

# DUMPTON SCHOOL



# SAFEGUARDING AND CHILD PROTECTION POLICY

## Important Contacts

<b>School Name</b>	Dumpton School  01202 883818
<b>Headmaster</b>	Mr Christian Saenger
<b>Designated Safeguarding Lead</b>	Mr Sam Moulton, Senior Tutor  Direct line: 01202 847936
<b>Deputy Designated Safeguarding Leads</b>	Mrs Hilary Shaw, Deputy Head  Mr David Morgan, Deputy Head (Academic)  Miss Amanda Goodhew, Head of Pre-Prep  Miss Tonya Monaghan, Head of EYFS
<b>Designated Governor for Safeguarding and Child Protection</b>	Mrs Nicola Hunter  Contact via Canford School: 01202 841254

### 1 Policy statement

- 1.1 Safeguarding and child protection are of fundamental importance and Dumpton School (the School) is committed to providing a safe environment where pupils are respected and valued. The School recognises its statutory responsibilities to safeguard and promote the welfare of children and actively promotes to create a culture of vigilance. Safeguarding refers to the process of protecting children from abuse or neglect, preventing the impairment of development, ensuring that children receive safe and effective care and undertaking that role so as to enable those children to enter adulthood successfully.
- 1.2 Every complaint or suspicion of abuse from within or outside the School will be taken seriously. Victims will be listened to and believed and appropriate action will be taken. Pupils are regularly reminded of the availability and support of all adults in the school. Notices are prominently displayed, indicating who the Designated Safeguarding Leads are. Reports of abuse will be referred to an external agency such as Children’s Social Care or the child protection unit of the police, without investigation within the School. Any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy straight away or, where they are not available and concerns are immediate, ensure a

referral is made without delay to the Family Support (Social Care) team which covers the area in which the child and family live.

- 1.3 **Dorset Children’s Advice and Duty Service.** For any concern relating to a child, which requires support or advice from Social Services the professionals-only phone number is **01305 228558**. (Telephoning this number replaces the need to complete an inter agency referral form.)

For children who already have an allocated social worker:

If the child lives in the East or North of Dorset, please contact:

Email: [eastdistrictchildcare@dorsetcouncil.gov.uk](mailto:eastdistrictchildcare@dorsetcouncil.gov.uk) Tel: [01202 868224](tel:01202868224)

If the child lives in the West of Dorset, please contact:

Email: [westdistrictchildcare@dorsetcouncil.gov.uk](mailto:westdistrictchildcare@dorsetcouncil.gov.uk) Tel: [01305 221450](tel:01305221450)

If in any doubt about who to contact, please call 01305 228558

**PLEASE NOTE: ANYONE CAN MAKE A REFERRAL**

**Concerns regarding the welfare of any child should be acted on immediately. If the DSL or any of the Deputy DSLs are not available – the Head, SMT or an approach to Dorset Children’s Advice and Duty Service should be considered.**

- 1.4 This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. It also applies to the Early Years Foundation Stage (EYFS) provision.

Every pupil should feel safe and protected from any form of abuse which, in this policy, covers any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment. We will endeavour to safeguard children and young people by:

- always acting in their best interests
- valuing them, listening to and respecting them
- involving them in decisions which affect them
- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology

- 1.5 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- ensure that we practise Safer Recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education 2022* and the Education (Independent School Standards) (England) Regulations 2015 as amended
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in *Keeping Children Safe in Education 2022*

- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Disclosure and Barring Service (DBS) within one month
- ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff
- follow the local inter-agency procedures of the Dorset Safeguarding Children Board
- protect each pupil from any form of abuse, whether from an adult or another pupil
- be alert to signs of abuse both in the School and from outside
- deal appropriately with every suspicion or complaint of abuse
- design and operate procedures which promote this policy
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- support children who have been abused in accordance with his / her agreed child protection plan
- be alert to the medical needs of children with medical conditions
- operate robust and sensible health and safety procedures
- take all practicable steps to ensure that School premises are as secure as circumstances permit
- operate clear and supportive policies on drugs, alcohol and substance misuse
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area
- have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002, Working Together to Safeguard Children (Inter-agency working) 2018, Disqualification under the Childcare Act 2006 (by association), 'Prevent' Counter-Terrorism and Security Act 2015 and associated regulations.
- ensure staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism.
- ensure staff attend the annual e-safety training day and are kept updated on related issues.
- ensure that pupils are familiar with safeguarding through assemblies and pastoral processes.

## 2 Child Protection Procedures

These procedures should be read in conjunction with ‘*Keeping Children Safe in Education*, Part One: Safeguarding information for all staff’ 2022.

### 2.1 What is Child Protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### 2.2 What is significant harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child’s physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children’s Social Care and Police.

### 2.3 Purpose of these procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A ‘child’ is a person under 18 years but the principles of these procedures apply to all pupils at this school, including those over 18.

### 2.4 Responsibilities and roles

- All adults in the school 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.
- Governing bodies are accountable for ensuring their school has an effective child protection policy which should be reviewed annually and available publicly, such as on the school website.
- The statutory safeguarding guidance for schools: ‘Keeping Children Safe in Education 2022’ (KCSiE) states that all schools and colleges should have ‘a senior board level (or equivalent) lead to take leadership responsibility’ for safeguarding.
- All adults must read the KCSiE Part 1 and Annex B (which must be read by all adults working directly with our children) booklet. During the academic year, all adults working at the school are required to undertake the school’s online quiz, answering questions directly relating to KCSiE Part 1 and Annex B. Updates to the KCSiE documentation will be shared with all adults via school email, staff briefing and appropriate meetings.

The person who takes leadership responsibility for safeguarding on the governing body of this school is: **Nicola Hunter**, who can be contacted at: [nlh@candford.com](mailto:nlh@candford.com) 01202 841254

### 2.5 This school has a Designated Safeguarding Lead (DSL).

This is the person who takes lead responsibility for safeguarding. Any concerns about children should be discussed with / reported to the DSL who will decide what action to take including referring to Children’s Social Care or Police as appropriate. More information about the DSL role can be found in Annex C of *Keeping Children Safe in Education 2022*.

The Designated Safeguarding Lead in this school is: **Mr Sam Moulton**

The school also has at least one Deputy Safeguarding Lead.

The Deputy Safeguarding Leads are: **Hilary Shaw and David Morgan**

The Deputy Safeguarding Lead for KS1 is: **Amanda Goodhew**

The Deputy Safeguarding Lead for the EYFS is: **Tonya Monaghan**

- 2.6 In addition, Dorset Children's Social Care can provide advice and guidance on safeguarding and child protection matters. See Appendix 1 for contact details.

**All action is taken in line with the following guidance:**

DfE guidance (2019) – Keeping Children Safe in Education

DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018)

Working Together to Safeguard Children (2018) – published by HM Government Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance, accessed through the Dorset Safeguarding Children Board website [www.dorsetlscb.co.uk](http://www.dorsetlscb.co.uk)

What to do if you're worried a child is being abused – Government Guidance (2015)

### 3 Designated Safeguarding Lead

3.1 The School has appointed a designated senior person with the necessary status and authority (**Designated Safeguarding Lead**) to be responsible for matters relating to child protection and welfare. This designated person at the School is Mr Sam Moulton. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's form teacher or the Head who will notify the Designated Safeguarding Lead in accordance with these procedures.

3.2 The main responsibilities of the Designated Safeguarding Lead are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- to present a calm and efficient disposition in a crisis
- to follow procedures accurately and make informed decisions
- to listen objectively, actively and non-judgementally (please also see Appendix 6 on Arrangements for listening to children)
- to write clear, full and informative reports for external agencies, senior managers, governors and external agencies
- to understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- to co-ordinate the child protection procedures in the School
- to maintain an on-going training programme for all School employees and governors
- to keep and maintain records of staff and governor training on child protection and Safer Recruitment procedures
- to oversee online safety within the school
- to ensure staff and governors sign to indicate that they have read and understand this policy
- to monitor the keeping, confidentiality and storage of records in relation to child protection
- to liaise with the local authority designated officer (LADO)
- to keep parents informed of action to be taken under these procedures in relation to their child in accordance with Section 14.7, "**Informing parents**".
- to monitor records of pupils in the School who are subject to a child protection plan to ensure that this is maintained and updated as notification is received
- to liaise with other professionals to ensure that children who are subject to child protection plans are monitored
- where appropriate, to take part in child protection conferences or reviews and

- to inform Social Care in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child protection plan as advised by social services.
- 3.3 The Designated Safeguarding Lead for the School site (including EYFS) is Mr Sam Moulton – Senior Tutor, who may be contacted on 01202 883818 (or a direct line 01202 847936). He will:
- advise and act upon all suspicion, belief and evidence of abuse reported to him
  - keep the Head informed of all actions unless the Head is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with the Chair of Governors, Hugh Cocke, or in their absence, the Vice Chairs of Governors, Ben Davies and Camilla Culley, without notifying the Head first and
  - liaise with social services and other agencies on behalf of the School.
- 3.4 If the Designated Safeguarding Lead is unavailable his duties will be carried out by one of the Deputy Designated Safeguarding Leads who has received appropriate training. The Deputy Designated Safeguarding Leads are Hilary Shaw, David Morgan, Amanda Goodhew (KS1) and Tonya Monaghan (EYFS).

**The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken LSCB Level 3 Safeguarding Children training and will attend refresher training at two-yearly intervals. The whole school undertakes child protection training every three years. The DSL receives newsletters and updates from a number of agencies. Updates are shared with staff as required, often at the start of an academic year or a new term. Information is shared with all staff via the secure online platform “MyConcern” that includes a variety of resources and tools.**



- 4 Abuse.** This is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (KCSiE 2022)

- 4.1 It is generally accepted that there are four main forms of abuse.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse, as well as being a result of an act of commission (doing something), can also be caused through omission or the failure to act to protect.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. Kissing, rubbing and touching outside clothes). They may include non-contact activities, such as involving children in looking at or in the production of pornographic material; watching sexual activities; encouraging children to behave in sexually inappropriate ways; upskirting. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life. Sexual violence and harassment between children may also occur.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. This list is not exhaustive.

#### 4.1 **Signs of abuse**

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. It should also be noted that children with special educational needs and disabilities can face additional safeguarding challenges. These four definitions do not minimise other forms of maltreatment. In most cases multiple issues will overlap with one another.

## **5 Recognising child abuse – signs and symptoms**

- 5.1 KCSiE is clear: ‘All school and college staff should be prepared to identify children who may benefit from early help’. “Early help” means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.
- 5.2 Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a clear individual responsibility to act if you have a concern about a child’s welfare or safety or if a child talks about abuse. You also need to maintain an attitude of ‘it could happen here’ and always act in the best interests of the child.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. Staff should be mindful of the particular vulnerability of children who identify as, or are perceived by others to be, LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; and you may find it helpful to refer to Government advice ‘What to do if you are worried about a child being abused’ (2015)

### **Physical abuse**

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home

### **Emotional abuse**

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached.

### **Sexual abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. It is important to remember that children can be abused by other children.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. All staff will take seriously any report of sexual abuse. Victims will be listened to and believed and appropriate action will be taken. Pupils are regularly reminded of the availability and support of all adults in the school. Notices are prominently displayed, indicating who the Designated Safeguarding Leads are.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas

- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

5.3 There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.

It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as

‘providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care’. This might involve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an ‘accident’. If any adult in school finds s/he is regularly attending to one or more aspects of a child’s basic needs then this will prompt a discussion with the Designated Safeguarding Lead. The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a ‘choice’ to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the Pan-Dorset Safeguarding Children Partnership website.

- 5.4 **Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.
- 5.5 **Children with family members in prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
- 5.6 **Modern Slavery:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to Page 26 the National Referral Mechanism is available in the statutory guidance "Modern slavery: how to identify and support victims (June 2021)".
- 5.7 **Cybercrime:** is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyberdependent crimes include: • unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and, • making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit

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

- 5.8 **Homelessness:** Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.
- 5.9 **Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- 5.10 **Domestic abuse:** can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 5.11 The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.
- 5.12 **Additional support:** The Department for Education has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

## 6 Forms of abuse linked to culture, faith or belief

6.1 All staff at Dumpton will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they ‘could not happen here’) and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

6.2 Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences, both for physical health and emotional wellbeing. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

- **Indicators:**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines. Chapter 9 of those Guidelines focuses on the role of schools and colleges. Possible indicators include taking the girl out of school /country for a prolonged period or talk of a ‘special procedure’ or celebration.

Section 5C of the Female Genital Mutilation Act 2003 (section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

- **Actions:**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

- **Mandatory Reporting Duty:**

Section 5B of the Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015), places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police, where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Forced Marriage is illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being ‘monitored’ by siblings.



There might be a request for extended absence from school or might not return from a holiday abroad.

- 6.3 'Honour-based' violence 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 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.

However, there are some significant differences in the immediate response required as involving families in cases of forced marriage is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help;
- Relatives, friends, community leaders and neighbours should not be used as interpreters – despite any reassurances from this known person.

## 7 Allegations made by children about other children, including child-on-child abuse

**The school has a zero-tolerance approach to child-on-child abuse. It will undertake to minimise the risk of such abuse within the school through teaching (PSHE), tutor/pastoral support, Emotional Support Teacher involvement and whole school presentations and assemblies.**

**Staff should challenge abusive behaviours between peers. It is more likely that girls will be victims and that boys will be the perpetrators, but all forms of child-on-child abuse are unacceptable.**

**All reports are always taken seriously and investigated. Incidents of child-on-child abuse are dealt with according to the School's Behaviour Management Policy and the Pupil Sanction Policy.**

- 7.1 If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously and abuse will never be tolerated or passed off as "banter" or "part of growing up". The DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (2018) may also be considered. Parents/carers will be contacted and action taken as appropriate.
- 7.2 All staff will take seriously any report of abuse by a pupil. Victims will be listened to and believed and appropriate action will be taken. The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Designated Safeguarding Lead should be consulted if there is any doubt about the right course of action.
- 7.3 A referral to Children's Social Care will be made in all cases of domestic abuse relating to young people who experience physical, emotional, sexual and/or financial abuse, or coercive control, in their intimate relationships.
- 7.4 A referral to Children's Social Care will be made if a child or young person displays sexually harmful behaviour. This involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.
- 7.5 The process for managing sexually harmful behaviour can be found in the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website. In brief, a multi-agency meeting should be convened by Children's Social Care following a referral and an action plan agreed.
- 7.6 A school risk assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.
- 7.7 Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action. There should be zero-tolerance approach to abuse: and it should never be passed off as 'just banter', 'just having a laugh' or 'part of growing up'.
- 7.8 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. Incidents of sexual harassment or any kind

of bullying between pupils via mobile or smart technology will be dealt with in accordance with the School's E-Safety Policy and Behaviour Management Policy.

- 7.9 Sexting involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or of children under the age of 18, shared via a mobile phone, handheld device or website.

**Please note:** Pupils are not permitted to bring their own devices to school unless they have been granted special permission by the Ed Ex (Learning Support Department) or for a specific reason. The member of staff concerned will then be responsible for overseeing and monitoring the use of the device. It is possible a risk assessment may be used in such circumstances.

- 7.10 Any incident of sexting within school will be investigated and the Deputy Head and DSLs will be informed at the earliest opportunity. Any evidence of sexting will be dealt with by the Deputy Head (DSL), Headmaster or Senior member of staff. Such an incident may result in a referral to Children's Social Care, parents and possibly the police if appropriate. Please also see section 9.4

- 7.11 **Sexual violence and harassment** can occur between two children of any age or sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- 7.12 The school or colleges initial response to a report from a child is important. It is essential that **all** victims are reassured and that they are being taken seriously and that they will be supported and kept safe.

- 7.13 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. Staff should be continually vigilant.

- 7.14 Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the DSL or deputy taking a lead role and using their professional judgement, supported by other agencies, such as children social care and the police as required.

- 7.15 Reports of sexual violence and sexual harassment are likely to be complex and require difficult decisions to be made, often quickly and under pressure. Pre-planning and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

- 7.16 Following a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment, considering;

- The victim
- The alleged perpetrator
- All the other children (if appropriate adult students and staff)

- 7.17 Schools need to consider the following options for managing a report of sexual violence or sexual harassment;

- Manage internally
- Early Help
- Safeguarding children – referral to children social care

- 7.18 **School response**

A school risk assessment will be put in place, preferably by way of a meeting, which will consider;

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- Is the incident a one off or a sustained pattern of abuse?
- Are there ongoing risks to the victim, other children, school or college staff?
- Contextual safeguarding (see Section 17.4)

All staff should act in the best interests of the child.

The school's "ESTER" Emotional Support Teacher may be involved alongside the Form Tutor, Senior Tutor and any appropriate member of staff and/or outside agencies in supporting the victim.

Depending on the circumstances, the Headmaster, Senior Deputy and possibly the Governing Body will consider the school's response to the perpetrator and the best way forward.

- There may be delays to a criminal process, but the school should not wait for the outcome before protecting the victim, alleged perpetrator and other children.
- It is important that children are reassured that the law is there to protect, rather than to criminalise them.
- Schools need to manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves. Appropriate support should be ongoing basis to the victim.

7.19 All staff should be aware of that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to;

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Initiation/hazing type violent rituals
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

**All** staff should be clear on the school's policy and procedures with regards to child-on-child abuse.

## 8. Pupils engaging in under-age sexual activity

- 8.1 Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of young people who are *consenting partners of a similar age* is not usual. Designated Safeguarding Leads will exercise professional judgement when deciding whether to refer or take advice from social workers, taking into account such things as any imbalance of power, wide difference in ages or developmental stages etc.
- 8.2 Where a child is under the age of 13 penetrative sex is classified as rape under the Sexual Offences Act 2003 so must be reported to social workers in every case.
- 8.3 The inter-agency safeguarding procedures, on the Pan-Dorset Safeguarding Children Partnership website, have more information about under-age sexual activity.
- 8.4 **Youth produced sexual imagery:** making, possessing and distributing sexual photos and videos of under-18's is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Schools should have regard for guidance issues by The UK Council for Child Internet Safety (UKCCIS). When an incident involving youth produced sexual imagery comes to a school's attention the following steps should be taken:
- The incident should be referred to the DSL as soon as possible
  - The DSL should hold an initial review meeting with appropriate school staff
  - There should be subsequent interviews with the young people involved (if appropriate)
  - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
  - At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

Adults should **not** view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible responses to incidents should be based on what the DSL has been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the school's child protection policy and procedures. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice. This advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

If any devices need to be seized and passed onto the police, then the device(s) should be confiscated and the police should be called. The device(s) should be turned off and placed under lock and key until the police are able to come and retrieve it.

The school takes steps to limit the risk of the distribution of sexual images and sexting in the following ways:

- The school does not allow pupil's personal mobile phones or devices on site without specific permission.
- Any pupil found with a personal mobile device, without permission will have it removed from them for collection by a parent.
- An 'Online Safety Day' where the police speak to all pupils and make themselves available to hear parent concerns regarding 'online behaviour'.
- The Computing and PSHE curriculums address issues relating to child-on-child abuse and the use of social media.
- Please also refer to the school's Online Safety Policy, Social Media Policy and the Pupil's Use of ICT and Electronic Devices Policy.

## **9. Child Sexual Exploitation/Criminal Exploitation**

### **Child Sexual Exploitation**

- 9.1 This form of abuse involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.
- 9.2 Recognition of child sexual exploitation is part of staff training. We note that any child or young person may be at risk of this form of abuse, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.
- 9.3 Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.
- 9.4 Any concerns about child sexual exploitation will be discussed with the Designated Safeguarding Lead who will take appropriate action which might include completing a risk assessment form. The form and more detailed local procedures are in the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website.

### **“County Lines” - The exploitation of children through the internal trafficking of young people for the purpose of criminal exploitation.**

- 9.5 “County Lines” is becoming widely recognised and used to describe criminal exploitation of young people using the internal trafficking of young people for the purpose of criminal exploitation. Young people are groomed using the same techniques as above, with them completing a task on behalf of another individual or group of individuals which is of a criminal nature.

Children are “trafficked” as part of the exploitation. They have their transport arranged for them for the purpose of selling drugs, firearms or sex.

Young people will go missing for extended periods of time, missing education and moving away from their friendship groups.

- 9.6 Any concerns about “County Lines” or the involvement/connection of any child to drug abuse, drug trafficking, sex abuse or the selling of firearms, will be discussed with the Designated Safeguarding Lead who will take appropriate action. Further information may be found in the Home Office document “Criminal Exploitation of children and vulnerable adults: County Lines guidance 2017.

## 10 Anti-radicalisation and extremism

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined by HM Government as ‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.
- We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.
- Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.
- We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.
- Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will not speak to parents/carers or other family members at this stage but will take prompt advice from the Police by e-mailing the Safeguarding Referral Unit: [sru@dorset.pnn.police.uk](mailto:sru@dorset.pnn.police.uk).
- Dorset has a Channel Panel in place, in accordance with its duties under the Counter-Terrorism and Security Act 2015. This is a multi-agency meeting which discusses individuals who have been referred by the Police as being vulnerable to being drawn into terrorism. Where pupils at Dumpton are being discussed, the DSL or Head will attend the Panel meetings.
- It is important that staff in all schools are aware of all above forms of abuse and report concerns to the DSL who will promptly seek further advice from statutory agencies including the Police by emailing the Safeguarding Referral Unit: [sru@dorset.pnn.police.uk](mailto:sru@dorset.pnn.police.uk). There is more information about specific safeguarding issues and links to websites in Part one of *Keeping Children Safe in Education 2022*.

**Staff and governors at Dumpton have either attended a WRAP (Workshop to Raise Awareness of Prevent) session or have completed online Prevent training. Whole school training took place in 2016 and a whole school update took place the following September. Updated information is shared with staff as required.**



## **11 Children Missing from Education (CME)**

- All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.
- A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risk of their going missing in future.
- It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The school is currently awaiting advice from the DCSB about specific inter-agency procedures, which address this.

Attendance at the school is tracked via the registration module in the school MIS and is monitored on a regular basis. The Attendance Policy is available to all parents and states the procedures that are followed regarding absence. If absence becomes a cause for concern the school will endeavour to resolve the matter with parents or guardians themselves. If that process fails then Social Services will be contacted.

Parents should provide at least TWO up-to-date emergency contact numbers for the school MIS.

## 12 Duty of employees, governors and volunteers

12.1 Every employee, including supply staff, and governor of the School as well as every volunteer who assists the School is under a general legal duty:

- to protect children from abuse
- to be aware of the School's interview procedures and to follow them
- to know how to access and implement the procedures, independently if necessary
- to keep a sufficient record of any significant complaint, conversation or event and
- to report any matters of concern to the Designated Safeguarding Lead.

Employees should follow the chart for staff worried about pupils that is set out in the Staff Handbook and at Appendix 1. The School will ensure that staff undertake appropriate child protection training every three years, and temporary and voluntary staff will be made aware of the school's child protection procedures and the requirement to follow them. Induction training for all staff and volunteers newly appointed will be provided. Governor training on child protection issues will be arranged, as appropriate.

12.2 **Equality:** In accordance with the Equality Act 2010, the school does not discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Staff should be aware that children with protected characteristics may be more vulnerable and should be particularly vigilant for signs of abuse.

12.3 **Whistleblowing:** All staff are required to report to the Head or the Chair of Governors in his absence, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. More details may be found in the schools *Whistleblowing Policy* available in the School Policies Folder on the Staff Intranet.

12.4 **Helping children to keep themselves safe:** Pupils are taught to understand and manage risk through the School's curriculum and all aspects of school life. Pupils are reminded regularly about online safety and our bullying policy. Pupils are encouraged to speak to a member of staff in confidence about any concerns.

12.5 **Online safety:** Pupils are not permitted to bring their own devices into school (see 7.9 above). Online usage is always supervised by a member of staff and specific guidance given to pupils as to what they should attempt to access. All onsite usage is protected by a firewall, with automated daily reports sent to the DSL and the Head of IT. Any concerns over online safety should be reported immediately to either of these members of staff.

12.6 **Medicines:** The School has a policy for administering medicines. The School must ensure that there is a first aid box accessible at all times with appropriate content for children. The School must keep a written record of accidents or injuries and must inform parents on the same day or as soon as possible of any treatment given.

12.7 **Off-site arrangements:** When our pupils attend off site activities, we will use our reasonable endeavours to check that appropriate child protection and health and safety arrangements are in place.

12.8 **Complaints:** The School's complaints procedure will be followed where a pupil or parent raises a concern about poor practice that initially does not reach the threshold for child protection action. For EYFS, the School will investigate any written complaints relating to our fulfilment of EYFS requirements in the Early Years Foundation Stage (Welfare Requirements) Regulations as amended and notify complainants of the outcome within 28 days of receipt of the complaint.

## 13 Safeguarding Staff Behaviour

### **Also see 226 Safeguarding Staff Behaviour Policy and the Code of Conduct in the Staff Handbook**

All staff working at Dumpton play an important part in keeping the young people in the school safe. In addition, it is important that we take steps to keep ourselves safe.

Our actions can sometimes be perceived in a way that was not intended. The school wants to promote safe working practice for everyone on the school site, whatever your role.

In order to keep yourself safe from possible allegations, please follow this advice.

**ALWAYS** set a good example by conducting yourself appropriately.

**ALWAYS** maintain appropriate standards of conversation with and between pupils.

**NEVER** instigate verbal or physical contact with pupils unless it is appropriate to your role. This applies both on and off the grounds.

**NEVER** respond to physical contact from pupils unless it is appropriate to your role. If this occurs, or you have any other concerns about pupil behaviour, then report it immediately to the Designated Safeguarding Lead.

**NEVER** give **personal** information to any pupil – for example your address, telephone or mobile phone number or email address.

**NEVER** accept or respond to a pupil attempting to give you **personal** information – for example their mobile phone number or email address.

**NEVER** accept physical or verbal abuse from a pupil. Do not respond yourself, but report it immediately to the Designated Safeguarding Lead.

**NEVER** put yourself at risk working individually with pupils. Whenever possible, ensure another adult knows where you are and be visible and/or audible e.g. open door, window.

**ALWAYS** report any inappropriate behaviour from a pupil to the Designated Safeguarding Lead.

**ALWAYS** be aware that contact made outside of the Dumpton School grounds with a pupil may be considered inappropriate and could lead to your interaction being misinterpreted.

**ALWAYS** use **school** equipment for **schoolwork**, **personal** equipment for **personal use** e.g. iPads, cameras etc.

**Staff working around or with young people must be aware of the risk of abuse by adults or other young people.**

At Dumpton School, we believe that all pupils have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, preferred language or ethnicity
- Age, gender, sexuality or disability

If you have concerns about a young person's safety:

- Allegations or complaints about staff should be reported to the Head teacher, not the DSL
- In the absence of the Head teacher, inform the Deputy Head or failing that, a member of the SMT.
- Write careful notes about what you have heard, witnessed or have been told. For reference purposes these are written on the 'Reporting Forms', which can be found in the bottom left hand pigeonhole in the Staff Room and at Appendix 2.

**If you suspect abuse, a young person tries to confide in you, or a complaint is made to you about any adult or about yourself, it is your duty to report the concern.**

All staff must be aware that inappropriate behaviour towards pupils is unacceptable. Staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

## 14 Managing Allegations, Disclosures or Suspicions of Abuse

### 14.1 **Initial complaint:** A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- must not ask leading questions, that is, a question which suggests its own answer
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken and
- must reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim will ever be made to feel ashamed for making a report and
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.

### 14.2 **Preserving evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.

### 14.3 **Reporting:** All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the Head. Details of procedures for reporting allegations against members of staff are given in paragraph 15.1 below and in the flow chart to be found in the Staff Handbook and at Appendix 2.

Members of staff must, as soon as reasonably practicable record the details on MyConcern.

### 14.4 **Action by the Head Teacher:** The action to be taken will take into account:

the local inter-agency procedures of the Dorset Safeguarding Children Board

the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to Children's Social Care or the police

the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes

the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose duties of

confidentiality, so far as applicable.

All referrals made to the Designated Safeguarding Lead will be reported to the LADO on a no names basis without identifying the family. The LADO is the only person with the authority to decide on further action. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to social services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact social services again.

- 14.5 **External agencies:** Whether or not the School decides to refer a particular complaint to social services or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.
- 14.5 **Allegations against pupils:** A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Social Care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.
- 14.6 **Suspected harm from outside the School:** A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation which should be passed to the DSL who will refer to Children's Social Care immediately.
- 14.7 **Informing parents:** Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the LADO, the police and / or the Head before discussing details with parents.

## 15 Allegations against/Concerns raised about members of staff

15.1 **Allegations against staff:** The School has procedures for dealing with allegations against staff, including supply staff, (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures (which are set out more fully in Appendix 3) follow the guidance in *Keeping Children Safe in Education 2022* and should be used where the member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children: and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where an allegation or complaint is made against the Designated Safeguarding Lead or any other member of staff or a volunteer, the matter should be reported immediately to the Head, or in his absence the Chair of Governors. Where appropriate, the Head will consult with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead and all allegations will be discussed with the Local Authority Designated Officer (LADO) before further action is taken. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

**Allegations against the Head or Chair of Governors:** Where an allegation or complaint is made against the Head, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Vice Chair, without first notifying the Head. Similarly, if an allegation is made against the Chair of Governors, the allegation should be reported to the Head. Again, any such allegations will be discussed with the LADO before further action is taken. Where there is a conflict of interest in reporting to the Head, the complaint must be reported direct to LADO.

**The LADO can be contacted on 01305 221122**

15.2 **Suspension:** Suspension will not be an automatic response to an allegation. The LADO will be consulted as to the appropriate action to take and full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned and
- the need for a full and fair investigation.

15.3 **Timescales:** Where it is clear immediately that the allegation is unfounded or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month, with exceptional cases being completed within 12 months.



- 15.4 **Unfounded or malicious allegations:** Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour and Discipline Policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider (in accordance with the School's Terms and conditions) whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

Allegations that are not substantiated, are unfounded or malicious will not be referred to in employer references.

- 15.5 **Record keeping:** Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of 10 years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from the employee's records.
- 15.6 **Criminal proceedings:** The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed.
- 15.7 **Ceasing to use staff:** If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, or due to professional misconduct, a compromise agreement will not be used. There will be a prompt and detailed report to the Disclosure and Barring Service within one month if it is thought that the member of staff has engaged in conduct that has harmed or is likely to harm a child or if a person otherwise poses a risk of harm to a child. For teachers, a report must also be made to the Teaching Regulation Agency. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- 15.8 **Resignation:** If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the Disclosure & Barring Service (DBS) in appropriate circumstances.
- 16.8 **Learning Lessons:** The school, in conjunction with the LADO, will review all procedures and protocols during and after the end of the case being investigated. This includes cases where the member of staff was suspended and subsequently reinstated, cases which result in the dismissal of the member staff and also those cases concluded to be unfounded, false, malicious or unsubstantiated.

## 16 Low Level Concerns

16.1 There may be concerns about a member of staff that do not meet the threshold described in Section 15.1 above and would not lead to a referral to the LADO, but are still inconsistent with the staff code of conduct, including inappropriate conduct outside work. These may be classed as ‘low-level’ concerns. Examples of behaviours which may lead to a ‘low-level’ concern are given in KCSiE 2022:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns should be reported in the way described in Section 15.1 above. They will be recorded and the record kept securely and confidentially by the DSL or Headmaster as appropriate. Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

Staff are encouraged to self-refer, particularly when they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

### 16.2 Who should staff share low-level concerns with?

Staff should share a low-level concern with the DSL or the Head as soon as reasonably possible (where the concern relates to a particular incident) – although it is never too late to share a low-level concern.

If the Head is absent for any reason, low-level concerns should be shared with the DSL or Deputy Head who will ensure they inform the Head immediately on their return.

If any low-level concern relates to the behaviour of the Head it should be referred to the Chair of Governors.

If there is a conflict of interest in sharing a low-level concern with the Head, the low-level concern should be shared with the Chair of Governors, unless there is conflict of interest in doing so, in which case it should be reported directly to the LADO.

Low level concerns shared about supply staff and their contractors should also be notified to their employers.

### 16.3 Should staff who share low-level concerns be able to remain anonymous?

Staff are encouraged to consent to be named when sharing low-level concerns, as this will help to create a culture of openness and transparency. If the staff member who raises a low-level concern does not wish to be named, the School will respect that person’s wishes as far as possible. However, there may be circumstances where the staff member will need to be named (for example, where disclosure is required by a court or local authority, or under a fair disciplinary process) and, for this reason, the School will not promise anonymity to members of staff who share low-level concerns.

### 16.4 Should staff share concerns about themselves (i.e. self-report)?

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff may, for whatever reason, have behaved in a manner which, on reflection, they consider falls

below the standard set out in the School's Staff Code of Conduct. Self-reporting in these circumstances can be positive for a number of reasons, and staff are encouraged to self-report on the basis that:

- it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity;
- it demonstrates awareness of the expected behavioural standards and self-awareness as to the member of staff's own actions or how they could be perceived; and
- crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

The School's aim is to create an environment where staff are encouraged and feel confident to self-refer.

#### **16.5 How should low-level concerns be shared and recorded?**

The concern can be shared verbally with the Head in the first instance, or a written summary of it can be provided to them and with the option of submitting a Low-Level Concerns Form.

Where the low-level concern is provided verbally, the Head will make an appropriate record of the conversation, either contemporaneously or immediately following the discussion and will exercise sound professional judgment in determining what information is necessary to record for safeguarding purposes.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the School will notify that person's employer so that any potential patterns of inappropriate behaviour can be identified.

#### **16.6 How should a low-level concern be responded to?**

Once the Head has received the low-level concern, they will – not necessarily in the below order but in an appropriate sequence according to the nature and detail of the particular concern shared with them:

- Speak to the person who raised the low-level concern (unless it has been raised anonymously).
- Speak to any potential witnesses (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).
- Speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).
- If they are in any doubt, seek advice from the LADO – on a no-names basis if necessary.
- Review the information and determine whether the behaviour in question:
  - is entirely consistent with the School's Staff Code of Conduct and the law;
  - constitutes a low-level concern;
  - is not serious enough to consider a referral to the LADO but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary;
  - when considered with any other low-level concerns previously raised about the same person, could now meet the threshold of an allegation, and should be referred to the LADO/other relevant external agencies, and in accordance with the School's Safeguarding Policy, Part 4 of

KCSIE 2022, and the relevant procedures and practice guidance stipulated by the School's Local Safeguarding Partnership; or

- in and of itself meets the threshold of an allegation and should be referred to the LADO/other relevant external agencies, and in accordance with the School's Safeguarding Policy, Part 4 of KCSIE 2022, and the relevant procedures and practice guidance stipulated by the School's Local Safeguarding Partnership.
- Ensure that appropriate and detailed records are kept of all internal and external conversations regarding the concern, their determination, the rationale for their decision and any actions taken, and retain records in accordance with the Low-Level Concerns Policy.
- Consider whether the concern also potentially raises misconduct or capability issues – taking advice from the in-house HR lead (the Bursar), or an external HR advisor on a named or no-names basis where necessary – and, if so, refer the matter to the external HR advisor.

**16.7 What action will be taken if it is determined that the behaviour is entirely consistent with the School's Staff Code of Conduct and the law?**

The Head will update the individual in question and inform them of any action taken (as above).

The Head will speak to the person who shared the low-level concern – to provide them with feedback about how and why the behaviour is consistent with the School's Staff Code of Conduct and the law.

**16.8 What action will be taken if it is determined that the behaviour constitutes a low-level concern?**

The Head will respond in a sensitive and proportionate way – on the one hand maintaining confidence that such concerns when raised will be handled promptly and effectively, whilst on the other hand protecting staff from any potential false allegations or misunderstandings. Any investigation of low-level concerns will be done discreetly and on a need-to-know basis.

Most low-level concerns by their very nature are likely to be minor. Some will not give rise to any ongoing concern and, accordingly, will not require any further action. Others may be most appropriately dealt with by means of management guidance and/or training. In many cases, a low-level concern will simply require a conversation with the individual about whom the concern has been raised.

Any such conversation with individuals in these circumstances will include being clear with them as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate.

Some low-level concerns may also raise issues of misconduct or poor performance. The Head will also consider whether this is the case – by referring to the School's disciplinary and/or capability procedure and taking advice from the in-House HR lead/external HR advisor on a named or no-names basis where necessary.

If the Head considers that the School's disciplinary or capability procedure may be triggered, they will refer the matter to the in-House HR lead/external HR advisor. If the

in-House HR lead/external HR advisor advise that the School's disciplinary or capability procedure is triggered, the individual will have a full opportunity to respond to any factual allegations which form the basis of capability concerns or a disciplinary case against them.

Staff should be aware that when they share what they believe to be a low-level concern, the Head will speak to the adult who is the subject of that concern (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted) – no matter how 'low' level the concern may be perceived to be, to gain the subject's account – and to make appropriate records (as above), which may be referenced in any subsequent disciplinary proceedings.

How the School responds to a low-level concern may be different depending on the employment status of the individual who is the subject of the concern - i.e. whether they are an employee or worker to whom the School's disciplinary and/or capability procedure would apply; or a contractor, member of the AGB, Director or volunteer. The School's response will be tailored accordingly.

**16.9 What action will be taken if it is determined that the behaviour:**

**Whilst not sufficiently serious to consider a referral to the LADO nonetheless merits consulting with and seeking advice from the LADO, and on a no-names basis if necessary?** Then action (if/as necessary) will be taken in accordance with the LADO's advice;

or

**When considered with any other low-level concerns that have previously been shared about the same individual, could now meet the threshold of an allegation, or in and of itself meets the threshold of an allegation?** Then it will be referred to the LADO/other relevant external agencies, and in accordance with the School's Safeguarding Policy, Part 4 of KCSIE 2022 and the relevant procedures and practice guidance stipulated by the School's Local Safeguarding Partnership.

**16.10 How should low-level concerns be held?**

The School will retain all records of low-level concerns (including those which are subsequently deemed by the Head to relate to behaviour which is entirely consistent with the School's Staff Code of Conduct) in a central low-level concerns file.

Where multiple low-level concerns have been shared regarding the same individual these will be kept in chronological order as a running record, and with a timeline alongside. These records will be kept confidential and held securely with access afforded only to a limited number of individuals such as the Head and Chair of the Advisory Governing Body and in-House HR lead.

**16.11 How often should the central low-level concerns file be reviewed?**

The Head will review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews will be made.

Where a pattern of behaviour is identified in respect of a specific individual, the Head will also consider whether any wider cultural issues are at play that may have enabled the behaviour and/or whether the School should arrange for additional training or a review of any of its policies to reduce the risk of it happening again.

## 17 Early Years Foundation Stage (EYFS):

- 17.1 The School will inform Ofsted and ISI, of any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of those allegations. The School will inform Ofsted and ISI of these allegations as soon as reasonably practicable but in any event within 14 days of the allegations being made and action being taken in respect of the allegations. The practitioner with responsibility for safeguarding in the Early Years setting is the Designated Safeguarding Lead.
- 17.2 At least one person who has a current first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings.
- 17.3 All personal cameras and mobile phones are locked away on the EYFS floor and never used in the presence of children. Staff in other areas of the school are required to undergo a risk assessment if wishing to use personal mobile equipment or cameras and should speak to the DSL, Deputy DSL or Director of ICT for guidance if in any doubt. Cameras and mobile technology must not be used in pupil changing areas under any circumstances. Images taken in the EYFS on school equipment, are stored in school and never shared without first obtaining parental/carer permission.
- 17.4 The School must notify Ofsted of any serious accident, illness or injury to or death or any child whilst in their care and of the action taken. Notification must be made as soon as reasonably practicable but in any event within 14 days of the incident. The School must also notify local child protection agencies of any serious accident or injury to or the death of any child whilst in their care and must act on any advice.
- 17.5 EYFS staff attend regular staff supervision please refer to EYFS Staff Supervision Policy.
- 17.6 **Staff Guidance:** Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook. The School's policy on physical restraint is included in the behaviour policy and the Staff Handbook.

## 18 Secure school premises

18.1 **School premises:** The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

18.2 **Visitors' book:** The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

18.3 We give a Child Protection Summary to all visitors on arrival.

### 18.4 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **Contextual Safeguarding** (the assessments of children should consider whether wider environmental are present in a child's life that are a threat to their safety and/or welfare) will also be considered to allow the school to provide as much information as part of any referral process.

More information may be found at:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### 18.4 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. The School has robust protocols in place to ensure that children are only collected by known and trusted adults.

## 19 Safer Recruitment practices

Dumpton School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the statutory child protection checks before starting work. All governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site are also vetted. Our policies are reviewed by governors annually. We refer to DfE guidance Keeping Children Safe in Education.

### 19.1 Staff Recruitment

At Dumpton School we endeavour to recruit staff with suitable qualifications and personal attributes for the vacancies available.

The following system is followed when recruiting staff in order to safeguard children in their care.

**An advertisement** is placed in the Times Educational Supplement or local press giving a brief description of the post available and deadline dates. Applicants are invited to apply for a job description and application form. The job application form will state clearly that full DBS (including DBS Children's Barred List) will be carried out and references undertaken before the applicant takes up employment at the school.

**The person specification** details qualifications, experience and any other requirements needed to perform the role in relation to working with children and young people. It describes the competences and qualities that the successful candidate should be able to demonstrate (Appendix 4)

**The job description** clearly states the main duties and responsibilities of the post and the individual's responsibility for promoting and safeguarding the welfare of children and young person's s/he is responsible for, or comes into contact with.

**The job application form** must be completed alongside any CV, which of is not sufficient on its own to support safer recruitment. The form requires the following:

- applicants to provide their full identifying details including current and former names, date of birth, current address and National Insurance number;
- a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award;
- a full history in chronological order since leaving secondary education, including periods of any post-secondary education or training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment, education or training and reasons for leaving employment;
- a declaration of any family or close relationship to existing employees or employers (including governors);

details of referees including one referee who is the applicant's current or most recent employer. If an applicant has worked with children in the past a reference from that employer should be included. References will not be accepted from relatives or from people writing solely in the capacity of friends;

a statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification;



a statement concerning whether the person is medically, physically and mentally fit to carry out the duties of the position for which s/he is applying.

a statement concerning whether the person has any convictions, cautions or bind-overs

The job application form will include a copy of the school's Child Protection statement; policy on Equal Opportunities; the policy for the Recruitment of Ex-offenders and policy for the Secure Storage, Handling, Use, Retention and Disposal of Criminal Records Bureau Disclosures and Disclosure Information.

- 19.2 **Interview** All applications will be scrutinised to ensure that they are fully and properly completed and that the information provided is consistent and does not contain any discrepancies. The school may undertake online searches as part of this process. Applicants will be asked to identify and gaps in employment.

The interview request will include the interview programme, require the applicant to bring with them original copies of their qualification certificates, passport, driving licence, birth certificate and utility bill showing applicants current name and address (copies will be made and retained on file).

Where possible references will be obtained and verified before interview. This process also applies to internal candidates.

Interviews will be conducted by two or more of the following people as required: Headmaster, Deputy Head, Senior Teacher, Bursar, Finance Bursar, Head of Key Stage 1, Head of Foundation Stage, Head of Catering, Director of Music, Director of Sport, Director of ICT, Head of Department or a member of the Governing Body.

At least one of the Interview Panel will be a member of staff who has been trained in Safer Recruitment. These are currently the Headmaster, the Bursar, the Finance Bursar and the Deputy Chair of Governors.

For a teaching position, part of the interview will include teaching a lesson.

A record will be kept of the interview.

- 19.3 **Offer of Appointment.** An offer of appointment to the successful candidate will be conditional up the receipt of at least two satisfactory references, verification of the candidate's identity, a satisfactory DBS Enhanced Disclosure, verification of qualifications, satisfactory completion of induction/probationary period.

- 19.3 **Induction.** As part of the induction process all new members of staff will be trained by the Designated Safeguarding Lead according to our Child Protection Policies and Procedures. Staff induction also covers the full operating aspects of the school. Induction includes safeguarding training by either the DSL, Deputy DSL or both.

New members of staff will follow a presentation and receive appropriate training for their role at the school. Staff will be provided with:

- a copy of 'Keeping Children Safe in Education 2022 Part One and Annex B'
- the school's Safeguarding and Child Protection Policy (which includes the names of Designated Safeguarding Leads)
- The school's Behaviour Management Policy
- the Staff Handbook (which includes the staff Code of Conduct)

New staff will also be given access to the CGA (Prevent) online module (providing a certificate) and will be sent the KCSiE Dumpton Quiz via email to complete. ALL staff will be sent any new or updated KCSiE Part One document either electronically or via a hardcopy. They will be required to complete the quiz again following any new release.

## 20 Confidentiality and information sharing

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and Children's Social Care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 and in accordance with the requirements of *Working Together to Safeguard Children*.

**Allegations against staff:** Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

## **21 Monitoring**

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review (only if it is an allegation against staff...) to determine whether any improvements can be made to the School's procedures.

If any concerns are raised by the LADO or Ofsted/ISI about safeguarding issues, the following actions should be taken:

- The Designated Safeguarding Lead must carry out an investigation as a priority and comply with any deadlines given.
- The Chair of Governors must report to the LADO or Ofsted/ISI on the findings of the investigation and set out any action to be taken.
- The School must endeavour to comply as soon as possible with any recommendations from the LADO or Ofsted/ISI.

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and will make an annual report to the Governors.

The Governors will undertake an annual review of this policy and the procedures and efficiency with which they have been discharged.

The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

## **22 Children with special educational needs and who are disabled**

- 22.1 Research shows that children with special educational needs and who are disabled are especially vulnerable to abuse and adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect. These children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- 22.2 Additional barriers can exist for adults who work with such children, in respect of recognising abuse and neglect. These can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - Children with SEN and who are disabled can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
  - Communication barriers and difficulties in overcoming these barriers
- 22.3 These child protection procedures will be followed if a child with special educational needs or who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for such children.
- 22.4 Staff responsible for intimate care of children will undertake their duties in a professional manner at all times and in accordance with the school's intimate care policy.

## 23 Mental health support

- 23.1 The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils. Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.
- 23.2 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in the safeguarding policy and speaking to the DSL.

<b>Authorised by</b>	The Board of Governors
<b>Date</b>	21 <sup>st</sup> June 2021
<b>Next Review:</b>	June 2023
	Updated 31 <sup>st</sup> August 2022
	Awaiting authorisation: Nov 2022

<b>Effective date of the policy</b>	September 2022
<b>Circulation</b>	Governors / all staff / volunteers automatically Parents on request Published on the School's website

## Appendix 1 – Contact Numbers (from page 3)

- 1 Dorset Children’s Advice and Duty Service.** For any concern relating to a child, which requires support or advice from Social Services the professionals’ only phone number is **01305 228558**. (Telephoning this number replaces the need to complete an inter agency referral form.)

For children who already have an allocated social worker:

If the child lives in the East or North of Dorset, please contact:

Email: [eastdistrictchildcare@dorsetcouncil.gov.uk](mailto:eastdistrictchildcare@dorsetcouncil.gov.uk) Tel: [01202 868224](tel:01202868224)

If the child lives in the West of Dorset, please contact:

Email: [westdistrictchildcare@dorsetcouncil.gov.uk](mailto:westdistrictchildcare@dorsetcouncil.gov.uk) Tel: [01305 221450](tel:01305221450)

If in any doubt about who to contact, please call 01305 228558

### **PLEASE NOTE: ANYONE CAN MAKE A REFERRAL**

**Concerns regarding the welfare of any child should be acted on immediately. If the DSL or any of the Deputy DSLs are not available – the Head, SMT or an approach to Dorset Children’s Advice and Duty Service should be considered.**

- 2 Dorset Safeguarding and Standards Team** Tel 01305 221122

The team comprises Children’s Services managers and advisors including:

- The Education Safeguarding Standards Advisor Louise Dodds for North and West Dorset) who offers advice and support to Headteachers and Designated Safeguarding Leads in relation to safeguarding and child protection issues
- The Local Authority Designated Officer (the LADO) to whom allegations against adults who work with children in education establishments must be reported
- The Children’s Services ‘Prevent’ Lead

- 3 Dorset Virtual School for children who are in care/ Looked After**

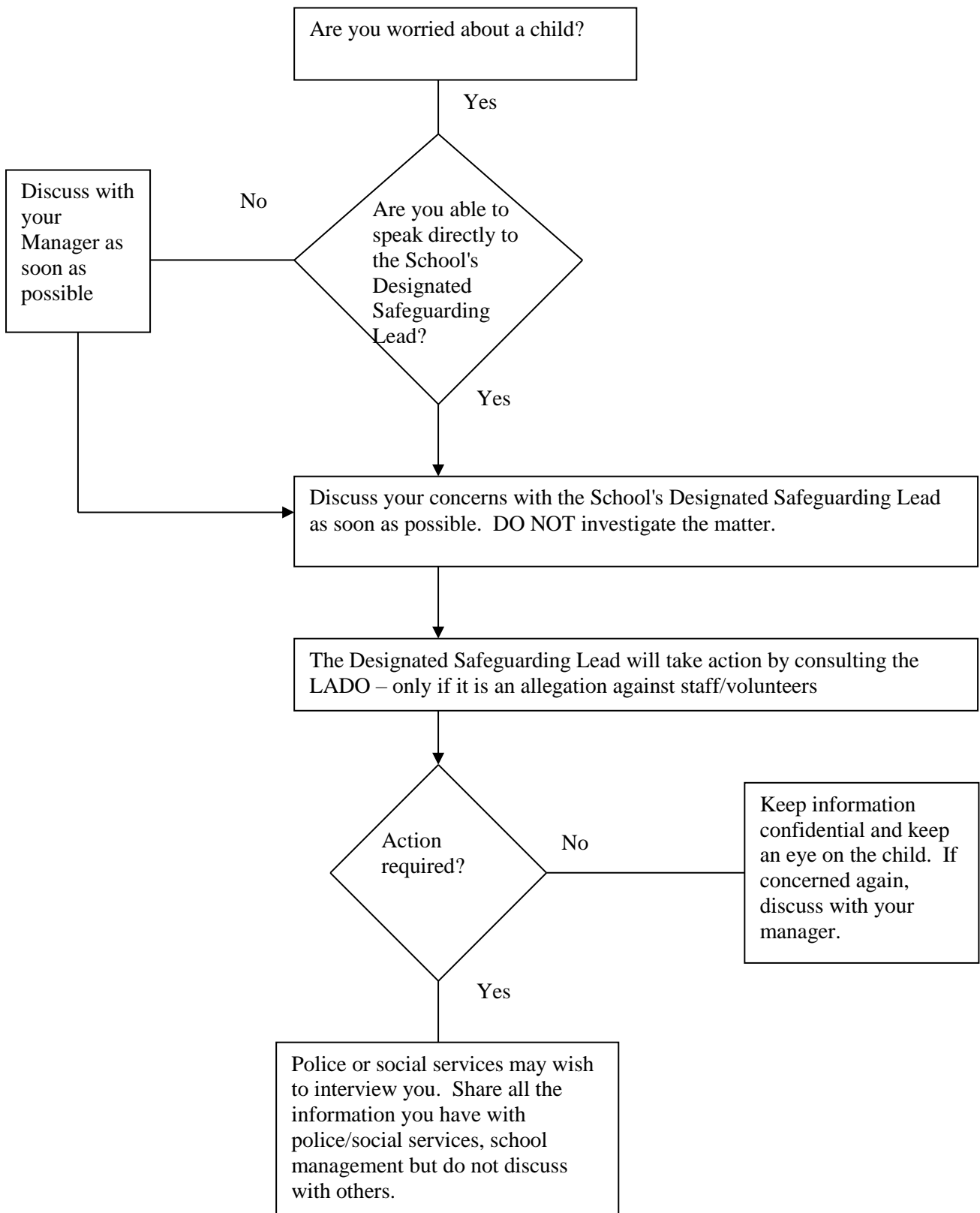
Tel 01305 228350 and 01305 228307

- 4 Dorset Governor Services (for governor safeguarding training)** Tel 01305 224496

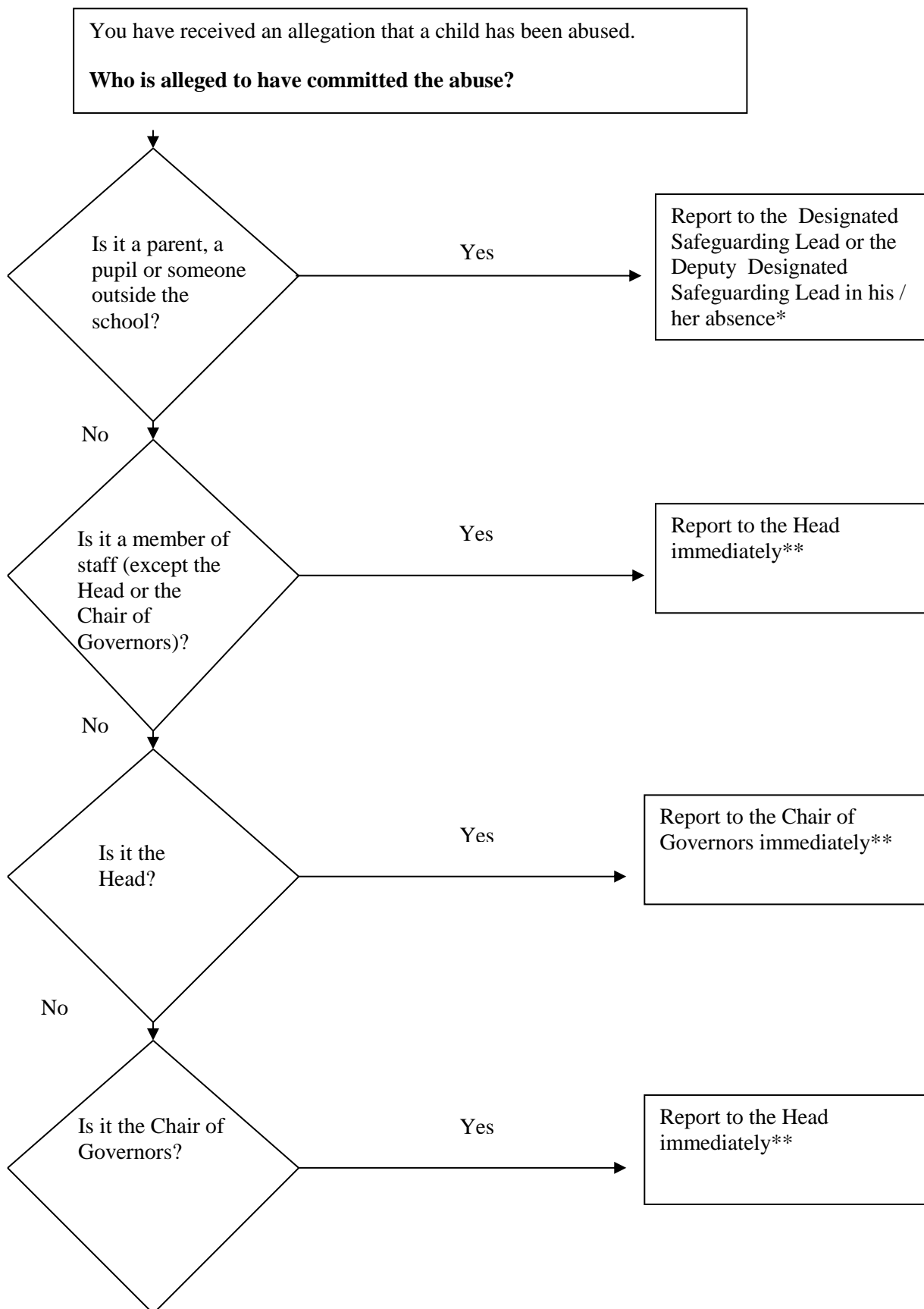
- 5 The following telephone numbers may be useful for pupils:**

- ChildLine is a free confidential helpline for children and young people. You can call any time on 0800 1111, or look at their website at [www.childline.org.uk](http://www.childline.org.uk)
- In an emergency, call the Police on Telephone 999
- The NSPCC have a contact line on 0808 800 5000 for children and young people. Their website is [www.nspcc.org.uk/kidszone](http://www.nspcc.org.uk/kidszone)
- Ofsted’s Whistleblower Hotline 0300 123 3155
- Ofsted enquiries: 0300 123 1231
- Kidscape has helpful advice on [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Another helpful website is [www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)
- The Samaritans can be called at any time on 08457 909090

**Appendix 2**  
**For the Staff Handbook: flowchart for a member of staff worried about a pupil**



## For the Staff Handbook: allegations flowchart



\* The Designated Safeguarding Lead may consult the Head.

\*\* The LADO must be contacted. Follow procedures in *Keeping Children Safe in Education 2021*



## Appendix 3

### Child protection incident reporting

#### 1 Introduction

- 1.1 The use of “MyConcern” and the reporting form comprises part of the School's Child Protection suite of systems and documents and should be read in conjunction with the Safeguarding Policy, which is available on the School's website and from the DSL or the Bursar .

**MyConcern** is an online system used by Dumpton to report incidents, concerns and is used to help manage all safeguarding matters.

**The form** is designed to be completed by any member of staff who receives information raising child protection concerns either through observation or direct disclosure, from a pupil or from another source. The purpose of this form is to ensure that an adequate amount of information is recorded at the outset. This form must be completed as soon as possible after the information is received even where this happens away from the School, for example on an educational visit.

Both approaches apply to Early Years Foundation Stage (**EYFS**) provision.

Do not allow the completion of the form or MyConcern entry to delay notification of the concerns to the School's Designated Safeguarding Lead but pass the completed form/MyConcern entry to the Designated Safeguarding Lead, the Head or Chair of Governors as appropriate, as a matter of urgency.

- a. The School's **Designated Safeguarding Lead** for child protection is Mr Sam Moulton.
- b. The LADO for **Dumpton** School may be contacted by calling Dorset Safeguarding, telephone number 01305 221122

#### 2 Early Help

Sometimes it can be difficult to know when a problem can be dealt with by the school, or whether other agencies should be brought in.

Our first port of call should be to look at the Dorset Threshold Tool. This will help us identify issues at an early stage and make sure families receive the right support at the right time, which will hopefully stop problems from escalating. The tool helps us set goals with the family, track progress and decide when a common assessment, or a referral to children's social care, is needed.

If the school and the family agree that help from other agencies is the best way forward, we should start the common assessment process. The Dorset Threshold Tool can be found under “safeguarding resources” in the safeguarding folder in “Staff Documents”.

#### 3 Data protection information notes

- 2.1 The School holds personal information about pupils in order to safeguard and promote their welfare, promote the objects and interests of the School, facilitate the efficient operation of the School and ensure compliance with all relevant legal obligations.
- 2.2 The content of this form, when completed, will contain personal information which is subject to the provisions of the Data Protection Act 1998. Pupils, and in certain circumstances their

parents, have the right to request access to personal information about them held by the School, including the content of this form, although exemptions may apply depending on the circumstances.

- 2.3 The School will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Head or the Designated Safeguarding Lead, it is deemed necessary we may share this information with the social services or the police for the purpose of child protection investigations.

## To be completed by a member of staff

### Remember:

ask "open" questions and not leading questions, that is, a question which suggests its own answer

listen carefully and keep an open mind

do not take a decision as to whether or not the alleged abuse or neglect has taken place.

## Reporting form

Please complete in black pen	
Date	
Time	
Place	
Member of staff present and position	
Full name of pupil(s)	
<b>Before proceeding have you reassured the child that you are there to help them but you cannot guarantee absolute confidentiality? Have you explained that in some cases you may be able to keep it a secret, but that you may need to pass the information on to the Designated Safeguarding Lead, Mr Sam Moulton, and / or the Head, Mr Saenger, who will ensure the correct action is taken?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Ask the child to explain their concern or allegation and record details of the matter in the space below. Use a separate sheet if necessary and then attach to the form.</b>	
A non-exhaustive list of the details to be included:  what was said or done, by whom, to whom and in whose presence when the incident took place and where whether the child wishes their parents [or legal guardian] to be informed.	
<b>Any additional comments or evidence</b>	
Details may include, for example, any concerns you may have about signs of abuse, emotional ill-treatment or neglect from outside of School.  Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.	

**Any suspicion or complaint of abuse must be reported to the Designated Safeguarding Lead, Mr Sam Moulton, or in their absence, the Deputy Designated Safeguarding Leads, Hilary Shaw, David Morgan, Amanda Goodhew and Tonya Monaghan or if the complaint involves a member of staff or volunteer, to the Head or in his absence the Chair of Governors.**

**DO NOT investigate the matter, as this could prejudice the investigations of outside agencies.**

**Where the concern or allegation is made against the Head, you must immediately inform Chair of Governors or in their absence Vice Chair of Governors without first notifying the Head.**

**Where the concern or allegation is made against the Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead, you must immediately inform the Head.**

**Please record what action you have taken and when**

--

<b>Full name of member of staff</b>	
<b>Signature</b>	

## Appendix 4

### Example Person Specification and Job Description

#### **JOB DESCRIPTION** **Mathematics Teacher**

**JOB TITLE:** Mathematics Teacher

**REPORTING TO:** Senior Deputy and Director of Studies

**JOB PURPOSE:** To teach KS2 and KS3 mathematics at Dumpton School

#### **KEY RESPONSIBILITIES:**

- To liaise with the Head of Department (or deputy) regarding the teaching and provision for mathematics at KS2/3
- To work closely alongside other members of the department
- To track pupil progress
- To instigate imaginative teaching practice in the fields of practical work and independent learning
- To work proactively in the school community to enhance the profile of mathematics in particular
- To attend Departmental Meetings as required
- To become a fully integrated member of a busy and mutually supportive team of teachers
- To participate in appropriate meetings/communications with colleagues and parents as necessary
- To ensure that appropriate Health and Safety and hygiene procedures are implemented
- To understand Safeguarding Children and report any concerns or observations to the Designated Safeguarding Lead
- To teach/supervise children in a range of activities outside their subject specification
- This list of responsibilities is not exhaustive and the employee will be required to perform duties outside of this as operationally required and at the discretion of the Headmaster

#### **PERSON SPECIFICATION** **Mathematics Teacher**

#### **ESSENTIAL ATTRIBUTES:**

- A qualified and experienced Key Stage 2/3 mathematics teacher
- Strong organisational and communication skills
- Approachability and patience
- Creativity and imagination
- Enthusiasm and good humour
- Ambition

#### **DESIRABLE ATTRIBUTES:**

- The ability and willingness to contribute to the extra-curricular life of the school e.g. offering a termly hobby, coaching games as part of the timetable, managing sports teams on a weekly basis

#### **FURTHER INFORMATION:**

- Based at Dumpton School, Wimborne, Dorset, BH21 7AF.
- The school week is from 8.15 am to 5.45 pm Monday to Friday.
- Applicants must undergo an enhanced DBS check before employment can commence.



## Appendix 5

### Child Protection Summary for all Visiting Professionals

#### DUMPTON SCHOOL

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.

You must follow the principles of safer working practice, which include use of technology – on no account should you take contact details 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 Headmaster.

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:

The Designated Safeguarding Lead in this school is: **Sam Moulton**

The Deputy Safeguarding Leads are: **Hilary Shaw and David Morgan**

The Deputy Safeguarding Lead for KS1 is: **Amanda Goodhew**

The Deputy Safeguarding Lead for the EYFS is: **Tonya Monaghan**

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.

## **Appendix 6 – Arrangements for listening to children**

**The following appears in the pupil planner and is discussed with the whole school at assembly by the Headmaster:**

**IF YOU ARE UNHAPPY ABOUT SOMETHING, THERE IS ALWAYS SOMEONE WHO IS PREPARED TO LISTEN AND WILL TRY TO HELP**

**For example, you may feel very upset when:**

- You feel that a punishment is unfair, or in some way, not right
- Another pupil has treated you unkindly, or bullied you
- You find it difficult to make friends
- Someone has taken something of yours and not returned it
- You feel that nobody understands the difficulties you are having with some of your work
- Someone is making fun of you
- You feel you have been spoken to unkindly by a member of staff in class
- You are being teased
- Someone is trying to make you do something which you know is wrong
- OR ANYTHING ELSE WHICH YOU THINK IS WRONG

**If so, you can talk to:**

- Your parents
- Your form teacher, or another teacher
- The Headmaster, the Headmaster's wife or the Senior Deputy
- A matron or teaching assistant
- A close friend, or an older pupil to whom you feel you can turn
- Child Line - 0800 1111
- NSPCC – 0808 800 5000

**You may also find helpful advice at:**

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)

**If you are still unhappy then:**

- You may write to the Headmaster, saying clearly what you are unhappy about
- The Headmaster will meet you to discuss your concerns
- Your concerns will be carefully written down and kept by the Headmaster
- Remember, you may also always talk to the people mentioned above at any time
- At all times, you may have a friend with you

**DON'T 'BOTTLE THINGS UP'. YOU WILL ALWAYS FEEL BETTER WHEN YOU HAVE SHARED YOUR PROBLEM**

