



Child Protection Policy Safeguarding

Reviewed and Approved by Personal Development, Behaviour and Welfare Committee

On: 28 June 2018

Reviewed and Ratified at the St Edward's FGB

On: 5 July 2018

Next Review date: Autumn 2019

Member of SLT responsible: Mr A Bousfield

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

The child protection policy for St Edward's School consists of three main documents:

- the overarching safeguarding policy
- detailed child protection procedures and
- a separate child protection summary sheet. The latter is printed separately and provided routinely for those adults who will have unsupervised contact, even as a 'one-off', with students on a temporary or intermittent basis such as supply, peripatetic or visiting professionals.

A. Safeguarding Policy

St Edward's School recognises that the welfare of every student is paramount. We take seriously our duty to safeguard and promote the welfare of the young people in our care.

Safeguarding children is everyone's' responsibility. Working Together to Safeguard Children 2015, HM Government statutory guidance, defines safeguarding as:

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

The Governors will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (2018) to safeguard and promote the welfare of children in this school.

The Governors are accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

It is important that Governors receive an annual report from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

The Bournemouth and Poole Local Safeguarding Childrens Board also includes that each school and college completes and submits to the Safeguarding Children Board an annual audit of its safeguarding and child protection arrangements, including an audit.

All children have the right to feel safe to learn and to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

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

The purpose of this policy is to:

- afford protection for all students
- enable governors, staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safe place to learn and in which children feel safe

This policy applies to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of the school.

We will endeavour to safeguard children and young people by:

- always acting in their 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
- ensuring the curriculum affords opportunities to learn about keeping themselves safe, particularly when using technology and where appropriate in respect of radicalisation and extremist behaviour
- exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all staff attend "Prevent" training in respect of radicalisation and extremist behaviour
- supporting attendance and taking action if a child is missing school regularly
- appointing a senior member of staff as the Designated Safeguarding Lead and ensuring this person has the time, support, training and resources to perform the role effectively
- ensuring that there is always cover for this role
- appointing a Designated Teacher to promote the educational achievement of children who are looked after/in care. At St Edward's School these are Adam Bousfield (DSL), Daniel Hurley, Catherine Murphy Parry and Nicola Cannings. In their absence, Assistant Heads Mr Adam Bousfield, Mr Ian Henry and Mr Chris Farrow can be contacted.
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- identifying any concerns early and providing appropriate help to prevent them from escalating
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- acknowledging and actively promoting that multi-agency working is often the best way to support children and their families
- taking the right action, in accordance with Bournemouth, Dorset and Poole inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse
- keeping clear, accurate and contemporaneous safeguarding and child protection records
- recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure that at least one appointment panel member has undertaken safer recruitment training

- providing effective management for the above through induction, support and regular training appropriate to role
- adopting a code of conduct for all staff and volunteers
- ensuring all staff are aware of the document 'Keeping Children Safe in Education (2018) and have read part 1 as a minimum.
- all staff to receive safeguarding updates at least annually
- ensuring staff and volunteers understand about 'whistle blowing'
- all staff need to be aware of the early help process and be prepared to identify children who may benefit from early help
- promoting a culture in which staff feel able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance
- implementing recommendations from serious case reviews and ensure safeguarding practice is updated in line with these.

This child protection policy forms part of a suite of policies and other documents which relate to the safeguarding responsibilities of the school. In particular it should be read in conjunction with the

- staff behaviour policy (code of conduct)
- e-safety policies for students and staff
- safer recruitment policy and procedures
- procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate)
- whistle blowing policy
- procedures to respond appropriately when children are missing education
- anti-bullying procedures
- Keeping Children Safe in Education 2018

Throughout this document, 'child' refers to a young person under the age of 18.

B. Child Protection Procedures

These procedures should be read in conjunction with 'Keeping Children Safe in Education: Information for all School and College Staff' 2018.

1. What is Child Protection?

- 1.1 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. What Is Significant Harm?

- 2.1 The Children Act 1989 introduced the concept of significant harm (Section 47) 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.

3. Purpose of These Procedures

- 3.1 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 also to vulnerable young adults over 18 years.

4. Responsibilities and Roles

- 4.1 All adults in the school have a duty to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.
- 4.2 Governors are accountable for ensuring their schools have effective child protection policies which should be reviewed annually and available publicly. The Bournemouth and Poole Local Safeguarding Children Board (LSCB) recommends that each governing body should nominate an individual member to work closely with the Designated Safeguarding Lead and to provide a link between the school and the governing body to monitor whether mandatory policies, procedures and training are in place and effective.

The Nominated Governor in this school is:

Mrs Dom Moody

- 4.3 This school has Designated Safeguarding Leads (DSLs). These are the people with whom concerns about children should be discussed and reported. The school also has Deputy Safeguarding Leads.

Mr Adam Bousfield, Assistant Headteacher is the Designated Safeguarding Lead.
Nicola Cannings, Catherine Murphy Parry and Daniel Hurley Deputy DSLs.
All Senior Leaders have attended and are up to date with their Level 3 Safeguarding training.

- 4.4 In addition, the Poole Children and Young Peoples Social Care Teams (incorporating Children’s Social Care and Early Intervention Services) can provide advice and guidance on safeguarding and child protection matters.

See Appendix 1 for contact details.

- 4.5 All action is taken in line with the following guidance:

- DfE guidance – Keeping Children Safe in Education (Updated 2018)
- Working Together to Safeguard Children (2015) – published by HM Government
- Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance, accessed through the Bournemouth and Poole Local Safeguarding Children Board website www.dwww.bournemouth-pool-lscb.org.uk/contact_us
- What to do if you’re worried a child is being abused – Government Guidance

5. What Is Child Abuse?

- 5.1 It is generally accepted that there are four main forms of abuse. The following definitions are from Working Together to Safeguard Children (2016).

i) **Physical Abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii) **Emotional Abuse**

The persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

iii) **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

iv) **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance use. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5.2 It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time.

6. Recognising Child Abuse – Signs and Symptoms

6.1 Keeping Children Safe in Education (2018) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

6.2 Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'.

Appendix 2 details examples of possible indicators of each of the four kinds of abuse.

7. Students Engaging in Under-Age Sexual Activity

7.1 Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of children who are consenting partners of a similar age is not usual. DSLs will exercise professional judgement when deciding whether to refer to social workers,

taking into account such things as imbalance of power, wide difference in ages or developmental stages, etc.

- 7.2 However, 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.
- 7.3 The inter-agency safeguarding procedures, on the LSCB website, have more information about under-age sexual activity.

8. Allegations Made by Children About Other Children

- 8.1 On occasion, children may be harmed by other students this can be in the form of physical emotional or sexual. The nature of the allegation or concern will determine whether staff should implement the school's anti-bullying procedures or whether a referral needs to be made to the MASH.
- 8.2 These child protection procedures will be followed 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 one of the children is much older than the other.
- 8.3 The process for managing sexually harmful behaviour can be found in the inter-agency safeguarding procedures on the LSCB website. In brief, a multi-agency meeting should be convened by Poole Children and Young Peoples Social Care) following the referral and an action plan agreed.
- 8.4 A school risk assessment using the RAMP form will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.

9. 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 Any child or young person may be at risk of sexual exploitation, 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 DSL. This will then be referred to MASH and the Police.

There is more detailed information and a 'risk matrix' in the inter-agency safeguarding procedures on the LSCB website.

10. Forms of Abuse Linked to Culture, Faith or Belief

All staff in this school 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 and report directly to the Police (KCSIE 2018).

Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. There is a legal requirement to report and concerns directly to the MASH.

Forced Marriage is also 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 they might not return from a holiday abroad.

So called '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.

It is important that staff in all schools are aware of all above forms of abuse and report concerns to the DSL who will seek further advice from the MASH.

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'.

As a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. All staff have been trained in this and any concerns should be referred immediately to the

safeguarding referral unit (police) sru@dorset.pnn.police.uk or 01202 222229 and the MASH.

In this school we recognise that safeguarding against extremism and radicalisation 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 students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught in PSHE 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 students becoming radicalized 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 ringing the Safeguarding Referral Unit.

Bournemouth and Poole has a Channel Programme in place, in accordance with its duties under the Counter-Terrorism and Security Act 2015. This is where multi agencies work in partnership and discuss individuals who have been referred by the Police as being vulnerable to being drawn into terrorism.

There is more information about specific safeguarding issues and links to websites in Part one of 'Keeping Children Safe in Education' 2018.

11. Responding to the Child Who Discloses (Talks About) Abuse

All staff and volunteers will:

- Listen carefully to what is said
- Avoid showing shock or disbelief
- Observe the child's demeanor
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a 'secret'
- Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events. They will not stop him/her in order to find a 'witness' as this could inhibit the child from saying more
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary they should be framed on an open manner and not 'lead' the child in any way. Remember TED: Tell me.... Explain.... Describe...
- Reassure the child, if necessary, that s/he has done the right thing in telling
- Explain what will happen next and with whom the information will be shared

- Not ask the child to repeat the disclosure to anyone else in school – including the DSL - or ask him/her or any other children who were present to write a written account or ‘statement’

12. Taking Action

- 12.1 Where physical injuries have been observed, these will be carefully noted but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the child’s body.
- 12.2 Any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy as soon as possible or, where this is not possible and concerns are immediate, ensure a referral is made without delay to the Poole MASH which covers the area in which the child and family live.
- 12.3 Where the child already has an allocated social worker, that person or a manager or duty worker in the same team will be contacted promptly.
- 12.4 If the child can understand the significance and consequences of making a referral to social workers, they will be asked for their views. It will be explained that whilst their view will be taken into account, the school has a responsibility to take whatever action is required to ensure the child’s safety and that of other children.
- 12.5 A written record will be made (ideally on a standard school ‘concern’ form) of what was said, including the child’s own words, as soon as possible.
- 12.6 The DSL will decide whether to contact parents at this stage, judging whether to do so is likely to place the child at risk of harm from their actions or reactions - for example in circumstances where there are concerns that a serious crime such as sexual abuse, domestic violence or induced illness has taken place. If in any doubt, the DSL or staff member will call the MASH first and agree with him/her when parents/carers should be contacted and by whom. The reason for the decision not to contact parents/carers first will be recorded in the child’s school child protection file.
- 12.7 A child protection referral from a professional cannot be treated as anonymous.
- 12.8 Where there is no disclosure by a child but concerns are accumulating, such as in relation to neglect or emotional abuse, the DSL will ensure that all information is brought together and that s/he makes a professional judgement about whether to refer to outside agencies.
- 12.9 A member of staff who reports concerns to the DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he can press for reconsideration and if following this, s/he still believes the correct action has not been taken, can refer the concerns directly to social workers.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children and Young Peoples Social Care if the child's situation does not appear to be improving (KCSIE)

In order to do this, we will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse, Pastoral Worker, SENCO, Family Outreach Worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

Any students causing a concern should be referred initially through the pastoral referral system where they will be assessed and allocated or referred to the appropriate agency.

13. Responding to Concerns Reported by Parents/Carers or Others in the Community

- 13.1 Occasionally parents/carer or other people in the local community tell school staff about an incident in or accumulation of concerns they have about the family life of a child who is also a student at the school.
- 13.2 If the incident or concern relates to safeguarding or child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way.
- 13.3 It is preferable if the parent/carer / community member who witnessed or knows about the concerns or incident makes a call to Poole Children and Young Peoples Social Care themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.
- 13.4 If the parent/carer / community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.
- 13.5 This process also applies to parents/carer / community members who are also school staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

14. Domestic Abuse Alerts

As part of the joined up approach to safeguarding across Dorset, we receive information from the police to alert our Designated Safeguarding Lead when there has been an incident of domestic abuse in a household where a St Edward's student lives. We are not informed of the detail of the incident, only that it has occurred. This allows us to monitor and to support the student(s) concerned.

If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need-to-know basis, i.e. those who are immediately responsible for the student(s)' welfare such as the form tutor or Year Leader.

Where a multi-agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school-related information may be shared with the school after the meeting.

More information on Safeguarding can be found on our website (under Safeguarding) or alternatively the National DV helpline 0808 2000247, Poole DA Outreach 01202 710777.

15. Remember

15.1 Any suspicion or concern that a child or young person may be suffering, or at risk of suffering significant harm, MUST be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy. If they are not available the staff member will discuss their concerns as soon as possible with either

- another senior member of staff or
- the duty worker in the Poole MASH Team responsible for the area where the child lives.

Anyone can make a referral to the MASH, not just the DSLs.

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

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

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

15.5 The DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form as soon as possible and at least within 48 hours. Any pre-existing assessments such as through the Common Assessment Framework should be attached.

See Appendix 3 below for detailed record keeping guidance.

16. Response from EHAP and/or MASH

- Referral

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

The Designated Safeguarding Lead should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again. If s/he disagrees with the decisions made by social workers or the outcome of the referral, the matter can be raised under the escalation policy (available on the LSCB website).

- Assessment

All assessments should be planned and co-ordinated by a qualified social worker. They should be holistic, involving other professionals, parents/carers and the children themselves as far as practicable. Assessments should show analysis, be focused on outcomes and usually take no longer than 45 working days. School staff have a responsibility to contribute to the assessment.

- S47 Enquiries (regarding significant harm)

The process of the investigation is determined by the needs of the case, but the child/young person will always be seen as part of that process. On occasions, this will mean the child/young person is jointly interviewed by the Police and social workers, sometimes at a special suite where a video-recording of the interview is made.

- The Child Protection Conference

If, following the s47 enquiries, the concerns are substantiated and the child is judged to be at risk of significant harm, a Child Protection Conference (CPC) will normally be convened. The CPC must be held within 15 days of the first strategy discussion and school staff will be invited to attend - normally the Headteacher or DSL. This person will produce a written report in the correct format (a pro forma is available on the LSCB website). This will be shared with the child/young person and his/her family before the conference is held. A copy will also be sent to the person chairing the initial CPC at least 24 hours in advance.

If the DSL disagrees with the decisions made by social workers regarding the outcome of the referral, the conclusions of the assessment or any actions taken, the

matter should be discussed and if necessary escalated to more senior managers (under the escalation policy available on the LSCB website), *particularly* if the child's situation does not appear to be improving.

17. Responding to Allegations or Concerns about Staff or Volunteers

- 17.1 Rigorous recruitment and selection procedures and adhering to the school's code of conduct and safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers. However, if a member of staff has any reason to believe that another adult in school has acted inappropriately or abused a child or young person, they will take action by reporting to the Headteacher. Even though it may seem difficult to believe that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.
- 17.2 If the allegation/concern is about the Headteacher, it will be discussed with the Chair of Governors or the Local Authority Designated Officer (LADO).
- 17.3 Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

Poole: Julie Murphy (01202 633694)

John McLaughlin (01202 714677)

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

Staff have been made aware of the NSPCC whistle blowing helpline
<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

18. SEND

- 18.1 Research shows that children who have special educational needs or disabilities are especially vulnerable to abuse and adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect.
- 18.2 These child protection procedures will be followed if a child who has additional needs discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who has additional needs.
- 18.3 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.

19. Safer Working Practice

19.1 All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. Advice on safer working practice can be found in the school's Code of Conduct. *Ref Safer Working Practice Guidance*

20. Training

20.1 Child protection will be part of induction for all staff and volunteers new to the school. They will be given a copy of this policy, the Code of Conduct, details about the role of the DSL and part one of 'Keeping Children Safe in Education: information for all school and college staff'.

20.2 This will be followed up by basic safeguarding and child protection training that equips individuals to recognise and respond appropriately to concerns about students. The depth and detail of the training will vary according to the nature of the role and the extent of involvement with children.

20.3 Staff who do not have designated responsibility for safeguarding and child protection, including the Headteacher and qualified teachers, will undertake suitable refresher training at appropriate intervals in line with KCSIE and LSCB Guidance.

20.4 When DSLs and Deputies take up the role they will book onto enhanced training – provided through the LSCB multi-agency course. They must be updated at 2-yearly intervals after that.

20.5 Designated Teachers for Looked After Children (mandatory for maintained schools and best practice in others) will undertake appropriate training. In Poole this is provided by the Virtual School for Children in Care.

See Appendix 1 for contact details.

20.6 It is recommended by the LSCB that all trustees and governors attend training, briefings or other input which equips them to understand fully and comply with their safeguarding duties as set out in 'Keeping Children safe in Education'.

21. Raising concerns about safeguarding practice in our school

21.1 In this school we promote a culture where any staff or volunteers feel able to raise with the Headteacher any concerns about safeguarding or child protection practice.

21.2 Any issues which they have not been able to resolve with the Headteacher should be reported to the Governors in the first instance. If they are still not satisfied they should approach the designated officer (also known as the LADO).

21.3 Staff should refer to the school's whistle-blowing policy for more information.

22. Information for Parents and Carers

- 22.1 The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted

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

St Edwards will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with St Edwards. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Our responsibilities are set out in this policy. It reflects statutory guidance and the Inter-Agency Safeguarding Procedures, which can be found on the Bournemouth and Poole Local Safeguarding Children Board website.

<http://www.bournemouth-poole-lscb.org.uk/>

- 22.2 If you have any questions about this please speak to the Designated Safeguarding Leads: Mr Adam Bousfield (DSL), Mr Daniel Hurley (Deputy DSL), Mrs Catherine Murphy Parry and Mrs Nicola Cannings.

23 Children Missing from Education

The school will keep its admission register accurate and up to date

The school attendance policy is regularly updated and understood by all staff.

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school and the SAW to contact the family, the school will follow the LSCB procedure and refer to the Local Authority education welfare/attendance service.

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

C. Child Protection Summary for all Temporary Staff

St Edward's

As an adult working in this school you have a duty of care towards all students. 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 includes use of technology – on no account should you take images of students on personal equipment, including your mobile phone. Staff should work within the School E safety Guidance and Policy

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

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 Leads (DSLs), Mr Adam Bousfield (DSL), Mr Daniel Hurley (Deputy DSL), Mrs Catherine Murphy Parry and Mrs Nicola Cannings.

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 student which leads you to think his/her needs are being neglected
- a student 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 Deputies.

If a student 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 student 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 student to repeat the disclosure to anyone else in school, ask him/her or any other student 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.

This school has a child protection policy and a staff code of conduct - available from the DSL if you would like to read them.

USEFUL CONTACTS

1) Poole Children's Services Teams (incorporating Children's Social Care and Early Intervention Services)

When making new referrals ask for the Child Care Duty Officer for the area in which the student lives: Poole

2) Children and Young Peoples Social Care 01202 735046

3) LADO and Education Safeguarding Adviser
Julie Murphy (01202 633694)
John McLaughlin (01202 714677)
Jill Aiken (01202 714747)

4) Poole Virtual School for children who are in care/ Looked After:
01202 262736

5) Poole Governor Services (for governor safeguarding training):
01202 633770

6) Safeguarding referral unit (police) sru@dorset.pnn.police.uk or
01202 222229

7) Multi Agency Safeguarding Hub (MASH) 01202 735046

The Designated Safeguarding Lead is: Mr Adam Bousfield
01202 740950

The Deputy Designated Staff for Safeguarding are: Mrs Nicola Cannings
Mr Daniel Hurley
Mrs Catherine Murphy Parry
01202 740950

The Lead Safeguarding Governor is: Mrs Dom Moody
01202 740950