stages. The school's Designated Safeguarding Lead leads annual safeguarding refresher training (including training on the Prevent Duty) at the start of each academic year and when necessary, when the staff take part in a risk assessment in order to identify any pupils at risk. This risk assessment is recorded on the safeguarding log on Arbor.

- 1.12.** With regard to Upskirting, staff are made aware upon joining the school and in subsequent regular training that this is a criminal offence. Therefore there is a duty upon teachers (including non qualified staff who are engaged in teaching activities) to report to the Designated Safeguarding Lead, who will contact the Police, where they discover (either through disclosure or visual evidence) that an act of Upskirting appears to have taken place.
- 1.13.** Staff should be aware that children are capable of abusing other children. Child on child abuse can take many forms and staff should keep in mind the threshold for children becoming 'at risk' – i.e. is a child suffering, or likely to suffer, significant harm? Child on child abuse can take very many different forms. Some abuse can take place online and staff should be alert to issues arising for example through email, social media and messaging sites and sexting. Staff should also be aware of different gender issues such as girls being inappropriately touched or boys being subject to bullying initiation type procedures. Child on child abuse must be acted upon and never tolerated or passed off as 'banter', 'part of growing up' or 'just having a laugh'. Where a member of staff suspects child on child abuse, usual safeguarding procedures should be followed (see Sections 5 & 7 of this policy for more information). Both perpetrators and victims of child on child abuse are treated as 'at risk' and, where appropriate, such abuse will be referred to external local agencies. The school's Bullying policy provides more detail on issues such as the prevention of abuse and the support given to victims.
- 1.14.** Contextual safeguarding is used in the assessment of children. The DSL will consider the context within which safeguarding incidents or behaviours have occurred and assess the child using these wider environmental factors which may take place outside school and could be a threat to their safety and/or welfare.
- 1.15.** Pupils are taught about safeguarding, including their safety online, through a number of subjects including ICT and PSHE including RSE (2020). The school has robust e-safety procedures (including filtering and monitoring)–see the school's E-safety policy for more details. The pupils are given regular reminders by their class teachers of what they can do if they are worried about something. The Headteacher delivers assemblies on this issue to the whole school on a regular basis.
- 1.16.** Where the school has a pupil who is looked after by a local authority, the DSL communicates with relevant staff to ensure that they have the necessary skills, knowledge and understanding to keep such a pupil safe. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers.
- 1.17.** Staff must maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and MASH. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best

interests of the child.

1.18. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

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

2. Aims and objectives

2.1. The aims of this policy are:

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

3. Roles, responsibilities, training and induction

The designated safeguarding lead should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Managing referrals

Talbot House Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfill their potential.

The designated safeguarding lead is expected to refer cases:

- Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- Act as a source of support, advice and expertise for all staff;
- Act as a point of contact with the safeguarding partners;
- Liaise with the headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#);
- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school [152]. This includes:
 - Ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and
 - Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

When children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's), are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should undertake Prevent awareness training. Training should provide designated

Safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements[153];
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers [154];
- Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school ;
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

This includes specifically to:

- Ensure that staff are supported during the referrals processes; and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- Understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Responsibility for e-safety

- 3.1.** If staff have any concerns about a child's welfare they should act immediately. (See Flow Chart in Appendix 4 as defined in KCSIE)
- 3.2.** Responsibility for child protection matters is taken by the Deputy Headteacher, Sarah Howe, who is the DSL, and by the Headteacher, Emma Haworth, who is the Deputy DSL for the whole school and the School Bursar, Debbie Leversha, who is the Deputy DSL for the whole school. The DSL and the two Deputy DSLs receive training (updated every two years) in child protection and inter-agency working for the designated person(s). The DSL is the designated practitioner with lead responsibility for safeguarding children within the school and for liaising with local statutory children's agencies as appropriate. The relevant Deputy DSL will carry out this role in the absence of the DSL. All elements of safeguarding are overseen and checked by the Proprietor, Mark Broadway.
- 3.3.** Appendix 3 of this policy sets out a more detailed description of the role of the DSL (and Deputy DSLs) and Proprietor.
- 3.4.** Appendix 4 of this policy sets a flow chart of the actions taken where there are concerns about a

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child.

- 3.5.** All staff receive training in child protection from a local external provider. This training has taken place every three years in the past and will continue to take place on a regular basis in accordance with advice received from the Pan-Dorset Safeguarding Children Partnership – (currently every three years). All current staff have read this policy, and Part One of KCSIE & Annex A and are kept abreast of all changes in legislation and good practice by the DSL. The DSL provides all staff with a safeguarding and child protection update in September each year and throughout the year in Staff meetings. All up-to-date safeguarding documentation is available on the School Network and paper copies are in the DSL's cabinet in the Headteacher's office.
- 3.6.** Staff regularly complete Safeguarding Training following a schedule set by the DSL and Headteacher, through the online provision of Educare. In the event of face-to-face training being impossible, training is carried out solely through Educare and DSL training, until the face-to-face training is able to safely resume.
- 3.7.** All new staff joining the school will receive initial face to face training from the DSL or Deputy DSL, when a copy of this policy, the Child Protection Policy and the Peer on Peer Abuse Policy will be given and explained to them. This training includes an explanation of the whistleblowing procedures of this policy and the Prevent Duty. All new staff are required to read Part One of the document 'Keeping Children Safe in Education' & Annex A and the Staff Code of Conduct (incorporated in the Staff Guide, which is given to all staff). This initial face-to-face training also refers to the school's policies regarding Bullying, Behaviour and Discipline, E safety and ICT Acceptable Use.
- 3.8.** The DSL, Deputy DSLs and Proprietor for Safeguarding maintain regular contact with the local Safeguarding and Child Protection authorities (BCP)/ Pan-Dorset Safeguarding Children Partnership. The DSL attends the termly DSL forums organised by BCP. The School contributes to inter-agency working in line with the statutory guidance in 'Working Together to Safeguard Children 2018-updated 2020'. Contact details appear in Appendix A and at the beginning of this policy for the following agencies;

 - BCP MASH and Dorset ChAD

 - Police

 - Safeguarding and Social Inclusion section of Children's Learning and Engagement at Bournemouth Council

 - Advice regarding counter extremism and the Channel Programme

 - Pan-Dorset Safeguarding Children Partnership
- 3.9.** All temporary staff who are in 'regulated activity' are given safeguarding training by the DSL, and are asked to read Part One of KCSIE & Annex A, this safeguarding policy, the staff code of conduct in the Staff Guide and the ICT Acceptable Use policy. The role of the DSL is also explained to them.
- 3.10.** The DSL takes a proportional risk based approach to the level of information which is provided to parent helpers and accompanied volunteers. All Risk Assessment for visits have information on safeguarding to explain the procedure for any concerns.

4. Safer practices for adults working with children

4.1. This policy should be read in conjunction with the following school policies and documents:-

- Staff Handbook issued to staff with their contracts
- The Staff Code of Conduct which is set out in the Staff Handbook and is accessible on the shared drive. This document is read by all new members of staff as part of the induction process and can be consulted by all existing members of staff at any time in order to check our current procedures and guidance. The Code of Conduct contains guidance on a number of issues (e.g. staff/pupil relationships and communications including the use of social media) and also makes reference to other important policies containing issues of conduct (e.g. the E-safety policy and the ICT Acceptable Use policy) which must be read.

4.2. Any visitors to the site, sign in through the School office and are given a Visitors' Badge which they return when they sign out and leave.

4.3. There may be times when adults in our school, in the course of their duty, are entitled to use reasonable force to control or restrain children. More detail is provided in the Behaviour and Discipline policy. The Headteacher requires the adult involved in any such incident to report this to her immediately, and to record it in the intervention book.

4.4. Images taken by staff should only be taken on equipment owned by the school, and not on personal mobile phones or cameras. Personal mobile phones and personal cameras of staff working with the children in Kindergarten and Reception, as well as any visitors are never used in the EYFS setting and are kept in a designated cupboard/box.

5. Responding to a conversation initiated by a child which has resulted in a disclosure (not including allegations against members of staff or volunteers or peer on peer sexual violence/harassment)

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

- listen carefully to what is said
- stay calm
- find an appropriate opportunity to explain that it is likely that the information will need to be shared with others - do not promise confidentiality
- allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events
- you do not need to find a 'witness'
- the words that the member of staff says to the child should always be framed in an open manner and not 'lead' the child in any way. For example say, 'Tell me what has happened', rather than, 'Did s/he do...' Remember: TED – Tell me, Explain, Describe
- reassure the child that s/he has done the right thing in telling you
- explain what you will do next and with whom the information will be shared
- do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a 'statement'
- contact the DSL or, if the DSL is unavailable, the Deputy DSL as soon as you can. Where such contact is not possible, then speak to another member of the Senior Management Team, who will deal with the matter.
- record in writing what was said, including the child's own words, as soon as possible – see Appendix 2 to this policy for guidance on making the written record
- do not discuss with parents/carers. The DSL will agree with the MASH team when parents/carers should be contacted and by whom

5.2. It is important for staff to remember that what appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. It is important therefore that the school and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

6. Responding to any other situation where a member of staff develops a concern or suspicion that a child may be suffering, or at risk of suffering, significant harm (not involving an allegation or suspicion of abuse against members of staff, volunteers or the Headteacher)

6.1. Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm must be acted on. Any suspicion or concern should be discussed without delay with the DSL or the Deputy DSL.

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

6.3. As soon as possible after the concern has been reported to the DSL/Deputy DSL, a careful record should be made (by the person who first became concerned) of what was seen/heard that led to the concerns. Appendix 2 of this policy contains guidance on making the written record. Where physical injuries have been observed, these should be carefully noted but should not be photographed. Staff should not ask to see injuries that are said to be on an intimate part of the child's body.

6.4. An allegation of child abuse or neglect may lead to a criminal investigation. It is important therefore that the school and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

7. Response by the School in the case of a possible 'child in need' or 'child at risk'.

7.1. If staff members have any concerns about a child in need (as opposed to a child being in immediate danger or at risk - see 7.2 below) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to MASH (see sections 7.2 and 11 of this policy for more information about direct referrals). Other options could include referral to specialist services or Early Help services and should be made in accordance with the referral threshold set by the Pan-Dorset Safeguarding Children Partnership. If anyone other than the DSL makes the referral they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If Early Help and other support is appropriate the case should be kept under constant review and consideration given to a referral to MASH if the child's situation doesn't appear to be improving.

7.2. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police (if a crime has, or may have been committed, immediately). Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and

should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

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

8. Concerns or allegations of abuse made against teachers and other staff

- 8.1. This section 8 relates to a concern or an allegation that a teacher or member of staff (including volunteers and supply cover teachers) has
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- 8.2. This relates to all concerns and allegations, regardless of whether the school is where the alleged abuse took place.
- 8.3. All such concerns and allegations should be communicated immediately to Emma Haworth (Headteacher). The Headteacher and Proprietor will immediately discuss with the Local Authority Designated Officer (LADO) at the local authority the appropriate course of action, including whether involvement of the Police is appropriate. There may be situations when the Headteacher and Proprietor will want to involve the Police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Contact details for the LADO appear on the first page of this policy and in Appendix 1 to this policy.
- 8.4. If the Headteacher is the subject of the concern or allegation, it should be communicated immediately to the Proprietor without informing the Headteacher. The Proprietor is the nominated person to liaise with the Local Authority Designated Officer (LADO) from BCP Children's Services. In the event of concerns or allegations of abuse against the Proprietor, these should be reported to the LADO.

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

- 8.14. Detailed information regarding record keeping, references and timescales is set out in KCSIE (paras 240 to 243). Where no further action is to be taken in regard to the individual facing the allegation or concern, this decision and a justification for it should be recorded by the Headteacher and Proprietor and agreement reached between the Headteacher and Proprietor and the LADO as to what information should be put in writing to the individual concerned and by whom.
- 8.15. If an allegation is determined to be deliberately invented or malicious, the Headteacher and Proprietor should consider whether any disciplinary action is appropriate against the pupil who made it, or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- 8.16. At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the Headteacher and Proprietor to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.
- 8.17. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

9. Responding to a conversation initiated by a child which has resulted in a disclosure about child on child sexual violence and sexual harassment

- 9.1. This section 9 relates to a concern or an allegation that another child has been sexually violent or sexually harassed towards another child as defined below (See Sexual Violence and Sexual Harassment between children at school and college)

Sexual Violence

- Rape
- Assault by penetration
- Sexual Assault

Sexual Harassment

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

- 9.2. Sexual Violence and Sexual Harassment are not acceptable and will not be tolerated. It will not be passed off as 'banter, part of growing up or having a laugh'.
- 9.3. All such concerns and allegations should be communicated immediately to the DSL/Headteacher. If it is a case of alleged Sexual Violence the DSL/Headteacher and Proprietor who will make an immediate risk and need assessment, but for sexual harassment the need for a risk assessment will be considered on a case-by-case basis. The risk and need assessment will consider:
- The victim, their protection and support
 - The alleged perpetrator
 - Other children at the school.
- 9.4. The DSL will contact MASH and specialist services as required.
- 9.5. The DSL and Proprietor will decide how best to support the victim and alleged perpetrator with advice from other specialist services where appropriate. This might be through in school support for bullying or early help (Working Together to Safeguard Children chapter 1.) from local agencies.

- 9.6. Where a child is at risk of harm or is in immediate danger a referral to MASH will be made by the DSL. At this stage parents or carers will be informed, unless this would put the child at additional risk.
- 9.7. In the disclosure of Sexual Violence the DSL will contact the Police and MASH.
- 9.8. The Headteacher and DSL will liaise with the Police and MASH to agree what information will be disclosed to staff and others including the alleged perpetrator and their parents/carers. The Headteacher will also discuss how to best protect the victim's identity.
- 9.9. This Risk Assessment and any other documentation will be recorded and kept under review by the DSL and Proprietor.

10. Safe Recruitment of Staff, Volunteers and Visiting Speakers

- 10.1. The School has a duty to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking appropriate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- 10.2. We operate safe recruitment procedures which comply with the Independent School Standards Regulations. The School has a Recruitment, Selection and Disclosure Policy and Procedure, a copy of which may be accessed upon request to the School Office. This covers staff, including 'supply cover', volunteers and contract staff. At least one person on the interview panel has completed the Safer Recruitment training.
- 10.3. Regarding visiting professionals (e.g. a School Nurse administering the flu clinic), where it is reasonable for us to assume that he/she has been the subject of appropriate checks by his/her employing organisation we do not need to see these checks. We do, however, check identity when such a visitor arrives to ensure that imposters do not gain access to children.
- 10.4. Off-site, where staff employed by another organisation work with our pupils, we obtain assurances that appropriate checks and procedures apply to such staff. These assurances are obtained by Talbot House Preparatory School members of staff in charge of the visit and recorded on the paperwork that is submitted to the Health and Safety Officer prior to such trip.
- 10.5. One-to-one teaching- Safeguarding procedures for staff who are engaged in one-to-one teaching are set out in the Staff Code of Conduct. Where one-to-one teaching occurs regularly, every practical precaution is taken to ensure safeguarding arrangements are sound. In the case of individual instrumental music tuition, doors to teaching rooms have windows or are kept open at all times and the Staff in the building are vigilant at all times.
- 10.6. Any person giving talks to our pupils (on our site or off site) is vetted beforehand for suitability and appropriately supervised. The school keeps a record of such vetting (for more details see the school's Recruitment Selection and Disclosure Policy and Procedure).
- 10.7. In relation to the EYFS, the School will comply with all regulations regarding the disqualification of a registered provider (or one of its employees) as set out in the Independent School Standards Regulations. This includes making the required notifications to ISI. Where we become aware of relevant information which may lead to such disqualification, appropriate action will be taken to ensure the safety of the children.

11. Direct referral to MASH or other External Agencies

- 11.1. Although staff are, wherever possible, expected to take their concerns or suspicions of abuse to the DSL (or, in her absence, the Deputy DSL) or to the Proprietor, the government guidance 'Keeping Children Safe in Education' makes it clear that anyone may make a referral direct to external agencies, including MASH.

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

11.3. In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, anyone may make a referral direct to MASH.

12. Concern over the School's Safeguarding Practices

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

12.2. The School's Whistleblowing policy, included in the Employment Manual, makes it clear that staff may 'blow the whistle' if they feel that the School is not following correct procedures.

13. Monitoring and review

13.1. This policy, together with the procedures outlined herein, are reviewed annually by the DSL Headteacher and the Proprietor. The Proprietor is the designated governor for safeguarding. This includes a review of the efficiency with which the related duties have been discharged. The Proprietor will also ensure that the school contributes to interagency working in line with 'Working Together to Safeguard Children 2020' through effective implementation of the child protection policy and procedures and good cooperation with local agencies.

13.2. If the school becomes aware of any deficiencies or weaknesses in child protection arrangements, these will be remedied without delay

14. Low-level Concerns and allegations

14.1. This sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the Guidance for safer working practice for those working with children and young people in education settings (May 2019) are lived, monitored, and reinforced. should also be read in conjunction with the current statutory guidance, Keeping Children Safe in Education 2021 Part 4, Section 2 and with the Staff Code of Conduct. This applies to all staff and other individuals who work or volunteer in school.

14.2. A **low-level concern** is any concern, no matter how small, even if no more than causing a sense of unease or a "nagging doubt", that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Guidance for safer working practice (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

Examples of behaviour that could require reporting of a low-level concern include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone without permission;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold (as referred to in KCSIE 2021 Part Four, Section 1), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

14.3. Reporting low-level concerns. Where a low-level concern has been identified, this will be reported as soon as possible to the Headteacher. However, it is never too late to share a low-level concern if this has not already happened. Where the Headteacher is not available, the information will be reported to the Designated Safeguarding Lead (or a Deputy DSL) i.e. the most senior member of staff acting in this role. Low-level concerns about the Designated Safeguarding Lead will be reported to the Headteacher, and those about the Headteacher will be reported to the Proprietor.

Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the Headteacher of the details as soon as possible.

14.4. Recording concerns. A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the Headteacher, a record of the conversation will be made by the Headteacher which will be signed, timed, and dated.

14.5. Responding to low-level concerns. Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The Headteacher will:

- Speak to the person reporting the concern to gather all the relevant information.
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or police. (HR advice may also need to be taken.) Where necessary, further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

- The information reported and gathered will then be reviewed to determine whether the behaviour a) is consistent with the Guidance for safer working practice (May 2019): no further action will be required

b) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day-to-day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken e.g. via the Proprietor.

c) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case, the school's procedures for managing allegations within the Safeguarding Children Policy and the Staff Disciplinary Policy should be followed

d) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case, the school's procedures for managing allegations within the Safeguarding Children Policy and the Disciplinary Procedure will be followed.

• **Records will be made of:**

- a) all internal conversations including any relevant witnesses
- b) all external conversations e.g. with the LADO
- c) the decision and the rationale for it
- d) any action taken.

- 14.6.** The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.
- 14.7.** Self reporting- it may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which, on reflection, they consider falls below the standard set out in the Guidance for safer working practice (2019). In these circumstances, they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity, if necessary.
- 14.8.** Where behaviour is consistent with the Guidance for safer working practice (May 2019) Feedback will be given to both parties to explain why the behaviour was consistent with the Guidance for safer working practice (May 2019).
- 14.9.** The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.
- 14.10.** Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.
- 14.11.** The Headteacher will inform the Proprietor about the implementation of the low-level concerns section in the Safeguarding Children Policy, including providing regular evidence of its effectiveness e.g. relevant data. The Proprietor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

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

APPENDIX 1 – CONTACT DETAILS

1. Social Care, the Police and the Channel Programme

- 1.1.** A referral to MASH is made by telephoning one of the numbers listed below.
- 1.2.** MASH is to be contacted for children living in BCP. Talbot House Preparatory School pupils usually live in BCP or Dorset (contact ChAD).

2. Contact details.

2.1. BCP First Response and MASH

Urgent child protection matters needing immediate attention: 01202 123334
childrensfirstresponse@bcpcouncil.gov.uk

Out of hours for urgent child protection matters that cannot wait until the next working day:

01202 738256

Children's Advice and Duty Services (ChAD) (for children living in Dorset).
01305 228866

Talbot House Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfill their potential.

If you believe a child is at immediate risk of harm, call the Police on 999

An online referral can be made to the local authority using the Report Child Abuse link (<https://www.gov.uk/report-child-abuse-to-local-council>)

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

3. Other Contact Details

3.1. For pupils in the EYFS, advice and support for Designated Safeguarding Leads/Senior Managers can be sought from BCP First Response and MASH. Alternatively a member of the Early Years Safeguarding Officer Team can be contacted:

Telephone: 01202 817825 or Email: eysg@bcpcouncil.gov.uk

4. The Designated Officer

BCP Local Authority Designated Officer (LADO): Mr John McLaughlin: 01202 817600/ 07779 880352

Email: LADO@BCPcouncil.gov.uk (for allegations against members of staff, volunteers or the Headteacher)

APPENDIX 2 – RECORD KEEPING AND INFORMATION SHARING

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

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

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

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

1.3. The record should be made on Arbor, on the child's page, in the Pastoral Note section. This will

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then be moved to the Safeguarding Notes section on the child's page. This record can only be accessed by the DSL and Deputy DSL. If needed the record may be moved onto the Child Protection Section.

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

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

include:

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

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

2.3. The record should be made on Arbor, on the child's page, in the Pastoral Note section. This will then be moved to the Safeguarding Notes section on the child's page. This record can only be accessed by the DSL and Deputy DSL. If needed the record may be moved onto the Child Protection Section.

3. Records kept by the DSL

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

4. Access to Safeguarding records

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

5. Transfer of Safeguarding records

- When a pupil transfers to another school, the DSL should inform the receiving school as soon as possible by telephone that child protection records exist. The original records must be passed on

either by hand or sent by recorded delivery.

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

6. Retention of records

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

APPENDIX 3: Role of the Designated Safeguarding Lead, Deputies and Proprietor

1. The Proprietor ensures that an appropriate senior member of staff (DSL) takes a lead responsibility for safeguarding children.

This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. In the case of Talbot House Preparatory School the DSL is Sarah Howe, Deputy Headteacher. The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL, Deputy DSLs and/or Proprietor are available to discuss any concerns at all times. While the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsible for safeguarding and child protection remains with the DSL.

2. The broad areas of responsibility for the DSL are:

2.1. Managing referrals

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

2.2. Training

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

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

2.3. Raising Awareness

The DSL should:

- Ensure the school's policies are known and used appropriately
- Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents are aware of the referral process and the role of the school in this.
- Link with the BCP First Response and MASH to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school ensure their safeguarding file is transferred securely to the new

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school as soon as possible.

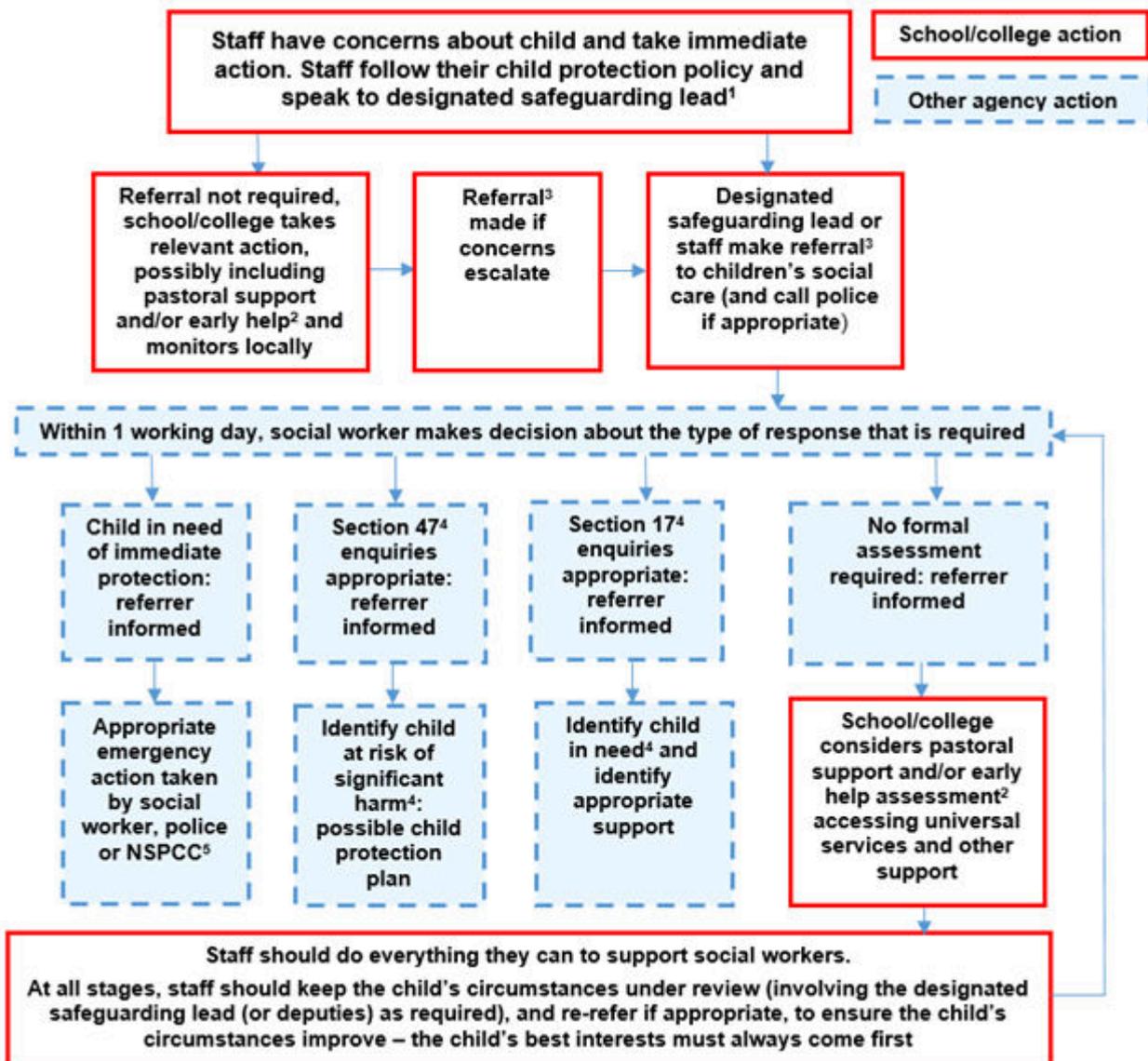
3. The main role of the Proprietor and the leadership responsibility for the School's safeguarding arrangements.

3.1. The areas of responsibility for the Proprietor include:

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

APPENDIX 4 – Flow Chart of Actions from page 23 of KCSIE (September 2021)

Actions where there are concerns about a child



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

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

3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

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

5. This could include applying for an Emergency Protection Order (EPO).

APPENDIX 5: Types of abuse and neglect

1. Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

1.1. Physical abuse:

A form of abuse which may involve hitting, kicking, shaking, biting, hair pulling, 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.

1.2. Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.3. Sexual abuse:

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

may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE paragraph 27).

1.4. Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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APPENDIX 6: Specific forms of abuse and safeguarding issues

1. Children may need to attend **family courts** due to separation or to give evidence in a criminal court, either for crimes committed against them or for crimes they have witnessed. Measures are available to help with these processes.

2. A **Child Missing from education (CME)** is a potential indicator of abuse or neglect. Staff should follow the school's procedures for unauthorised absence (see the school's 'Attendance Policy'). Particular attention should be given to repeat absences. The focus should be on helping identify the risk of abuse or neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones or Female Genital Mutilation.

3. **Children with family members in prison** can become isolated and suffer from poor mental health. The National Information Centre on Children of Offenders provides advice and support for those who need it.

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

Some of the following can be indicators of CCE:

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

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

5. Child sexual exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

6. Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass psychological, physical, sexual, financial and/or emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Talbot House Preparatory School is part of **Operation Encompass**, this is a link between schools and the police. Operation Encompass ensures there is a telephone call from the police to the DSL or trained Key adults in school prior to the start of the next school day, after an incident of police attended domestic abuse, where there are children related to either of the adult parties involved. All parents and staff are aware of the school being part of Operation Encompass.

7. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour. The DSL should contact the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

8. So-called 'Honour-based' Violence (HBV), including **Female Genital Mutilation (FGM)**, Forced Marriages and practices such as Breast ironing, is illegal in the UK and is a form of child abuse with long lasting harmful consequences. KCSIE gives information regarding potential indicators that a child may be at risk of HBV or may have already suffered HBV.

9. Protecting children from the risk of radicalisation is part of our school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether **in this country or overseas**. Specific background factors may contribute to vulnerability which are often combined with specific influences which an extremist or terrorist group may provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

10. Children can abuse other children. This is generally referred to as **peer on peer** abuse and can take many forms. This can include bullying, including cyberbullying; sexual violence and sexual

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harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, sharing of nudes and semi-nudes and initiating/hazing type violence and rituals. Any form of peer on peer abuse is taken seriously. It is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously. At Talbot House Preparatory School there is a zero tolerance approach to peer on peer abuse. Even if there are no reported cases of peer on peer abuse, this does not mean it is not happening. Detailed information on procedures and systems in place with regard to peer on peer pressure can be found in the 'Peer on Peer Abuse Policy'.

11. Children who are victims of **sexual violence and sexual harassment** will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. All victims are reassured that they will be taken seriously, are offered appropriate support and will be kept safe.

12. Children can be at risk from, or involved with **Serious Violent Crime**. This will, in all likelihood, adversely affect their educational attainment. If staff are aware of any concerns that a child may be involved with Serious Youth Violence or Gang involvement they should contact the Designated Safeguarding Lead who will seek guidance to support the child.

13. Children can be at risk from '**Upskirting**' or be a perpetrator. All victims are reassured that they will be taken seriously and are offered appropriate support. Upskirting is a criminal offence (April 2019) and offenders can be arrested and sent to prison. The Police will be advised of any occurrences and will deal with the matter accordingly.

14. Child abduction and community safety incidents. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Talbot House Preparatory School provides outdoor-safety lessons run by teachers in PSHEE or by local police staff. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

15. Mental Health All staff should be aware that poor mental health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health illness. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. For more information, please see links at the end of this policy.

16. Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Staff will be made aware of this from reading Annex B and further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and

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support victims - GOV.UK (www.gov.uk)

17. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include; unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead or Deputy, will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

18. More details about specific safeguarding issues referred to in KCSIE are as follows:

[Keeping children safe in education 2021](#)

Abuse

[Child abuse concerns: guide for practitioners](#)

[Domestic abuse: how to get help](#)

[Child abuse linked to faith or belief: national action plan](#)

[Relationship Abuse | What is Relationship Abuse?](#)

Bullying including cyberbullying

[Preventing bullying](#)

[Help With Bullying](#)

[Childnet - Childnet](#)

[SWGfL - Safety & Security Online](#)

Children and the court system

[Young witness booklet for 5 to 11 year olds](#)

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[Family separation: what's GOV got to do with it? - MOJ Digital & Technology](#)

Child missing from home or care

[Children missing education](#)

[Children who run away or go missing from home or care](#)
[Missing Children and Adults strategy](#)

Children with family members in prison

[NICCO](#)

Child Exploitation

[Criminal exploitation of children and vulnerable adults: county lines](#)

[Child sexual exploitation: definition and guide for practitioners](#)

[Safeguarding children who may have been trafficked](#)

Drugs

[Drugs: advice for schools](#)

[Policy paper overview: Drug strategy 2017](#)

[FRANK: Honest information about drugs](#)

[mentor-adepis.org](#)

HBV

[Female genital mutilation](#)

[Multi-agency statutory guidance on female genital mutilation](#)

[Forced marriage](#)

Health and Wellbeing

[NSPCC | The UK children's charity | NSPCC](#)

[Childline | Childline](#)

[Brook – Healthy lives for young people](#)

[Mental wellbeing | Overview | PHE School Zone](#)

[Promoting children and young people's mental health and wellbeing](#)

[Overview - Fabricated or induced illness](#)

pse-association.org.uk/curriculum-and-resources/resources/rise-above-schools%20teaching-resources

[Supporting pupils with medical conditions at school](#)

[Guidance overview: Mental health and behaviour in schools](#)

Homelessness

[Homelessness code of guidance for local authorities - Guidance](#)

Online

[UK Council for Child Internet Safety \(UKCCIS\)](#)

[SWGfL - Safety & Security Online](#)

[Childnet - Childnet](#)

Private fostering

[Statutory guidance overview: Children Act 1989: private fostering](#)

Radicalisation

[Revised Prevent duty guidance](#)

[Protecting children from radicalisation: the prevent duty](#)

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

Violence

[Advice to schools and colleges on gangs and youth violence](#)

[Strategy to end violence against women and girls: 2016 to 2020](#)

[Violence against women and girls: national statement of expectations](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Policy paper overview: Serious Violence Strategy](#)

Whistleblowing

If a member of staff feels unable to raise a concern or is worried about how the school is dealing with a concern they have raised, they should seek support through [About the Whistleblowing Advice Line](#)

ALL POLICIES MENTIONED IN THIS POLICY ARE AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE.