Lilliput CE Infant School

Safeguarding and Child Protection Policy and Procedures 2026/27

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Trust Board
Policy Ratified:	July / September 2026 (Ratified in July following the draft KCSiE release so that schools have time to provide their local context; it is considered for further ratification again in September if the final version of KCSiE leads to further substantive policy changes)
Review Date:	July / September 2027

Additional School Procedure	
Committee:	Local Governing Body
Procedure Adopted:	15th October 2026
Review Date:	

NOTICE OF SAFEGUARDING
Lilliput CE Infant School

Last Updated: 1st September 2026

Our appointed Local Governor for safeguarding:

Mrs Anna Windett

Our designated lead for safeguarding:

Mr Lloyd B Allington

Our deputy designated lead(s) for safeguarding:

Miss Catherine Perry Mr Harry Fleet Mrs Kathryn Chinchen Miss Kelly Smith

Our senior leader with oversight of pupil attendance:

Mr Harry Fleet

Our designated teacher for looked-after (or previously looked-after) children:

Miss Catherine Perry

Our staff and/or local governors who have safer recruitment training are:

Mrs Anna Windett

Our online safety champion is:

Miss Laura Mott

Our Educational Visits Coordinator (EVC) is:

Mr Harry Fleet

The person who takes leadership responsibility for safeguarding across the Partnership is the **Chief Executive Officer, Paul Howieson.**

The appointed Trustee who provides oversight of safeguarding across the Partnership is: **Lucy Waterhouse**

Contents

1. Aims 7
2. Contents of the Policy 7
3. Responsibilities 7
4. Required reading, training and induction 10
5. Arrangements for Reporting, auditing and external review 12
6. Safer Recruitment and Single Central Record 13
7. Onsite security (including managing visitors) and arrangements for authorised off-site visits 14
8. Community-based Early Help and Family Help 14
9. Children with special educational needs, disabilities or health issues 16
10. Young carers 16
11. Looked After Children 17
12. Children with a Social Worker 17
13. What is child abuse? 17
14. Child on Child Abuse (including harassment and violence) 18
15. Female Genital Mutilation (FGM) 19
16. Forced Marriage 19
17. Honour or faith-based abuse 19
18. Domestic Abuse 19
19. Child Exploitation including County Lines 20
20. Radicalisation 20
21. Identifying the Behaviours of a sexual abuse perpetrator 21
22. Concerns that a child is being abused 21
23. Safer Working Practices, Allegations of Abuse Against Staff (including Transferrable Risk) and low-level concerns 22
24. Immediate Response to the Pupil who discloses abuse 22
25. Making a referral to Social Care 23
26. Response from Social Care to a school referral 24
27. Responding to concerns reported by parents or others in the community 24
28. Recording and Storing Information (including the use of MyConcern) 25
29. Child Protection Conferences and Core Group Meetings 25
30. Online and IT safety (including Artificial Intelligence and mobile devices) 26
31. Photography and Images 26
32. Safeguarding in the Curriculum 27
33. Children who are questioning their gender 28
34. Confidentiality, Information sharing and data retention 28

35. Private Fostering – Local Authority notification 29
36. Action to be Taken When a Pupil Transfers to Another School 29
37. Mental Health 30
38. Restrictive Interventions (including the use of reasonable force) 31
39. Pupil attendance 32
40. Alternative Provision 32
41. Missing Pupils 32
42. Elective Home Education 34
43. Hiring of school facilities / premises 34

Other documentation
This policy should be read in conjunction with national and local guidance and CLP policies as follows:

National Guidance
Several key DfE documents underpin all aspects of safeguarding and child protection:

- ***Keeping Children Safe in Education;***
- ***Working Together to Safeguard Children; and***
- **Staff safer working practices are informed by: *Guidance for safer working practice for those working with children and young people in education settings***
- Restrictive interventions, including use of reasonable force, in schools**.**

Further DfE materials:

- Arranging Alternative Provision, A Guide for Local Authorities and Schools: guidance can be found here.
- Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers: guidance can be found here.
- Digital and technology standards in schools can be found here.
- Mobile Phones in Schools: guidance can be found here.
- Using AI in education settings: support materials can be found here and here.
- Sharing nudes and semi-nudes: how to respond to an incident (overview), guidance here.
- Support and training materials on relationships, sex and health education can be found here.
- Promoting and supporting mental health and wellbeing in schools and colleges can be found here.
- Early Years Foundation Stage (EYFS) statutory framework can be found here.
- Supporting pupils with medical conditions at school, guidance here.
- Special educational needs and disability code of practice: 0 to 25 years, here.

The *Counter-Terrorism and Security Act 2015* includes the Prevent Duty. Please refer to:

- *The Prevent Duty: Departmental Advice for Schools and Childcare Providers*;
- *Prevent Duty Guidance for England and Wales* (statutory);
- *Channel Duty Guidance: Protecting Vulnerable People from Being Drawn into Terrorism*; and
- *Teaching Online Safety in School*

(For Church schools) Church of England guidance:

- *Flourishing for All: Anti-bullying Guidance for Church of England Schools*

Local Guidance

- Pan Dorset Multi-Agency Safeguarding Policies and Procedures Manual
- Pan Dorset Safeguarding Children Partnership website

CLP Policies
Core suite of safeguarding policies:

- Code of Conduct (staff, volunteers, governors)
- Procedural Policy for Managing Allegations of Abuse (of a Child) Made Against a Member of Staff
- IT and Communications Systems Policy (includes online safety, use of social media, acceptable use agreements and other aspects vital to safeguarding)
- Safer Recruitment Policy
- Whistleblowing Policy and Procedure

Other relevant policies:

- Artificial Intelligence Policy
- Data Protection Policy
- Educational Visits Policy
- EYFS policy
- First Aid, Supporting Pupils with Medical Conditions and Managing Medication and Allergy Policy
- Health & Safety Policy
- Hiring and Lettings policy
- Intimate Care Policy (including nappy changing)
- Lockdown arrangements
- Lettings Policy (clarifies schools' roles in safeguarding arrangements when letting premises)

- Partnership-Wide Policy for Behaviour and Relationships (including use of restrictive interventions) (plus school's local behaviour policies)
- PSHCE Policy (including Sex and Relationships Education)
- Pupil Attendance Policy
- Special Educational Needs and Disability (SEND)

Many of these policies are available routinely on the school website; any that are not can be obtained by contacting the school directly.

1. Aims

Coastal Learning Partnership (CLP) fully recognises its responsibilities for safeguarding pupils/child protection.

1.1 The aims of the policy are to:

- Promote a Trust-wide culture and whole-school approach in which children feel safe, including when online;
- Set out the various responsibilities which together ensure a robust safeguarding culture;
- Ensure that effective procedures are in place to deal with any safeguarding issues which may arise;
- Ensure that CLP schools develop and implement procedures in accordance with this policy;
- Assist staff to work safely and responsibly and to monitor their own standards and practices;
- Describe how CLP schools meet statutory responsibilities as outlined in Keeping Children Safe in Education (KCSiE).
- Ensure robust monitoring and evaluation arrangements exist in pursuit of these aims.

1.2 Principles underpinning the aims:

- The welfare of the pupil is paramount;
- Schools must take account of the government guidance in KCSiE, the Prevent Duty and must follow the procedures laid down;
- There is a zero-tolerance approach to abuse, and it is recognised that dismissing abuse (e.g. 'banter', 'just having a laugh', boys will be boys') can lead to a culture of unacceptable behaviour, including misogyny, and an unsafe environment.
- It is the responsibility of all adults who work with pupils to safeguard and promote their welfare; under the Prevent Duty this includes action to identify and safeguard those at risk of being drawn into supporting terrorism. There is also a responsibility to be diligent in the prevention of Female Genital Mutilation (FGM) and forced marriage;
- Staff are responsible for their own actions and behaviour and should avoid any conduct which leads any reasonable person to question their motivation and intentions;
- The same professional standards should be applied regardless of culture, gender, language, racial origin, religious belief and/or sexual identity; and
- Staff should continually monitor and review their own practice.

2. Contents of the Policy

2.1 There are six main elements to the policy:

- To establish a safe environment in which pupils can flourish;
- To raise awareness of all safeguarding pupil/child protection issues and equip pupils with the skills needed to keep them safe and healthy in every way including when online;
- To ensure safe recruitment in checking the suitability of staff and volunteers to work with pupils;
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse or terrorist threats;
- To support pupils who have been abused (in accordance with an agreed protection plan);
- To ensure that staff can deal with issues related to staying safe online.

2.2 A summary of CLP's overall approach to safeguarding can be found at Appendix C.

3. Responsibilities

3.1 All adults in CLP schools have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.

3.2 The Trust Board is ultimately accountable for ensuring that CLP schools have an effective child protection policy which is reviewed annually and available publicly. In CLP schools, this policy along with associated documentation is readily available through the Partnership website as well as the websites of the separate schools. Statutory safeguarding guidance for schools within KCSiE requires all schools to have a senior board level (or equivalent) lead to take leadership responsibility for safeguarding. In CLP, there is an 'Appointed Trustee for Safeguarding' and additionally each Local Governing Body (LGB) has an 'Appointed Local Governor for Safeguarding'. These individuals provide a link between the schools and their Local Governing Bodies as well as to the Trust Board enabling monitoring of the effectiveness of mandatory policies, procedures and training. They are named on the 'Notice of Safeguarding' at the start of this policy.

3.3 The Trust Board will:

- Ensure that all appropriate policies are in place which together define how an effective safeguarding culture and child protection procedures are established;
- Ensure that schools have access to appropriate training as required by this policy, including supervision for DSLs;
- Ensure that there is an Appointed Trustee for Safeguarding;
- Ensure that appropriate arrangements are in place for the Single Central Record (SCR) and that the SCR is scrutinised, in addition to the school's DSL, by an individual external to the school with appropriate experience and expertise;
- Ensure that appropriate arrangements are in place to keep children safe online, including meeting the DfE's Filtering and Monitoring Standards;
- Be responsible for reviewing and amending the policy as appropriate;
- Undertake training and reading as required by this policy.

3.4 The Appointed Trustee for Safeguarding, through their termly meetings with the CEO and subsequent report to the full Trust Board, will:

- Through taking a lead role in safeguarding governance, acquire a deeper working knowledge of the Partnership's overall safeguarding arrangements and effectiveness;
- Provide direct support and challenge which contributes to the continued strengthening of the Partnership's overall safeguarding culture;
- Report to the Trust Board, providing assurances of the Partnership's compliance with its statutory requirements and its ongoing improvement.
- A separate document outlines the duties of the Appointed Trustee for Safeguarding more fully, along with a schedule of key activity.

3.5 The Trust Central Team:

3.5.1 The Chief Executive Officer is responsible for:

- Annual review of KCSiE changes and subsequent updates to Partnership policy suite for Trust Board consideration
- Facilitation of DSL networks
- Reporting oversight and reporting/assurance to Board, particularly through close working with the Appointed Trustee for Safeguarding;
- Ongoing support/guidance to HTs/DSLs around policy and practice.
- Procurement of external safeguarding review services, as described in this policy.
- Procurement of supervision arrangements for DSLs, as described in this policy.

3.5.2 The Chief Finance Officer is responsible for:

- Procurement of services such as software for managing concerns.
- Ensure necessary arrangements are in place to deliver the training requirements outlined in this policy.

3.5.3 The Head of Human Resources is responsible for:

- Safer recruitment policy, practice and training including induction
- Arrangements for Single Central Record including oversight and monitoring
- Support with management of allegations and referrals to DBS

3.5.4 Head of Learning and Achievement/CEO is responsible for:

- Further support/guidance to HTs/DSLs around policy and practice
- Through CLP's ongoing curriculum development work with schools, ensuring that each school's curriculum is designed to raise safeguarding awareness among children.

3.5.5 The Head of Operations will:

- Ensure provision for robust filtering and monitoring arrangements in all schools
- Ensure that all IT policies and procedures are designed to minimise safeguarding risks

3.5.6 The Data Protection Officer will:

- Encourage a secure data protection culture where best practice and endeavour ensure that all personal data is processed in compliance with the General Data Protection Regulation and the Data Protection Act 2018.
- Ensure that high standards of data security and confidentially are maintained at all times;
- Coordinate, monitor and oversee appropriate training in data management and encourage a positive data culture;
- Advise on data issues concerning safeguarding and attendance, assess the severity of data breaches and respond accordingly.

3.6 The Local Governing Body will:

- Ensure that the school's procedures reflect the requirements of this and associated policies;
- Designate an Appointed Local Governor to liaise with the Headteacher and Designated Safeguarding Lead (DSL) on safeguarding matters;
- Ensure reporting takes place as defined in this policy and that reporting gives rise to purposeful challenge and support;
- Undertake training and required reading as required by this policy.

3.7 The Appointed Local Governor for Safeguarding, through their termly meetings with the DSL and subsequent report to the full LGB, will:

- Through taking a lead role in local safeguarding governance, acquire a deeper working knowledge of the individual school's safeguarding arrangements and effectiveness;
- Provide direct support and challenge which contributes to the DSLs' continued strengthening of the school's safeguarding culture;
- Report to the Local Governing Body, providing assurances of the school's compliance with appropriate policies and procedures as well as ongoing improvements.

A separate document outlines the duties of the Appointed Local Governor for Safeguarding more fully, along with a schedule of key activity.

3.8 The Headteacher will:

- Be responsible for the implementation of the policy and ensuring that the outcomes are monitored;
- Appoint a DSL from within the Senior Leadership Team (SLT) as well as appropriate Deputy DSL(s) to ensure adequate cover;
- Appoint all other roles as set out on the Notice of Safeguarding (page 2 of this policy) (noting that the senior leader with oversight of attendance must also be significantly involved in the school's safeguarding arrangements);
- Determine an appropriate training programme in consultation with the DSL;
- Report to the Local Governing Body as described in this policy.

3.9 Designated Safeguarding Lead (and Deputies)

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The day-to-day leadership and management of safeguarding and child protection is therefore delegated to the schools' Designated Safeguarding Lead (DSL), who must be appointed from within the school's leadership team. The DSL is supported in his/her duties by one or more deputy DSLs.

Staff will always have access to the school's DSL and/or Deputy DSL during the school day, even if some exceptional circumstances require that to be remote such as via telephone or video conference call. Schools will ensure robust cover arrangements for periods when the DSL is unavailable (such as due to illness or leave) which will include consideration of a confidential shared mailbox so that safeguarding concerns continue to be acted on without delay.

The DSL and deputy DSL for safeguarding pupil/child protection are named on the 'Notice of Safeguarding' at the start of this policy. The role of the DSL is to:

1) Strengthen the school's safeguarding culture
2) Ensure that safeguarding is undertaken in line with all relevant policies and procedures
3) Keep staff and Local Governors up to date.

The role of the DSL is described fully in Annex C of KCSiE. In addition to the duties outlined in Annex C, DSLs have oversight of the Single Central Record in their schools.

3.10 All staff will:

- Abide by the CLP code of conduct. Staff are reminded that they are in a 'position of trust' (under Section 16 of the Sexual Offences Act 2003) and must avoid any behaviour that could be construed as an abuse of trust.
- Work in a way that is attentive to safe working practices, as illustrated in the publication 'Guidance for safer working practice for those working with children and young people in education settings'.
- Be alert to the signs of mental and physical harm, abuse and neglect. They should report any concerns immediately to the DSL or Deputy DSL using the school's agreed procedures. If in any doubt, staff should consult with the DSL. The same applies to any concerns relating to the Prevent Duty.
- Raise concerns and suspicions immediately with the DSL or deputy. This is because other staff may not be fully apprised of all safeguarding concerns around a child as the DSL may have additional information pertaining to them and their care: it is the DSL who can see the full picture of concerns around a child.
- Operate a high standard of data management which reduces the likelihood of breach or loss of data, such as that pertaining to safeguarding and attendance, under the guidance of the Data Protection Manager.
- Any members of staff may be asked to attend a Child Protection conference for which they should provide a report. Staff involved will be helped by the DSL to provide relevant information. Attendance may similarly be required at other meetings including Child In Need (CIN), Team Around the Child (TAC) and Team Around the Family (TAF).
- [For those staff directly involved in teaching and learning] Take appropriate opportunities to cover safeguarding issues in their classes. This may include covering relevant issues through Relationships Education and Relationships and Sex Education, and/or where delivered through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which have made the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary education) and Health Education (for all pupils in state-funded schools) mandatory.

4. Required reading, training and induction

4.1 Safeguarding and child protection is part of induction for all staff, regular volunteers and governors new to CLP schools. This induction includes the school's policy and arrangements as well as the required reading and training outlined below.

Required reading for staff and volunteers:

4.2 All staff and volunteers are required to read Part 1 of KCSiE on induction and at the start of every year and sign to confirm that they have done so.

4.3 All relevant staff in schools where children aged 0-5 attend must also read Section 3 of the EYFS statutory framework (safeguarding and welfare requirements). Relevant staff are: those working with children in school-based pre-schools and nurseries, those working in Reception classes, DSL / Deputy DSLs, Headteacher. These staff must sign to confirm that they have done so on induction and at the start of every year.

4.4 A proportional risk-based approach will be taken regarding the level of information provided to all temporary staff and volunteers. As a minimum they will be provided with, and will be expected to follow, the child protection summary sheet (at appendix B) and directed to the full document.

Required reading for individuals with a governance responsibility:

4.5 All Trustees are required to read KCSiE in full, as well as Section 3 of the EYFS statutory framework (safeguarding and welfare requirements), on induction and each year thereafter and confirm that they have done so; the same applies to those appointed as Local Governors for Safeguarding.

4.6 All other individuals with a governance responsibility must similarly read at least Part 1 of KCSiE and confirm that they have done so.

Required training for all staff:

4.7 All staff, and all those with a governance responsibility, are required to complete an e-training unit every September which refreshes and updates their knowledge of best practice in safeguarding and the latest version of KCSiE. This unit includes a reminder about indicators of abuse and abuse in all of its different forms, including child exploitation, female genital mutilation and radicalisation. Completion of this e-training unit is not necessary for those who have undertaken the three-yearly refresher training that same September (as per para 4.8).

4.8 All staff who do not have designated responsibility for safeguarding and child protection will undertake suitable accredited refresher training at least every three years. Any members of staff who miss any whole-school training, or were not in post at the time, will be required to undertake the next available and relevant training e.g. by joining another school's training.

4.9 All staff members will receive regular safeguarding and child protection updates from the DSL as required, but at least termly. This will include learning from local and national child safeguarding practice reviews when the learning becomes available as well as online safety.

4.10 DSLs will make arrangements for all staff to undertake deeper awareness training related to radicalisation and female genital mutilation (FGM) every two years. DSLs will use the Government's online Prevent Duty Awareness Course here for radicalisation awareness training; for FGM awareness training, there is an iHasco e-training unit. Additionally, DSLs will ensure that staff have appropriate training regarding online safety.

4.11 Receiving a disclosure or observing signs of abuse can be very distressing. DSLs will determine arrangements to enable staff to discuss their feelings with a relevant member of staff, if they wish to do so. Any member of staff who is concerned about involvement in child protection/safeguarding issues can discuss the matter with the Headteacher and/or the DSL.

Required training for designated staff:

4.12 When DSLs and Deputy DSLs take up the role, they will undertake enhanced (Level 3) safeguarding training. This must be updated at 2 yearly intervals after that.

4.13 DSLs must also complete the Operation Encompass training related to domestic abuse and Public Protection Notifications (PPN) (see Section 16 Domestic Abuse).

4.14 CLP recognises that DSLs and Deputy DSLs undertake a complex role which may include challenging and distressing situations. For this reason, CLP is committed to ensuring that DSLs and their deputies have access to external, professional supervision to provide opportunities for objective reflection, guidance and support. This is provided to schools on a half-termly basis and DSLs are responsible for ensuring that it is used in a way which best meets their needs and the needs of their wider safeguarding teams.

4.15 The DSLs and Deputy DSLs will undertake training on Prevent Duty by a WRAP (Workshop Raise Awareness of Prevent) accredited trainer or equivalent as soon as possible after commencing the role. DSLs will then update their knowledge and skills at least annually. A CLP e-training unit is provided for this purpose along with the Government's online Prevent Duty Referrals Course here.

4.16 Given CLP's commitment to safer recruitment (see section 6), the school's senior leadership team (including the DSL) will undertake appropriate safer recruitment training and this will be refreshed at least every three years.

4.17 Designated Teachers for Looked After Children will also undertake appropriate training.

Required training for individuals with a governance responsibility

4.18 All individuals with a governance responsibility are required to complete the safeguarding update e-training unit on induction and every September thereafter (as per para 4.6).

4.19 Within each school, as many governors as possible will complete safer recruitment training which is updated every three years, as a minimum.

4.20 Trustees and Local Governors with a designated responsibility for safeguarding will meet together periodically to discuss the requirements of the role. There is a separate document which sets out in detail the respective roles and responsibilities of governors with respect to safeguarding along with termly governance activity.

5. Arrangements for Reporting, auditing and external review

5.1 In order that the Trust Board and Local Governors can regularly evaluate the robustness of member schools' practices, regular reporting on safeguarding matters is required.

5.2 DSLs report to the full LGB on an annual basis using the required CLP template.

5.3 Appointed safeguarding local governors meet with the DSL on a termly basis. This regularly of contact between governor and DSL provides the opportunity for ongoing support and challenge. The Local Governor will report to the full LGB after each such meeting. A separate document, including a reporting template, exists to support this process. The safeguarding trustee and CEO interact similarly.

5.4 Schools comply with the request from the Pan-Dorset Safeguarding Children Partnership that all schools undertake an annual self-evaluation audit for safeguarding. CLP schools use the template provided by the relevant Local Authority for this purpose. The audit, shared in full with LGBs, is undertaken in each school by the DSL and gives rise to an annual action plan. The action plan forms part of ongoing reporting to LGBs. In-year progress against the action plan priorities is discussed at termly governor/DSL meetings and reported to LGBs through the governor's termly updates and the DSL's annual report. The completed audit is submitted to the relevant Local Authority for review. Each Local Authority undertakes a monitoring visit,

according to each LA's arrangements, which includes a review of this self-evaluation audit. DSLs are not required to provide a termly report in the same term that the audit is undertaken.

5.5 CLP welcomes external review to challenge and test its safeguarding culture, processes and procedures. This is achieved in the following ways:

- All schools submit their annual self-audit to the Local Authority (LA) for review and this forms the basis of LA monitoring visits, according to each LA's schedule;
- Three yearly review by an independent body appointed by CLP's Trust Board on either all or a sample of schools;
- OFSTED and other inspections.

6. Safer Recruitment and Single Central Record

6.1 CLP schools will undertake recruitment rigorously in line with KCSiE and having full regard to the relevant Partnership policies, especially the Partnership's 'Safer Recruitment Policy'. This policy includes the advice to undertake an online search as part of due diligence of short-listed candidates.

6.2 Schools will ensure that each appointment panel has at least one member trained in safer recruitment techniques. This training will be updated every three years and any changes to government guidance will be reflected in the Safer Recruitment Policy updated annually and communicated to all recruiting managers.

6.3 All applicants will be vetted and their personal details as set out on the application form will be verified and qualifications checked.

6.4 All applicants' criminal records will be fully checked in accordance with the requirements of KCSiE.

6.5 All those individuals across the Trust with a responsibility for governance (Local Governors, Trustees and Members) are subject to Enhanced Criminal Records checks which are recorded and kept current. Schools will also carry out a section 128 check for such individuals because a person subject to one is disqualified from being involved in the management of an educational establishment.

6.6 Through its Single Central Record, schools will maintain a complete and up to date record of all recruitment and vetting checks. Each school will have a designated member of staff who maintains the SCR at school-level. The SCR will be monitored as follows:

a) By each school's DSL: at least once per half term, the DSL will check the accuracy of the SCR and record that this monitoring has taken place;
b) By a member of the central HR team: the central HR team will undertake monitoring of schools' SCRs on a rotational basis so that each school's SCR will typically be checked in this way at least once a year. Where there are concerns about a school's SCR, it will be monitored more frequently.
c) By the school's Appointed Local Governor for Safeguarding: this will be a familiarisation check, at least once per year, as part of that Governors' overall awareness of safeguarding practice and for assurances that the DSL is undertaking the required half termly checks and dealing with any resultant issues.

6.7 Although the SCR is routinely monitored by the DSL, its accuracy and completeness remains the ultimate responsibility of the Headteacher. The Headteacher will therefore periodically undertake this check directly.

6.8 A similar SCR will be kept and maintained for all relevant staff and volunteers within the central team. This will be monitored by the Head of HR and checked annually by the Appointed Trustee for Safeguarding.

7. Onsite security (including managing visitors) and arrangements for authorised off-site visits

7.1 Schools will ensure that robust arrangements are in place to manage visitors on site. All visitors are required to sign in / out of the school premises.

7.2 Any visitors who are unknown to the school must show ID on arrival.

7.3 Visitors (and staff) are required to wear a coloured lanyard at all times to visually show their level of safeguarding checks. The adopted system is simple and is explicitly explained to all members of the school community (including children, in an age-appropriate way). Our school has adopted this coloured lanyard system:

- Coastal Learning Lanyards: Employee
- Green: Checked visitor (these visitors have undergone enhanced safeguarding checks and are recorded on the school's SCR – they do not require direct supervision at school)
- Red: Unchecked visitor (these visitors have not undergone safeguarding checks, are not on the school's SCR and must be supervised at all times. Any visitors wearing this colour lanyard and not accompanied should be challenged by staff and accompanied to the school's front Reception area)

7.4 Centrally-appointed staff will have a CLP-branded recognisable lanyard which will allow them to move around the school as an employee.

7.5 Schools will ensure that security arrangements around the site are robust and determined by an appropriate risk assessment of need.

7.6 Schools will adhere to the requirements of CLP's Educational Visits Policy.

7.7 Staff who organise educational visits, particularly residential visits, must provide a list of those pupils taking part to the DSL to ensure that they are made aware of all essential information relating to the pupils in their care.

8. Community-based Early Help and Family Help

8.1 School may be the only stable, secure and predictable element in the lives of pupils at risk. It will therefore endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of school behaviour management policies;
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays;
- Regular liaison with other professionals and agencies who support pupils and their families;
- A commitment to develop productive, supportive relationships with parents;
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations; and
- The provision of effective in-school pastoral interventions and support.

8.2 CLP schools acknowledge that in the course of their duty of care it may be necessary to refer or offer additional welfare support to pupils, mindful of the child's individual circumstances and needs, i.e. cultural, language and learning needs support as appropriate.

8.3 Any child may benefit from support before statutory intervention and staff will be aware of the process for community-based Family Help assessments.

8.4 All school staff will be particularly alert to the potential need for targeted Family Help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

8.5 Examples of Early Help support offered internally at this school include:

- We are committed to supporting pupils' emotional wellbeing through our ELSA provision. Our two fully qualified ELSAs provide two days of dedicated support each week from a dedicated ELSA space, offering targeted interventions and pastoral support to help children understand and manage their emotions, build resilience and thrive in school.
- We are a Partner School with MYTIME Young Carers. This means we work with MYTIME to identify, support and advocate for pupils who have caring responsibilities at home, helping to ensure they receive appropriate pastoral support, opportunities and access to specialist services.
- We provide pastoral and wellbeing support through our class teachers, support staff, SENDCo and safeguarding team. By building strong relationships with pupils and families, we are able to identify concerns early, offer practical and emotional support, and ensure that children feel safe, valued and ready to learn.
- We are committed to promoting excellent attendance and removing barriers to school attendance. Through early identification of concerns, regular communication with families, attendance meetings and personalised support plans, we work collaboratively with parents to help every child attend, belong and succeed.
- We offer family support meetings to provide a safe and supportive opportunity for parents and carers to discuss concerns, celebrate successes and access advice. These meetings help families navigate challenges and connect with appropriate services before difficulties escalate.
- Where children and families would benefit from a coordinated approach, we facilitate Team Around the Family (TAF) meetings. These meetings bring together parents, school staff and relevant professionals to share information, agree actions and provide joined-up support focused on improving outcomes for children.
- We provide a graduated approach to SEND support, offering targeted interventions and personalised provision for children with emerging or identified additional needs. Through regular assessment, intervention and collaboration with families, we aim to help every child make progress and flourish.
- We work closely with a wide range of external agencies and professionals, including health visitors, school nurses, speech and language therapists, educational psychologists, social care professionals and specialist outreach teams from local special schools. These partnerships help us access specialist advice, implement effective strategies and ensure pupils receive the support they need.

- We provide enhanced transition support for vulnerable pupils moving into school, between year groups or on to the next stage of education. By working closely with families, staff and partner settings, we help children build confidence, reduce anxiety and experience a successful transition.
- We are committed to safeguarding and promoting the welfare of all children. Where families require additional support, we provide advice, guidance and signposting to community and specialist services, helping them access the right help at the right time and ensuring concerns are addressed as early as possible.

9. Children with special educational needs, disabilities or health issues

9.1 CLP recognises that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

9.2 Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges;
- Risks that they do not understand that what is happening to them is abuse;
- The need for intimate care or that these children are isolated from others;
- That these children are more likely to be dependent on adults for care, and
- These children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

9.3 Safeguarding concerns in relation to these children will therefore require the close liaison of the DSL and the SENDCO.

In such circumstances, schools will always consider extra pastoral support and attention for these children.

A child having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk. In the event of a clinical incident taking place in a CLP school, the responsible healthcare professional, in conjunction with the DSL, will consider whether any safeguarding duty has been triggered and whether any further action is required based on the nature of the incident.

A separate policy sets out in detail how schools support pupils in medical conditions, including allergies.

10. Young carers

10.1 A young carer is anyone under 18 who regularly provides emotional, practical, or physical support to a family member or friend. The person they care for typically struggles to cope independently. There many be many reasons for this, including disability, long-term illness, mental health condition, or substance misuse.

10.2 CLP schools are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

10.3 Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services

11. Looked After Children

11.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. CLP schools will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In addition, a previously looked after child remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

11.2 Each CLP school will appoint a Designated Teacher to promote the educational achievement of children who are looked after/in care and to work closely with the child's Local Authority's Virtual School to discuss how pupil premium plus additional funding can support the achievement of these children.

11.3 The Designated Teacher will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will ensure that the designated teacher has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

11.4 Previously looked after children will also fall within the remit of the Designated Teacher as will children under a Special Guardianship Order (SGO).

11.5 When dealing with looked after children and previously looked after children, it is important that all agencies work together (including the relevant Local Authority's (LA's) 'Virtual School' and post adoption support from Aspire or equivalent) and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

12. Children with a Social Worker

12.1 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect or complex family circumstances. Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child. This is considered a matter of routine within safeguarding arrangements.

13. What is child abuse?

13.1 There are four main forms of abuse which are: physical abuse, emotional abuse, sexual abuse and neglect. These are described in KCSiE.

13.2 It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. In most cases multiple issues will overlap with one another. Abuse can also include witnessing the ill treatment of others (for example, witnessing domestic abuse).

13.3 Everyone in school will be aware of the indicators of abuse and neglect and, if they have any concerns about a child's welfare, they should act on them immediately.

13.4 Abuse or neglect of children could be noticed by any school-based member of staff or volunteer as well as external professionals working with the child. It is therefore essential that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child. They must also be aware that they have a statutory responsibility to report any signs of abuse.

13.5 The dangers to children as a whole from criminal and sexual exploitation (including "County Lines"), radicalisation, forced marriage and FGM have been highlighted in recent years to add to the host of physical and mental dangers of abuse to which vulnerable children have always been subjected.

13.6 Staff must err on the side of caution and report any concerns. Local guidance related to Child Exploitation (criminal including 'County Lines' and sexual exploitation) can be found here.

13.7 All staff will be familiar with signs and indicators of abuse and neglect through their training. These indicators are provided in KCSiE. Staff should record signs carefully and discuss them with the DSL.

14. Child on Child Abuse (including harassment and violence)

14.1 All child-on-child abuse and sexual harassment is unacceptable and will be taken seriously: all staff working with children are required to maintain an attitude of 'it could happen here'. Whatever the response to incidents of harassment between children, it should be underpinned by the principle that sexual violence and harassment is never acceptable and will not be tolerated. This attitude must permeate the whole school culture.

14.2 Staff are very aware of child-on-child abuse issues and will consult relevant guidance when dealing with such an incident. It is recognised that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

14.3 It is recognised that in many forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators.

14.4 Child-on-child abuse is a safeguarding issue for both victims and alleged perpetrators.

14.5 Child-on-child abuse can take many forms, including the sharing of nudes and semi-nude images, including those made using AI. In dealing with incidents of such images being shared, staff will follow the detailed guidance here.

14.6 Any concerns about inappropriate behaviour or comments or incidents must be reported promptly to the DSL. Staff must not dismiss worrying behaviour as "normal" (e.g. 'just banter') and are sensitive to language used between peers. This includes such abuse and harassment undertaken online.

14.7 The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator. The nature of the concerns will determine whether the DSL involves MASH and/or the police.

14.8 All concerns, discussions, decisions and reasons for decisions must be recorded and rationalised.

14.9 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk assessment following a report of sexual harassment or violence should consider: the victim, especially their protection and support; whether there may have been other victims; the alleged perpetrator(s); all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and the time and location of the incident, and any action required to make the location safer. Consideration should also be given to support for siblings following incidents.

14.10 The fact that a child may be lesbian, gay, bi, or trans (LGBT) is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

14.11 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff therefore endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns.

15. Female Genital Mutilation (FGM)

15.1 The guidance *Multi-agency Statutory Guidance on Female Genital Mutilation* was published in April 2016 to ensure teachers abide by their statutory duty to safeguard pupils at risk of so-called "honour-based" violence, including female genital mutilation and forced marriage.

15.2 All teachers (including qualified teachers and persons employed or engaged to carry out teaching work) must report any cases of known FGM to the police, as their mandatory duty; they are also expected to report cases of girls they believe are at risk of undergoing the procedure as prevention is critical. If schools suspect that there is a risk that FGM may be going to take place, this should be discussed with MASH/CHAD.

15.3 The Equalities Office has produced a fact sheet outlining different types of FGM including long-term effects and signs to look out for which indicate that a girl may have recently undergone the procedure.

15.4 See also Home Office guidance on violence against women and girls.

16. Forced Marriage

16.1 Forcing someone to marry against their will is a criminal offence. Legislation also makes forcing a UK national into marriage outside the UK an offence under domestic law.

16.2 The government's Forced Marriages Unit has published guidelines for those working in education, health and social services. The guidelines point out that teachers are often ideally placed to spot early signs that a pupil may be about to be forced into marriage. These guidelines include warning signals. All staff will create an environment in which pupils feel able to talk about any concerns.

17. Honour or faith-based abuse

17.1 Honour or faith-based abuse is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It does not have to be violent to be abusive. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members. Staff who have a concern that a child is at risk from HBA should speak to their Designated Safeguarding Lead.

18. Domestic Abuse

18.1 Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. A child who sees, hears or experiences the effects of domestic abuse and is related to or under the parental responsibility of the person being abused, or the perpetrator, is regarded as a victim of domestic abuse.

18.2 Schools receive information from the police to alert the DSL when there has been an incident of domestic abuse in a household where a pupil lives that they have been called to. In order to ensure that DSLs receive such information in a timely manner, CLP schools participate in the Operation Encompass scheme.

18.3 Where an alert is received, schools will monitor the children and provide support where required. Such an alert will prompt the school to review the child's level of need within My Concern. If schools have

additional concerns, these will be discussed with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare**.**

18.4 Where a Multi-Agency Risk Assessment Conference (MARAC) occurs, schools may be asked for information and appropriate school-related information may be shared after the meeting.

19. Child Exploitation including County Lines

19.1 Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

19.2 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further guidance can be obtained from 'Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' can be useful when considering cases of CSE here.

19.3 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. Children can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

19.4 Further information about CSE, CCE and County Lines can be found in KCSiE Annex B.

19.5 All staff must be aware of indicators which may signal that children are at risk from, or are involved in, serious violent crime including being used in the sale and transport of drugs 'County Lines'.

19.6 If schools are concerned a child is being exploited in this way, procedures set out in this document will be followed and reference will be made to local guidance provided by the PAN Dorset Safeguarding Partnership.

20. Radicalisation

20.1 Schools will have due regard to the need to prevent people from being drawn into terrorism.

20.2 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of a school's wider safeguarding approach. CLP seeks to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

20.3 If staff become aware of online material promoting terrorism or extremism, they will report that content to the Government here.

20.4 As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Concerns should be shared with the DSL.

20.5 Each of CLP's schools has a Prevent risk assessment which is updated annually and which specifies the risks local to the school.

20.6 If a school is concerned that a child may be at risk in this regard, the Pan Dorset Safeguarding Children's Partnership's guidance on Prevent will be followed. It may be that concerns are sufficient to require a Prevent referral. Prevent referrals may be passed to a multi-agency Channel panel (Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

20.7 All CLP schools have clearly described and rehearsed lock down arrangements.

21. Identifying the Behaviours of a sexual abuse perpetrator

21.1 It is important that all staff are aware of the signs to look out for in identifying someone who may be sexually abusing or exploiting a child. This person could be a parent, volunteer, staff member or another child.

21.2 Behaviours may include:

- Overly exaggerated behaviours;
- Overly generous;
- Always isolating a child;
- Favouring certain looks (e.g. blonde girls or dark hair boys);
- Ready excuses when behaviour is challenged;
- Distort the power of secrets;
- Targeting the vulnerable;
- Lap sitting;
- Romping and wrestling;
- Taking certain children on exciting trips; and
- Tickling games.

21.3 Abusers may also groom the parent or carer of a child in order to build trust, which can be over many years. Abusers are patient, often very plausible and charming individuals and the least likely person you would expect. They may have an air of authority, with a high opinion of themselves and boast about their "great works".

21.4 If a member of staff feels uncomfortable about the way an adult relates to children or suspects that somebody may be an abuser, they should inform the DSL immediately. It is also useful to write down any and all such behaviours in order to have a written record.

22. Concerns that a child is being abused

22.1 CLP schools have the role of recognising and responding to potential indicators of abuse and neglect. All other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by CLP schools.

22.2 Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm MUST be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy DSL. During term time, the DSL and/or a Deputy DSL should always be available (during school hours) for staff to discuss any safeguarding concerns.

22.3 The DSL will determine whether the matter should be referred or discussed with Children's Social Care. Where a child is suffering, or is likely to suffer, from harm, a referral to Social Care (and, if appropriate, the Police) must be made immediately following local referral processes. The school can contact the Police if it

is an urgent criminal matter. Social Care will discuss appropriate cases with the Police who lead any criminal investigation. The DSL will liaise with the Headteacher to inform him/her of any issues.

22.4 The school will receive information from other schools (such as previous schools a pupil has attended), parents, the local authority and various other sources. Where it is thought that the local authority is not aware of the case, it will be informed.

23. Safer Working Practices, Allegations of Abuse Against Staff (including Transferrable Risk) and low-level concerns

23.1 All staff should have an awareness of safer working practices which minimise the risk of allegations being made against them. Such safer working practices are informed by latest guidance here. In addition, the NSPCC has published safer working practice guidance with respect to supervising children getting changed at school here.

23.2 A code of conduct exists for staff, volunteers and all those with a governance responsibility. That code of conduct sets out CLP's expectations for adults' behaviour. Adults are required to adhere to the relevant code of conduct which will safeguard children and protect adults from allegations.

23.3 Separate policies clearly set out CLP's approach to key areas including use of restrictive intervention, intimate care and physical contact.

23.4 Schools will not have a 'no contact' policy because there are occasions when physical contact (other than reasonable force and restrictive intervention) with a pupil is proper and necessary. However, staff will always be mindful of safer working practices in any physical contact with pupils. This is set out in CLP's Partnership-wide Policy for Behaviour and Relationships (including use of restrictive interventions).

23.5 CLP schools must follow CLP's Procedural Policy for Dealing with Allegations of Abuse (of a child) Against a Member of Staff. This includes allegations against supply staff and volunteers. This Managing Allegations policy recognises that some allegations relate to behaviour which meets the 'harms threshold' whilst others do not but still require consideration as 'low level concerns': the policy provides a procedure for both, including recording arrangements.

23.6 CLP recognises that an individual's behaviour outside of school might make them unsuitable to work with children. This is known as transferable risk and is also covered within CLP's Managing Allegations policy.

23.7 CLP's Procedural Policy for Dealing with Allegations of Abuse (of a child) Against a Member of Staff sets out the role that external agencies take in such situations, especially that of the Local Authority Designated Officer (LADO) who should be consulted early.

24. Immediate Response to the Pupil who discloses abuse

24.1 Children may not feel ready or know how to tell someone that they are being abused or neglected. They may not recognise their experiences as harmful and may feel embarrassed or humiliated. This must not prevent staff from maintaining their professional curiosity and speaking to the DSL if they have concerns.

24.2 Staff must also determine how best to build trusted relationships with children which facilitate communication.

24.3 If a child does disclose abuse, it is vital that any staff actions do not add further to the child's distress or prejudice further enquiries. Staff will:

- Listen to the pupil and will try not to show shock by what is being said;
- Not ask a pupil to remove or adjust their clothing to observe bruises or other injuries – it is only acceptable to observe such things on show;

- Allow the pupil to set a pace if a disclosure is made. Avoid pressing pupils for details or leading the child (for example, avoid closed questions such as: “what did they do next?” or “where did they touch you?”).
- It is the staff role to listen, not to investigate. Staff will use open prompts such as “yes”, “mmm”. It can be helpful to use TED as a way of remembering appropriate open questions: “Tell me; Explain; Describe”.
- Accept what the pupil says and be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”;
- Acknowledge how hard it was for the pupil to tell them;
- Not criticise the perpetrator - this may be someone they love; and
- Not promise confidentiality but will reassure the pupil that they have done the right thing and will explain in an age-appropriate way whom they will have to tell (the DSL) and why. Staff will not make promises that they cannot keep, such as “I’ll stay with you all the time” or “it will be alright now”.

24.4 CLP schools recognise the importance of listening to pupils at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times pupils may feel stressed and confused. The school will identify quiet areas and provide the opportunity for pupils to take respite from the normal day when necessary.

24.5 All staff will be made aware that pupils who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with pupils at all times.

24.6 Schools recognise that pupils who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such pupils need firm boundaries, staff must take into account the pupil’s distress when managing behaviour.

24.7 If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the pupil sensitively that he/she has a responsibility to refer the matter to the DSL for their own sake. At the same time, the pupil should be reassured that the matter will be only be disclosed to the DSL, who will then decide on appropriate action. This includes concerns about any pupil under the Prevent Duty.

25. Making a referral to Social Care

25.1 Suspicion or concern will be reported without delay to the DSL or Deputy DSL who will consider if a referral to Social Care may be required. If for whatever reason the DSL/Deputy DSL is not available, the staff member will discuss their concerns as soon as possible with either;

- Another senior member of staff or
- The duty worker in the Multi-Agency Safeguarding Hub or Children’s Advice and Duty Service

Anyone can make a referral to social care if required – it does not have to be the DSL or Deputy DSL if they are unavailable.

25.2 It is essential when considering a referral to Social Care to look at the Pan-Dorset continuum of need which can help determine what level of intervention will be helpful. The Pan-Dorset continuum of need is also the CLP agreed ‘level of need’ as used in MyConcern.

25.3 To make a social care referral, BCP schools should do so via Multi-Agency Safeguarding Hub (MASH). In BCP, MASH and the Early Help Team work together under the 'Children's Services First Response Hub' which is the first point of contact for schools. Dorset Council schools make a social care referral via the Children’s Advice and Duty Service (CHAD).

25.4 If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care (MASH or CHAD) and/or the police immediately. Contact information can be found on the Pan-Dorset Safeguarding Partnership website here or from Appendix B of this policy.

25.5 It is important that everyone is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral to them of concern about a child. The role of school staff is to act promptly on the information received.

25.6 This applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside school, a member of staff or another child/pupil.

25.7 A careful record will be made of what has been seen/heard that has led to the concerns and the date, time, location and people who were present. As far as possible, staff should record verbatim what was said and by whom.

25.8 The DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form (available on the Pan-Dorset Safeguarding Children Partnership website) as soon as possible and at least within 48 hours. Any pre-existing assessments such as through the Common Assessment Framework/Poole Early Help Assessment (PEHA) should be attached.

25.9 The General Data Protection Regulation requires the diligent retention and upkeep of data processing records. Safeguarding data will be logged in a consistent and auditable manner in accordance with the regulations.

25.10 All referrals to Social Care via MASH/CHAD must be followed up within 24 hours in writing using the appropriate pro-forma as required by those organisations.

26. Response from Social Care to a school referral

26.1 Once a referral is received by MASH/CHAD, a manager will decide on the next course of action. When there is concern that a child is suffering, or likely to suffer significant harm, this will be decided more quickly and a strategy discussion held with the Police and Health professionals (section 47 Children Act 1989).

26.2 The DSL should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again. If s/he disagrees with the decisions made by social workers or the outcome of the referral, the matter can be raised under the escalation policy (available on the Pan-Dorset Safeguarding Children Partnership website), particularly if the child's situation does not appear to be improving.

27. Responding to concerns reported by parents or others in the community

27.1 Occasionally parents or other people in the local community tell school staff about an incident or accumulation of concerns they have about the family life of a child who is also a pupil at the school.

27.2 If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way.

27.3 It is preferable if the parent / community member who witnessed or knows about the concerns or incident makes a call to Family Support (Social Care) themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.

27.4 If the parent / community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

27.5 This process also applies to parents / community members who are also school staff. As professionals who work with children, they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

28. Recording and Storing Information (including the use of MyConcern)

28.1 When experiencing a disclosure from a pupil, staff will:

- Make brief notes at the time or immediately afterwards, including in relation to any bruises/injuries. Record the date, time, place and context of the disclosure or concern, recording facts and not making assumptions and offering their own interpretation. Notes must be signed and dated. Notes entered directly to My Concern are automatically time and date stamped;
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");
- Keep these original notes and pass them to the DSL.
- Ensure that the concern is appropriately logged onto My Concern at the earliest opportunity;
- When recording a new concern in My Concern, staff will follow the guidance provided at appendix D (*'How to report a safeguarding concern using My Concern'*).

28.2 All schools in CLP use My Concern to maintain an online safeguarding file for all pupils where concerns have been raised. Schools will adhere to CLP's guidance regarding how My Concern should be used.

28.3 All child protection documents will be retained on MyConcern which securely stores the child protection records and is only accessible to the DSL and deputy DSLs plus others where deemed necessary.

28.4 Concerns recorded in MyConcern will 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.

28.5 Transfer of My Concern records when a child moves to a different school is detailed elsewhere in this policy.

28.6 Staff are reminded that they should also keep records related to any 'compensatory care' that they might be offering a child. This refers to those occasions when a school makes provision for some aspect lacking in the child's parenting for example, proving breakfast or additional food or spare clothes. Such things should be recorded so as to not risk 'masking' any safeguarding concerns related to the family.

29. Child Protection Conferences and Core Group Meetings

29.1 Schools will determine appropriate procedures for attending and contributing to child protection conferences and 'core group' meetings.

29.2 A member of staff may be required to attend a child protection conference and this will usually be the DSL or a Deputy DSL. The DSL will prepare a report to present to the case conference at the start of the meeting. The Chair will gather all information and assess the risks. Attendance may be similarly required at

other meetings including Child in Need (CIN), Team Around the Child (TAC) and Team Around the Family (TAF).

29.3 If a child's name is placed on a child protection plan, a core group will be agreed in accordance with the local authority procedures. All core group members will meet regularly (at least monthly), to monitor and progress the child protection plan and core assessment. Schools will give priority to attendance at these meetings.

30. Online and IT safety (including Artificial Intelligence and mobile devices)

30.1 The CLP IT and Communications Systems Policy sets out in detail how pupils are kept safe online. That policy sets out CLP's arrangements for appropriate filtering and monitoring of IT systems, including how CLP schools meet the requirements of the DfE's digital and technology standards published online here.

30.2 The IT and Communications Policy includes all other relevant IT safeguarding information and procedures including online safety in the curriculum, use of social media, use of mobile devices, remote learning, appropriate use agreements and misinformation and disinformation as safeguarding risks.

30.3 CLP believes that pupils should be free of the distraction of devices such as mobile phones, especially when at school. Consequently, CLP schools adhere to the DfE guidance and are mobile-phone free by default. The specific arrangements for this are in the IT and Communications Systems Policy, as are the arrangements for managing the risks associated with tracking devices, such as AirTags.

30.4 Schools will appoint a designated member of staff as Online Safety Champion who will work closely with the DSL to ensure that online safety arrangements are contributing effectively to overall safeguarding arrangements in school.

30.5 In respect of responsibilities under the Prevent Duty, schools will have suitable internet filtering in place to keep children safe from extremist and terrorist materials.

30.6 CLP's Artificial Intelligence policy sets out how AI is used purposefully and productively in schools and how the associated risks are mitigated. Schools are mindful of DfE guidance here.

30.7 It is acknowledged that AI brings considerable safeguarding risks, including:

- Children (especially those who are more vulnerable) becoming emotionally attached to AI chatbots
- Deepfakes, including production of nudes / semi-nudes;
- AI-generated harmful / inappropriate imagery;
- Cognitive off-loading (the risk of pupils deferring their thinking to AI is a safeguarding issue as well as a pedagogical one as it can reduce help-seeking from human sources and create conditions where disclosures are missed);

31. Photography and Images

31.1 The CLP IT and Communications Systems policy covers the use of cameras and images.

31.2 The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so it is essential that some safeguards are in place. To protect children, and in keeping with safer working practices, CLP schools will:

- Seek consent for photographs to be taken or published (for example for schools' newsletters or websites)
- Use only the child's first name with an image
- Ensure that children are appropriately dressed

- Encourage children to tell us if they are worried about any photographs that are taken of them
- Never take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care

31.3 At school gatherings where parents are likely to be taking photos, parents are reminded of their personal responsibilities for safeguarding: they are reminded that photos are for personal use and should not be posted on social media sites and certainly not without the permission of the parent of every child featured within the image.

32. Safeguarding in the Curriculum

32.1 Schools have a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life. These are underpinned by the behaviour policy and pastoral support systems as well as by planned programmes of Relationships and Sex Education and Personal, Social and Health Education delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Schools' curricula are fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

32.2 Schools ensure that their curriculum explicitly equips pupils for life in modern Britain and creates opportunities to teach children about safeguarding and how to keep themselves safe, including when online. This curriculum also contributes to creating a culture of zero-tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

32.3 Schools' curricula include tackling at an age-appropriate stage issues such as:

- supporting children to develop the skills that form the building blocks of all positive relationships
- healthy and respectful relationships
- boundaries, consent and kindness in relationships
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to – all forms of sexual harassment, and abuse, and how to access support, what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and
- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

The following summarises where safeguarding features in this school's curriculum:

- We use the Jigsaw PSHE programme to help children develop the knowledge, skills and confidence they need to stay safe, healthy and happy. Through age-appropriate learning, children are taught about feelings and emotions, positive relationships, personal boundaries, identifying trusted adults, online safety, physical and emotional wellbeing, and recognising unsafe situations.
- Through Jigsaw, children learn how to recognise, understand and regulate their emotions, develop resilience, manage friendships and resolve conflicts positively. The programme helps children understand that their feelings matter and that support is available when they need it.
- We use collective worship and PSHE lessons to promote water safety awareness. As a school located close to the coast, children are taught how to enjoy beaches and open water safely, recognise potential hazards and know what to do in an emergency.
- We work with BCP Council and other partners to provide road safety education, helping children develop the knowledge and skills they need to stay safe as pedestrians, cyclists and passengers.
- In the lead up to Bonfire Night, children receive age-appropriate education about fireworks and bonfire safety, helping them understand potential risks and make safe choices during seasonal celebrations.

- We work with Dorset & Wiltshire Fire and Rescue Service to provide fire safety education and awareness. Through visits and safety talks, children learn how to reduce risks, stay safe at home and school, and respond appropriately in an emergency.
- Through assemblies, collective worship, PSHE and wider enrichment opportunities, we proactively teach children how to recognise risks, make safe decisions, seek help when needed and take responsibility for their own safety and wellbeing.

33. Children who are questioning their gender

33.1 CLP acknowledges that there is an increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

33.2 Schools will keep in mind that it is common for children to engage in activities that are less typically associated with their sex. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty.

33.3 Schools will take time to understand the thoughts and feelings of children who are questioning their gender. Schools will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

33.4 Schools will not initiate action in this area but will follow KCSiE guidance where a child or their parent has raised a request relating to social transition. This guidance includes noting that parents and carers have the leading role in the lives of their children and therefore, where a child who is questioning their gender asks for support from a school, parents should be engaged as a matter of priority and treat their views with importance.

34. Confidentiality, Information sharing and data retention

34.1 CLP's approach to information sharing within the context of safeguarding is informed by the DfE, Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers and the Information Commissioner's Office (ICO) here.

34.2 Staff taking a disclosure from a pupil should never promise confidentiality because it will be in the best interest of the child to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

34.3 If the DSL (or a deputy) decides to make a referral to social care even though the child is asking that this does not happen, this will be handled extremely carefully and the reasons why this is necessary will be explained in an age-appropriate way.

34.4 CLP recognises that it is essential to establish positive and effective working relationships with other agencies, especially those that are partners of the Pan Dorset Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.

34.5 The Data Protection Act 2018 and GDPR do not prevent the sharing of information to keep children safe. Fears about sharing information must not stand in the way of safeguarding.

34.6 Staff have the professional responsibility to share relevant information about the protection of pupils with other professionals, particularly investigating agencies, under the guidance of the DSL. This includes

sharing information about possible radicalisation. Staff who receive the information about children and families in the course of their work must pass this on to the DSL

34.7 Information can be shared without the consent of the parents if there is good reason to do so and where information sharing will enhance the safeguarding of a child in a timely manner. It is legitimate to share information without consent where it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place a child at risk.

34.8 Data disclosed and processed on any safeguarding topic will be handled with the utmost sensitivity and confidentiality and in accordance with the terms of the General Data Protection Regulation (GDPR).

34.9 All records relating to child protection/safeguarding incidents will be maintained and retained by the DSL, under the guidance of the Data Protection Officer and only shared as is consistent with the law relating to the protection of children. Schools will ensure that safeguarding information is retained for a specified period in a secure manner according to the requirements of the CLP Data Protection Policy. Those data retention periods are in line with the Information and Records Management Society (IRMS) toolkit for schools. CLP schools are provided with detailed guidance to support their management of safeguarding data.

34.10 The importance of diligent data security is stressed to staff and they will receive appropriate training to ensure the risk of breach is minimised.

34.11 All CLP schools have agreed to be part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our schools prior to the start of the next school day when they have been called to a domestic incident. Staff and parents are fully aware that schools are part of Operation Encompass. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

34.12 The Operation Encompass information is received by schools as a Public Protection Notice (PPN). The PPN will be stored securely via MyConcern just as with any other safeguarding information.

34.13 All CLP schools within the county of Dorset will sign the Dorset Information Sharing Charter (DiSC) which aims to provide a robust foundation for the lawful, secure and confidential sharing of personal information. Further information about the DiSC can be found here.

34.14 It is acknowledged that the loss of sensitive child data could constitute a serious breach which could place the wellbeing of a pupil at risk. Should a breach occur, this must be reported promptly to the Partnership's Data Protection Officer, who will undertake an assessment of the risks to the rights and freedoms of individuals and disclose to the subject and supervisory authority if required.

35. Private Fostering – Local Authority notification

35.1 Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a close relative in their own home for 28 days or more. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where a member of staff or volunteer identifies that a private fostering arrangement is planned, or is in place, this will be raised with the DSL who will in turn notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

36. Action to be Taken When a Pupil Transfers to Another School

36.1 CLP schools are provided with detailed guidance to support their management of safeguarding data through such transfers.

36.2 In summary, In the event of a pupil who is being dealt with under CLP's safeguarding procedures transferring to another school, the school will:

- Inform the local authority if the child is or has been open to Social Care;
- Find out the name of the receiving school and contact the relevant member of staff at that school to discuss the transfer;
- Once the pupil is on roll at the new school, send all information relating to the pupil to the receiving school in an agreed and secure manner which limits the risk of sensitive data transfer breach;
- Require signed confirmation that the information has been received by the receiving school (or MyConcern record that a transfer has been received);
- Check with the receiving school that the pupil has actually arrived there on the expected day; and
- Inform all relevant agencies of the transfer.
- The DSL will ensure the safeguarding information is transferred as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term to allow the new school to have support in place promptly.
- The DSL will also consider whether it would be appropriate to share any information with the new school before the child leaves. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, or who are being supporting through the Channel programme. The DSL will consider having a conversation with the new school's DSL before the child starts.
- Once safeguarding information has been successfully transferred and acknowledged, the school will delete its record in line with best practice of data minimisation.
- If a child is off a school's roll but has not yet been placed on roll at a new school, the school will retain the child's safeguarding file (archived) until a new school is confirmed.
- Similarly, if a DSL has legitimate reason to lack confidence that a transferred file will be appropriately and safely stored, the file may be retained in archive until that risk is resolved. Examples may include if a DSL has dealt with multiple issues about another school losing safeguarding files, or if a file is to be transferred to a Local Authority.
- Archived files will be reviewed annually, near the end of each academic year. Archived files will be deleted if the reason for deciding to retain no longer applies, according to agreed retention schedules (see section 31).

37. Mental Health

37.1 CLP schools recognise their important role in supporting the mental health and wellbeing of their pupils by:

- Promoting good mental health and wellbeing and preventing the onset of mental illness;
- Observing pupils and identifying early those who may be experiencing mental health problems or at risk of developing one;
- Making sure early targeted support is provided;
- Working with/making referrals to specialist services where needed.

37.2 Mental health problems can, in some case, develop into a safeguarding concern (such as self-harm, suicidal ideation, risk of suicide). All staff should be aware that mental health problems can also, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

37.3 Staff are well-placed to identify children whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Potential warning signs include:

- Significant changes in behaviour;
- Ongoing difficult sleeping;
- Withdrawing from social situations;
- Not wanting to do things they usually like; and

- Physical signs of self-harm or neglecting themselves.

37.4 Staff who have a mental health concern about a child that is also a safeguarding concern, should follow the reporting chain that is described in this policy.

37.5 This school's work to support pupils' strong mental health is summarised here:

- We believe that positive mental health is strengthened through active lifestyles and meaningful experiences outdoors. Through our partnership with Sustrans, we promote active travel and cycling, while our Forest School provision gives children regular opportunities to explore, take appropriate risks, build confidence and develop a strong connection with the natural world.
- We are committed to providing a curriculum that is lively, imaginative and humane. Through rich learning experiences, creativity, exploration and meaningful connections to children's lives, we foster a sense of curiosity, belonging and joy in learning, helping every child to flourish.
- We use an emotion coaching approach across the school to help children understand and manage their feelings. Staff work with children to recognise and validate emotions, while maintaining clear boundaries and expectations. Through supportive conversations, children are helped to develop coping strategies, resolve conflicts positively and learn healthy ways to regulate their emotions and behaviour.
- We recognise that children thrive when learning is accessible and appropriately challenging. Through adaptive teaching, targeted support and a strong understanding of individual needs, we ensure that low-attaining pupils and those with SEND can experience success, reducing unnecessary cognitive overload and promoting confidence, wellbeing and engagement.
- We support children's emotional regulation and readiness to learn through movement breaks and sensory-based activities. Drawing on sensory circuit principles, these opportunities help children manage their energy levels, improve concentration and develop the self-regulation skills needed for successful learning and positive wellbeing.
- We provide targeted emotional wellbeing support through our ELSA provision, helping children develop emotional literacy, resilience and coping strategies. Our ELSAs work closely with families and staff to identify needs early and provide timely support that enables children to feel safe, understood and ready to learn.
- Where children experience significant emotional or mental health difficulties, we work closely with families and partner agencies to access specialist support. This may include referrals to Child and Adolescent Mental Health Services (CAMHS) and other appropriate professionals, ensuring children receive the right support at the right time.

38. Restrictive Interventions (including the use of reasonable force)

38.1 The Partnership-wide Policy for Behaviour and Relationships (including use of restrictive interventions) sets out in detail CLP's approach to the use of restrictive intervention including reasonable force.

38.2 CLP's policy is based on the DfE guidance: Restrictive interventions, including use of reasonable force, in schools.

38.3 CLP's policy is clear that schools will always seeks to minimise the use of restrictive interventions with a clear focus on prevention and de-escalation. Restrictive intervention is therefore only used as a last resort to maintain safety and never as a punishment or to enforce compliance. Restrictive interventions, including reasonable force, are only used where the risks involved in such intervention are outweighed by the risks involved in not doing so.

38.4 CLP recognises that all school staff have a legal power to use reasonable force in relevant situations such as to prevent pupils committing an offence, injuring themselves or others, or damaging property, to conduct a search and to maintain good order and discipline in the classroom. However, the primary aim in all schools is to consistently promote a positive culture and ethos. School staff will use de-escalation techniques and alternative strategies specific to the individual needs of children.

38.5 The CLP policy sets out schools' obligations in terms of recording instances of restrictive intervention and reporting to parents.

38.6 The policy also requires that schools give particularly careful consideration for pupils with Special Educational Needs and Disabilities (SEND), or those who have experienced trauma, when determining whether restrictive intervention may be appropriate since such pupils are disproportionately affected by these sorts of interventions. Central here is the requirement for schools to plan carefully, in liaison with parents and pupils, when they think that such pupils may require restrictive interventions.

38.7 Schools will not have a 'no contact' policy and will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

39. Pupil attendance

39.1 The safeguarding risks associated with low attendance at school are highlighted in the Pupil Attendance Policy. Schools therefore work with families to overcome barriers to strong attendance.

39.2 School provides a protective environment for those who attend and are well placed to identify safeguarding issues early. Regular attendance is vital for this. Where a pupil's unauthorised absence continue to decline, despite appropriate support and provision in place, it may well constitute neglect.

39.3 Schools will be especially conscious of any potential safeguarding issues in these cases and, where these exist, ensure that the appropriate referral is made to Children's Social Care.

39.4 When a pupil is absent and no reason has been given for the absence, the school will prioritise the safety of these pupils.

40. Alternative Provision

40.1 On some occasions, schools may choose to use Alterative Provision (AP) providers in order to meet pupils' needs fully. In such circumstances, the school will continue to be responsible for the safeguarding needs for that pupil. The school's Headteacher will satisfy him/herself that the placement meets the pupil's needs and is robust in terms of its own safeguarding arrangements.

40.2 The school will obtain written confirmation from the AP provider that appropriate safeguarding checks have been carried out on all individuals working at the provision (i.e. those checks that the school would otherwise perform in respect of its own staff).

40.3 There is separate CLP guidance / risk assessment for schools to use in their evaluation of appropriateness of AP provision; schools will in any case only use AP provision that is endorsed by the relevant Local Authority.

40.4 Through these measures, schools will be meeting their obligations as described in KCSE paragraphs 168 – 171 and expanded upon more fully in Arranging Alternative Provision, A Guide for Local Authorities and Schools.

41. Missing Pupils

41.1 Definition: A pupil will be considered missing if members of staff do not know where they are.

CLP schools will place all pupils on an admission register and attendance register, as required by the *Education (Pupil Registration) (England) Regulations 2006*

41.2 Schools will inform the local authority if a pupil is going to be deleted from the admission register as soon as the criteria for deletion is met. This ensures that local authorities are able to follow up any child who may be in danger of not receiving an education and who may be at risk of abuse or neglect.

41.3 Criteria for deletion from the admission register:

- The pupil has been taken out of school by their parents and are being educated outside the school system, e.g. home education;
- The pupil has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- The pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- The pupil is in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe they will be returning to the school at the end of that period; or,
- The pupil has been permanently excluded.

41.4 Schools will take the attendance register at the start of the first session of each school day and once during the second session of each school day. It will be recorded whether every pupil is:

- Present;
- Attending an approved educational activity;
- Absent; or
- Unable to attend due to exceptional circumstances.

41.5 Schools will follow up all absences in order to:

- Ascertain the reason for absences;
- Ensure the correct safeguarding action is taken;
- Identify whether the absence is approved or not; and
- Identify the correct code for the school's electronic register.

41.6 Schools will follow the procedures set out in the CLP Pupil Attendance Policy: Parents, carers and guardians must be made aware of the requirements of this policy.

41.7 In the event of a pupil going missing, staff will follow the procedure set out below. The aim of the procedure is to locate the pupil as soon as possible and ensure that the correct people and agencies are informed.

41.8 When a member of staff identifies a pupil as missing, they will ask other pupils in the class if they are aware of their last known whereabouts. With this knowledge, they will alert senior management who will instruct all available staff to search the immediate school premises, paying particular attention to their last known whereabouts. If possible, staff will keep a mobile phone on them (or other e.g. walkie-talkie) whilst searching in case of emergencies or in case the pupil is found.

41.9 If the pupil is not found after a search of the immediate school premises, all available staff will search the wider school premises, including the school grounds. Once the search of the wider school premises is completed and, if the pupil has still not been found, all available staff will search the immediate local community, without putting themselves at risk. This search will include following possible routes to the missing pupils' home as well as parks and other communal areas nearby.

41.10 Whilst this search is under way, the police will be called by the school to assist in the search. When the police arrive at the school, responsibility of the search is passed onto them, but staff will continue to assist

in providing information and helping as necessary. Following the contact with the police the parent/carer of the missing pupil will be contacted informing them that the police have been alerted, and will be advised to ensure that somebody is at home in case the pupil comes back. The parent/carer will be strongly encouraged to contact family and friends outside of the school.

42. Elective Home Education

42.1 Whilst Elective Home Education (EHE) may be a positive experience for some children, it can also expose children to harm by making them less visible to the services that exist to keep them safe.

42.2 Parents who wish to home educate must put their notification in writing to their child's school. Schools will immediately alert the Local Authority in line with local protocols. From September 2016, the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

42.3 DfE guidance setting out the Local Authority's role with respect to EHE can be found here.

43. Hiring of school facilities / premises

43.1 The separate Lettings Policy sets out how schools will continue to ensure that children are safe, even when school premises/facilities are being used by organisations/individuals who are not staff members.

43.2 Principally, that policy requires such individuals/organisations to adhere to the DfE's guidance 'Keeping children safe in out-of-school settings'. In the event of a safeguarding incident, schools will follow their own safeguarding policy, including informing the Local Authority Designated Officer (LADO).

43.3 Securing appropriate safeguarding arrangements and following this guidance is a condition of using/hiring school premises/facilities and failure to comply with this will lead to termination of the agreement.

Appendix A: Important Contact Information:

Contact details to report a concern about a child

These can be found on the Pan-Dorset Safeguarding Children Website here. Main numbers snipped below:

Bournemouth, Christchurch & Poole – Children's First Response Hub:	**01202 123334** childrensfirstresponse@bcpcouncil.gov.uk
Dorset - Children's Advice and Duty Service (ChAD) Professionals Number: This is a professionals-only number to discuss your concerns, you will no longer complete a referral form.	**01305 228558**
Dorset Families and Members of the Public:	**01202 228866**
Bournemouth, Christchurch & Poole Out of Hours Service:	**01202 738256** childrensOOHS@bcpcouncil.gov.uk
Dorset Out of Hours Service:	**01305 228558**
Police Non-Emergency:	**101**
Police Emergency:	**999**

Child Exploitation and Online Protection Centre (incidents can be reported through the website)
WWW.CEOP.POLICE.UK

Local Authority Designated Officer (LADO)

BCP	**Dorset**
Phone: 01202 817600 Email: LADO@bcpcouncil.gov.uk	Phone: 01305 221122
In case of emergency outside of the above hours, contact the Out of Hours Team:	
01202 738256	01305 228558

Domestic Violence:

24 hr National DV Helpline (Refuge) 0808 2000247; Domestic Violence Support Services 01202 547755

BCP Domestic Abuse Support
0800 0325204

DC Domestic Abuse Support

You First Integrated Service

Domestic Violence:
Poole DA Outreach 01202 710777

Other useful contacts / information:

MASH@dorset.pnn.police.uk

Neighbourhood Police

Dorset Police Safe Schools and Communities Team: 01202 222844

DfE's Counter Extremist Helpline (Prevent): 020 7340 7264

Dorset Police Prevent Advice
GOV.UK Prevent Duty Guidance

Anti-Terrorist Hotline
0800 789 321

Childline - 0800 1111

NSPCC whistleblowing helpline - 0800 0280285
www.nspcc.org.uk
Email: help@nspcc.org.uk
0800 0280285

THIS PAGE SHOULD BE PRINTED SEPARATELY AND GIVEN TO ALL SUPPLY/ PERIPATETIC/ TEMPORARY STAFF WHO WILL BE WORKING UNSUPERVISED WITH CHILDREN, EVEN IF JUST FOR PART OF A DAY

Appendix B: Child Protection Summary for All Visiting Professionals and Volunteers

Welcome to **Lilliput CE Infant School**

At our school, the safeguarding of all pupils is always a priority. All visitors to our school are expected to follow the Child Protection Policy, the key aspects of which are detailed below. We thank you for your co-operation.

As an adult working directly with children in this school you have a duty of care towards all pupils. This means you must act at all times in a way that is consistent with their safety and welfare.

It is your responsibility to keep your child protection training up to date; you might be asked for evidence of this.

You must follow the principles of safer working practice, which include use of technology – on no account should you contact or take images of pupils on personal equipment, including your mobile phone.

If the behaviour of another adult in the school gives rise to concern you must report it to the Headteacher or Designated Safeguarding Lead.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL) or the Deputy/ies who are:

Mr Lloyd B Allington – Headteacher
Miss Catherine Perry – Assistant Headteacher for Inclusion & Personal Development
Mr Harry Fleet – Assistant Headteacher for Early Years, Behaviour & Attendance
Mrs Kathryn Chinchen – Assistant Headteacher for Achievement, Curriculum & Teaching

The following is not an exhaustive list but you might become concerned as a result of:

Seeing a physical injury which you believe to be non-accidental
Observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
A pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you must write down what you observed or heard, date and sign the account and give it to the DSL or a Deputy.

If a pupil talks to you about (discloses) sexual or physical abuse you:

Listen carefully without interruption, particularly if s/he is freely recalling significant events
Only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
Make it clear you are obliged to pass the information on, but only to those who need to know
Tell the DSL or Deputy without delay

Write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

Do not ask the pupil to repeat the disclosure to anyone else in school, ask him/her or any other pupil to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth.

Remember – share any concerns, don't keep them to yourself.

Action on Hearing the Fire Alarm.

Should the fire alarm sound, it is your responsibility to ensure your own safety and that of any children you may be working with.

Please ensure that you know where the nearest fire exit it.

Below is key information concerning fire practice in our school.

Establishing an effective safeguarding culture across Coastal Learning Partnership

Effective task delivery

Central support to schools

<u>From CEO</u>
Including:
- Annual review of KCSiE changes
- Annual update to Partnership policy suite
- Facilitation of DSL networks
- Reporting oversight and annual report/assurance to Board

<u>From Head of Finance and Ops</u>
Including:
- Procurement of services such as external review and software for managing concerns
- Arrange annual e-training update; oversight of other training

<u>From Head of HR</u>
Including:
- Safer recruitment policy, practice and training; corporate induction
- SCR oversight and monitoring
- Support with management of allegations and referrals to DBS

<u>From Head of L&A/CEO</u>
Including:
- Further support/guidance to HTs/DSLs around policy and practice as well as raising awareness among children through the curriculum

Local culture and compliance

Key staff local roles and responsibilities, including those related to statutory training, are detailed fully in the CLP Safeguarding and Child Protection Policy and Procedures.

Key roles and responsibilities apply to:

- Headteacher
- Designated Safeguarding Lead
- Deputy Designated Safeguarding Lead
- Data Protection Manager

There are safeguarding expectations relevant to all staff and volunteers.

Effective governance

Robust challenge and support from Trust Board

Roles and responsibilities are detailed fully in the CLP Safeguarding and Child Protection Policy and Procedures but include:

Appoint a 'Trustee for Safeguarding'

Approve annually the suite of CLP Safeguarding policies to reflect latest changes in national/local legislation as well as any 'local learning'.

Receive an annual report/statement of assurance from CEO.

Robust challenge and support from Local Governors

Roles and responsibilities, are detailed fully in the CLP Safeguarding and Child Protection Policy and Procedures but include:

Appoint a 'Local Governor for Safeguarding'

Annually approve local contextual amendments to the CLP template Safeguarding and Child Protection Policy

Alongside DSL, undertake the annual self-evaluation audit and produce/monitor resultant action plan.

Receive termly reports using the CLP template, adding additional local information as requested by the LGB.

Effective external review and challenge

Annual Pan-Dorset audit

Schools undertake annually the Pan-Dorset self-evaluation audit and produce action plan.

Schools submit completed self-evaluation audit and action plan to the relevant Local Authority and to CLP.

Local Authority undertakes a monitoring visit, according to each LA's arrangements (typically annually), which includes a review of the self-evaluation audit. Monitoring visit report to CEO, HT, DSL, LGB.

Three yearly external review

An external body is appointed by the Partnership to undertake a review of each school's safeguarding culture, as well as central arrangements, every three years.

Ofsted

Ofsted reports on the effectiveness of safeguarding according to its inspection schedule.

The above diagrammatic summary should be read alongside the detailed CLP Safeguarding and Child Protection Policy and Procedures which is available on each school's website.

How to report a safeguarding concern using My Concern

It is important to report concerns fully so that DSLs can deal with them quickly and in the right way

When you report a concern, you will work through twelve fields in this order:		
1	**Name**	Enter the name of at least one pupil.
2	**Body map**	If the pupil(s) has a mark or injury which is easily visible and/or which they have chosen to show you, you should complete the body map (never take photos).
3	**Involvement**	If the concern involves more than one pupil, choose the involvement of each pupil, as best you understand it, from the drop down options: • Victim or Alleged Victim (V) • Perpetrator or Alleged Perpetrator (P) • Witness or Alleged Witness (W)
4	**Summary**	Provide a really brief summary of what you are concerned about.
5	**Send**	This will be sent to the DSL and Deputy DSLs (your school might have included other notification groups here for you to choose such as year groups).
6	**Date / time**	This automatically fills the current date and time, but you can change it.
7	**Origin**	How do you know about this concern? Choose from the drop down options: Child's main parent / guardian Child's other parent / guardian Child Another child's parent Member of staff Social worker Other external professional Another external source
8	**Details**	Write more fully about your concern. Try to remember the following: Use initial for all pupils Use names and roles for all staff Use people's actual words ("…") Describe factual events in detail and order If you give an opinion, be clear about that What you write could be read by parents!
9	**Location**	Choose the location from the drop down list which will include: Child's main address Child's other address Classroom Corridor E-safety, offsite E-safety, onsite Hall Playground School trip School bus Toilets Onsite other Offsite other Not applicable
10	**Urgent?**	If you think that the concern might require action that same day, then tick this box. You must also go and tell the DSL or Deputy DSL.
11	**Action**	Describe any action that you have taken already.
12	**Attach**	Add any other files / information that you think are relevant, if you have any.

More detailed guidance can be accessed from the intranet here.