

# Safeguarding and Child Protection Policy

Dauntsey's School fully recognises its responsibilities for safeguarding and child protection.

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Policy Owner:	A. L. Jackson - Deputy Head Pastoral

Key Safeguarding Personnel			
Role	Name	Telephone	Email
Headmaster	Mr M. Lascelles	01380 814503	headmaster@dauntseys.org
Designated Safeguarding Lead (DSL)	Mrs A. L. Jackson	01380 814508/ 07724 537630	a.jackson@dauntseys.org
Deputy DSLs (DDSL)	Miss E. S. Conidaris	01380 814557/ 07980 730622	e.conidaris@dauntseys.org
	Mrs Z. C. Ross	07796 538240	z.ross@dauntseys.org
	Mr W. R. Walker	07796 538448	w.walker@dauntseys.org
	Mrs C. N. Jones	01380 814518	c.jones@dauntseys.org
Nominated Governor	Mrs J. L. Green	01380 814500	j.green2@dauntseys.org
Chairman of Governors	Mrs V. Nield	01380 814500	v.nield@dauntseys.org
Mental Health Lead	Mr G. P. James	01380 814500	g.james@dauntseys.org
Designated Teacher for Looked After Children	Mrs A. L. Jackson	01380 814508	a.jackson@dauntseys.org
The key safeguarding responsibilities within each of the roles above are set out in <b>Keeping Children Safe in Education (2022)</b>			

If you believe a child has suffered or is likely to suffer significant harm, Children's Social Care must be contacted immediately:

**Children's Social Care referrals:** Multi-Agency Safeguarding Hub (MASH): 0300 456 0108  
Out of hours: 0300 456 0100

**Wiltshire Designated Officer for Allegations (DOFA):** 01225 713945/ 0300 456 0108

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the emergency services on 999.

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## Introduction

Dauntsey's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2022)
- The Procedures of the Safeguarding Vulnerable People Partnership (SVPP)
- Prevent Duty Guidance for England and Wales (2021)
- National Minimum Boarding Standards
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

See **Appendix 1** for further relevant guidance documents

Dauntsey's Safeguarding and Child Protection Policy reflects the ethos of the School, which is to respect the individuality and integrity of a pupil while recognising that while in a community there must, inevitably, be sensible rules and regulations. Dauntsey's is fully committed to equal opportunities and makes no distinction by gender, sexual orientation, race, religion, culture or disability. Pupils from widely differing backgrounds are warmly and equally welcomed to the School community.

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.
- early help or intervention is promoted.

Where a child is suffering harm, or is likely to do so, immediate action will be taken to protect the child. Action will also be taken to promote the welfare of a child in need of early help or intervention, even if they are not suffering harm or are not at immediate risk, through inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches. Dauntsey's has a responsibility to have in place a process, in line with those from the Safeguarding Vulnerable People Partnership (SVPP), for responding to allegations made against those who work with children on a paid or voluntary basis.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm due to abuse by one or more pupils, a referral will be made to the MASH. Where bullying is thought to have taken place, but a child has not suffered significant harm or is not likely to suffer significant harm the School's anti-bullying policy will be followed. In all circumstances the welfare of the children concerned will be the priority. In the event of disclosures about child-on-child abuse all children involved, whether perpetrator or victim, will be treated as being "at risk" and the Child-on-Child Abuse policy will be followed.

## Scope

Safeguarding is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online that incorporates pupil physical and mental health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and personal, social, health, and economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Anti-Bullying Policy
- Code of Conduct (Policies for Staff, Pupils and Governors)
- Complaints Policy
- Complementary Curriculum and Personal and Social Education Policy
- Equal Opportunities Policy
- E-Safety Policy
- Health and Wellbeing Policy
- ICT Acceptable Use Policy for Staff and Pupils
- Mental Health and Wellbeing Policy
- Missing Child Procedure
- Child-on-Child Abuse Policy
- Rules, Rewards and Sanctions
- SEND Policy
- Sharing of Nudes and Semi-nudes Policy
- Relationships and Sex Education Policy
- Teaching and Learning Policy
- Use and Abuse of Technology Policy
- Whistleblowing Policy

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for, or on behalf of, the School, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in School (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all pupils on the School roll.

**Any safeguarding concerns or disclosures of abuse relating to a child either at School or outside of School hours and online are within the scope of this policy.**

## Designated Safeguarding Lead (DSL)

The School's Governing Body has appointed a member of staff of the School's SLT with the necessary status and authority, Designated Safeguarding Lead, to be responsible for matters relating to child protection and welfare.

The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 6.

If the Designated Safeguarding Lead is unavailable, his/her duties will be carried out by one of the Deputy Designated Safeguarding Leads.

In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable.

## Expectations

All staff are:

- familiar with this safeguarding policy and all associated policies and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- aware of the importance of professional curiosity.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2022). School leaders and all staff working directly with children have also read Annex B and Part 5.

## Governors

As key strategic decision makers and vision setters for the School, the governors will make sure that the policies and procedures are in line with national and local safeguarding requirements. Governors will work with the SLT to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Whole school approach to broad and balanced curriculum embedding safeguarding teaching	Ensure that all the Policies & Procedures (listed on Page 4) are in place, followed and reviewed	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team
Staff training, including regular safeguarding updates	Children Missing out on Education (CMOE) and Children Missing Education (CME)	Deputy Designated Safeguarding Lead (DDSL)
Children taught about online safety	Early help Female Genital Mutilation (FGM) Honour based abuse (HBA) Forced Marriage	Designated teacher for looked-after children (even if there are no LAC on roll)
Online safety training for staff	Child-on-Child abuse Mental Health	Mental Health and Wellbeing Lead
Annual review of online safety arrangements	Reporting abuse, including dealing with a child at immediate risk /SVPP procedures	
D/DSL and LAC training	Children with SEND and a physical health issue	
Preventing Radicalisation	Safeguarding policy review Whistleblowing	
Teaching relevant staff confidence to deliver RSHE/CC(PSHE) to all pupils	E-safety policy Staff Code of conduct including low-level concerns about staff conduct	
KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)	Multi-agency working Pupil Code of Conduct (Rules, Rewards and Sanctions)	
Whistleblowing	Relationships and Sex Education policy Complementary Curriculum (PSHE) policy Staff contribution to policy	

## **Concerns and allegations management**

The chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Head Master.

See also ‘Managing concerns and allegations against staff’.

## **Boarding Governor**

In addition to a nominated governor for safeguarding there is a nominated boarding governor who monitors the welfare of the pupils who board at school.

## **Audit**

The nominated governor (NSG) for safeguarding collaborates with the Head Master and the D/DSL to complete an annual safeguarding audit return to the local authority.

## **Safer Recruitment**

The governors monitor the School’s safer recruitment practice, including the Single Central Record and at least two governors are trained in safer recruitment at any one time.

## **Monitoring and Review**

The Head Master ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff and should be easily understood by staff, children and parents.

Governors ensure that safeguarding is an agenda item for every full governing body meeting.

The Head Master ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually, or earlier, as required by changes to legislation or statutory guidance.

The Safeguarding Governor meets the DSL every term to monitor the effectiveness of this policy.

The Safeguarding Governor carries out a safeguarding audit annually which is presented to the June Full Board Meeting.

## **Mandatory Procedures - Staff and adults at school**

### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and the School follows the guidance set out in Part 3 of KCSiE 2022.

At Dauntsey's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, volunteers and teacher trainees on salaried routes) who work at the school.
- all members of the governing body.

See also Training (page 22).

### **Code of conduct**

Dauntsey's is committed to positive academic, social and emotional outcomes for the pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

### **Identifying the Signs**

All staff know how to recognise, and are alert to, the signs of neglect and abuse and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse and exploitation, 'all' risks outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2022) and Sexual violence and sexual harassment between children in schools (2021) and Appendix 5 of this document are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2022).



## **Responding to Concerns/Disclosures of Abuse**

Flowcharts provided by the SVPP that set out the required procedures for staff to follow when they have a safeguarding concern are displayed in staff areas for easy reference. All staff adhere to DOs and DON'Ts when responding to a disclosure of abuse (Appendix 2).

All staff record any concern about, or disclosure by, a pupil of abuse or neglect and report this to the D/DSL. It is the responsibility of each adult in School to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. Anyone can make a referral. Dauntsey's uses the safeguarding platform MyConcern and staff know how to report a concern on this platform.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

In some circumstances, the D/DSL, or member of staff, seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL or DDSLs are always available during School hours for staff to discuss any safeguarding concerns. Out of school hours and in the holidays, the DSL/DDSL can be contacted via email or mobile.

The voice of the child is central to the safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

If concerns are raised or if there is an allegation of abuse or if a child is likely to suffer serious harm the DSL will report this to the MASH as soon as possible and within 24 hours of disclosure.

Should concerns be raised about a child in need the DSL will seek appropriate support from an external agency. Informal discussions with the MASH take place without names being given should the DSL require advice and guidance about the welfare of a child. Parental consent is not required to make a referral to statutory agencies.

## **Online Safety**

ICT Acceptable Use for Pupils Policy:

<https://dauntseys.fireflycloud.net/resource.aspx?id=580603&officeint=on>

The Use and Abuse of Technology Policy:

<https://dauntseys.fireflycloud.net/resource.aspx?id=580604&officeint=on>

The E-Safety Policy:

<https://dauntseys.fireflycloud.net/resource.aspx?id=581159&officeint=on>

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Dauntsey's ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Dauntsey's acknowledges the fact that many children have unlimited and unrestricted access to the Internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures and/or the policy and procedures to deal with the sharing of nudes and semi-nudes, when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non consensually (often via large group chat)], and view and share pornography and other harmful content.

### **Managing Concerns and Allegations Against Adults (including all staff, volunteers and contractors)**

Dauntsey's follows the procedure set out in the SVPP 'Allegations Against Adults' flowchart which is displayed in staff areas for easy reference and is included in Appendix 4. Where anyone in the School has a concern about the behaviour of an adult (including online) who works or volunteers at the School, including Governors and contractors, they must immediately consult the Head Master, who will refer to the local authority Designated Officer for Allegations (DOFA).

Should the Head Master be subject to allegation or suspicion the matter should be referred immediately to the Chair of Governors without notifying the Head Master first.

Where there is a conflict of interest in reporting the matter to the Head Master, the DOFA will be contacted directly.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Dauntsey's promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/ allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern' (Page 8).

All members of staff and volunteers have read and signed to confirm that they have understood the school's staff Code of Conduct (the staff behaviour policy for safer working practice), all contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to contractors will be notified to their employers for investigation and potential referral to the DOFA. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

Dauntsey's will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations/ threshold to consider a referral to the DOFA. This is the Head Master or where the Headmaster is the subject of an allegation, the Chair of Governors.

Those wishing to voice concerns about safeguarding to the Head Master rather than to the DSL should feel free to do so. What is important is that all information relating to safeguarding issues is passed on and not ignored.

Should circumstances be such that it is difficult for the member of staff or volunteer to contact the DSL or Deputy DSL, e.g. the member of staff/volunteer is accompanying pupils on a trip during School holidays, the member of staff should contact the appointed contact person at School and they will then contact either the DSL or the Head Master.

If an allegation is made against the DSL, the member of staff receiving the allegation must immediately inform the Head Master. Should he be absent the allegation should be passed to the Chair of Governors.

It is the Head Master's role to handle all allegations about staff.

Should the need arise, anyone can make a referral to Children's Social Care and/or the police if necessary. Where a member of staff makes a referral directly, s/he should inform the DSL as soon as possible thereafter.

### **Managing low level concerns about adults**

Dauntsey's operates a 'low-level' concerns policy in accordance with KCSiE. Low-level refers to behaviour that is: inconsistent with expectations set out in the staff Code of Conduct, including inappropriate conduct outside of work, and/ or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

Reporting low-level concerns helps to create and embed a culture of openness, trust, and transparency in which the School's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

All low-level concerns will be reported to the Head Master or DSL; low-level concerns about the Head Master will be reported to the Chair of Governors.

Dauntsey's will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Code of Conduct), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Head Master/ DSL will collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been raised anonymously;
  - to the individual involved and any witnesses.

Reports about supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

Staff are encouraged to self-refer where 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.

All low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted respecting wishes to remain anonymous as far as reasonably possible. Records will be retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Please see Low Level Concern Recording Form at Appendix 7.

## **Whistleblowing**

In accordance with our school's whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime. The whistleblowing procedures, as described in the Whistleblowing Policy and as also reflected in staff

training and the Staff Code of Conduct and shared with pupils are in place for such concerns to be raised with any member of the Senior Leadership Team (SLT). Systems are in place and well promoted so that children can confidently report concerns of abuse, knowing that their concerns will be treated seriously, and knowing that they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with SLT or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Chair of Governors.

### **Escalation of Concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary. <https://www.wiltshirescb.org.uk/news/wscb-case-resolution-protocol-18/>

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### **Record Keeping and Information Sharing**

The School:

- liaises with partner organisations to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
  - by the setting/school/organisation previously attended by the child.
  - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will liaise regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using MyConcern, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing - Department for Education (DfE) (2018) and in line with the Wiltshire Council's Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

The School is committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

## **Visitors**

All visitors sign in and out using INVENTORY, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in School.

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at School. Careful consideration is given to the suitability of any external organisations. School completes an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to the School, we will contact the relevant organisation to verify the individual's identity, if necessary.

See also **Site Security and Visitor Access Policy**.

## **Site Safety**

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy.

## **Off-site Visits and Exchange Visits**

We carry out risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns, or allegations that happen offsite, staff will follow the procedures described above and the SVPP flowcharts as appropriate.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

## **Mandatory Procedures - Supporting children**

### **A culture of listening to children**

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. An alleged victim will never be made to feel like they are creating a problem for making a report. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via the Student Voice platform, forums and surveys. This data informs our practice and policies.

### **Curriculum - teaching about safeguarding**

Our pupils access a broad and balanced curriculum (age and stage of development appropriate) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The CC curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection such as online safety including when accessing remote learning

- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Examples of topics:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

### **Remote learning**

If the school is required to change the way provision to children is offered due to exceptional circumstances (e.g. during a pandemic lockdown, self-isolation), staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location, and contact details)
  - temporary changes to procedures for working with children e.g. online.
  - amended procedures for reporting concerns
  - safeguarding training arrangements
  - timescales for such changes so that all children, families, and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.



## **Early help**

At Dauntsey's, all staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

The D/DSL uses:

- The guidance on the Wiltshire Pathway website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

## **Children with Special Education Needs and Disability (SEND) or physical health issues**

Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognize that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

## **The use of 'reasonable force' in school**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Dauntsey's follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for ‘use of reasonable force.’ Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

## **Mandatory Procedures – Specific forms of abuse and safeguarding issues**

### **Child-on-Child Abuse**

All of our pupils have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

All staff will challenge abusive behaviour between peers. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBTQ+ (or are perceived to be) may be targeted by other children. Child-on-child abuse is not tolerated, passed off as ‘banter’ or seen as ‘part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment.

Child-on-child abuse is likely to include but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in Rules, Rewards and Sanctions.

Any pupil who may have been victimised and/or displayed such harmful behaviours along with any other child affected by child-on-child abuse will be supported through the School’s pastoral system

and the support will be regularly monitored and reviewed. Both the alleged victim and alleged perpetrator are treated as a safeguarding concern and support is provided by the school for both individuals.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported, and valued, and that the issues they raise will be taken seriously.
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

#### Child-on-child sexual violence and sexual harassment

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Policy and Procedures on Child-on-Child Abuse:

<https://dauntseys.fireflycloud.net/resource.aspx?id=580601&officeint=on>

Policy and Procedures to Deal with the Sharing of Nudes and Semi-Nudes:

<https://dauntseys.fireflycloud.net/resource.aspx?id=581155&officeint=on>

## **Serious Violence**

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

## **Missing Children and Children Missing Education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing - whereabouts unknown or
- Missing education - (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The DSL shares any unauthorised absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

## **Mental Health**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood,

adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

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 or a DDSL.

More information can be found in the mental health and behaviour in schools guidance: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

## **Preventing Radicalisation**

Protecting children from the risk of radicalisation is seen as part the School's wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the MASH.

## **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

Where an act of FGM appears to have been carried out, the case will be reported to the police by the member of staff who discovers it, as required by law. The number to call is 101.

## **Domestic Abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

## Staff training

All members of staff, volunteers and Governors have read, signed and understood the school's Code of Conduct.

The School ensures that training attended meets the minimum standards set out by SVPP in the document 'SVPP recommended minimum standards for child protection training'.

### Induction

The welfare of all the pupils is of paramount importance. All staff, including volunteers, are informed of our safeguarding procedures including online safety during induction. Induction covers the school's Safeguarding and Child Protection policy, the Policy and Procedures to deal with child-on-child abuse, pupil behaviour policy (Rules, Rewards and Sanctions), procedures for children missing education, staff Code of Conduct (including guidance on relationships and use of social media), the Whistleblowing policy, reporting and recording arrangements, and the identities and contact details of the DSL and DDSLs. New staff receive a copy of the Safeguarding and Child Protection Policy, KCSiE Part One, Annex B and Part Five and access to all related policies as outlined on Page 4. The induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the School – our staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

### Safeguarding Training

This training is for all staff and is updated every 3 years as a minimum, to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety; and this is updated as necessary.

All staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

<https://dauntseys.fireflycloud.net/resource.aspx?id=583784&officeint=on>

School Prefects receive Safeguarding training before taking up their roles.

## **Advanced Training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g.: via e-bulletins or safeguarding networking events with other D/DSLs.

## **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

## **Designated Teacher for Looked After Children (LAC)**

**The designated teacher for looked after children has attended training specific to this role.**

## **Preventing Radicalisation**

All staff receive Prevent awareness training.

## **Staff Support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a member of SLT and to seek further support as appropriate.

## **Governors**

Governors undertake the School's Governors' Induction programme, including safeguarding and child protection (and online) training and also receive safeguarding updates. They may choose to complete face to face training for governors provided by Wiltshire Council or other external courses. In addition, governors may choose to attend whole school safeguarding and child protection training.

## Appendix 1

### Related Legislation and Key Documents

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**The Human Rights Act 1998** - sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

**Equality Act 2010** - According to the Equality Act, schools and colleges **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

**Information Sharing - Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015.** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, 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.

**Mental Health and Behaviour in Schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of the applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have



a duty to carry out a barred list check on any new carer - section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers' Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

**Sexual violence and sexual harassment between children in schools and colleges (2021)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

**Preventing and Tackling Bullying (2017)** Advice for schools on effectively preventing and tackling bullying.

**Behaviour and Discipline in Schools (2016)** Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

## **DOs and DON'Ts when responding to a disclosure of abuse**

### **DO:**

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully.**
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell** the child what you are going to do next.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail on MyConcern without delay, using the child's own words where possible. Include the body map when necessary.

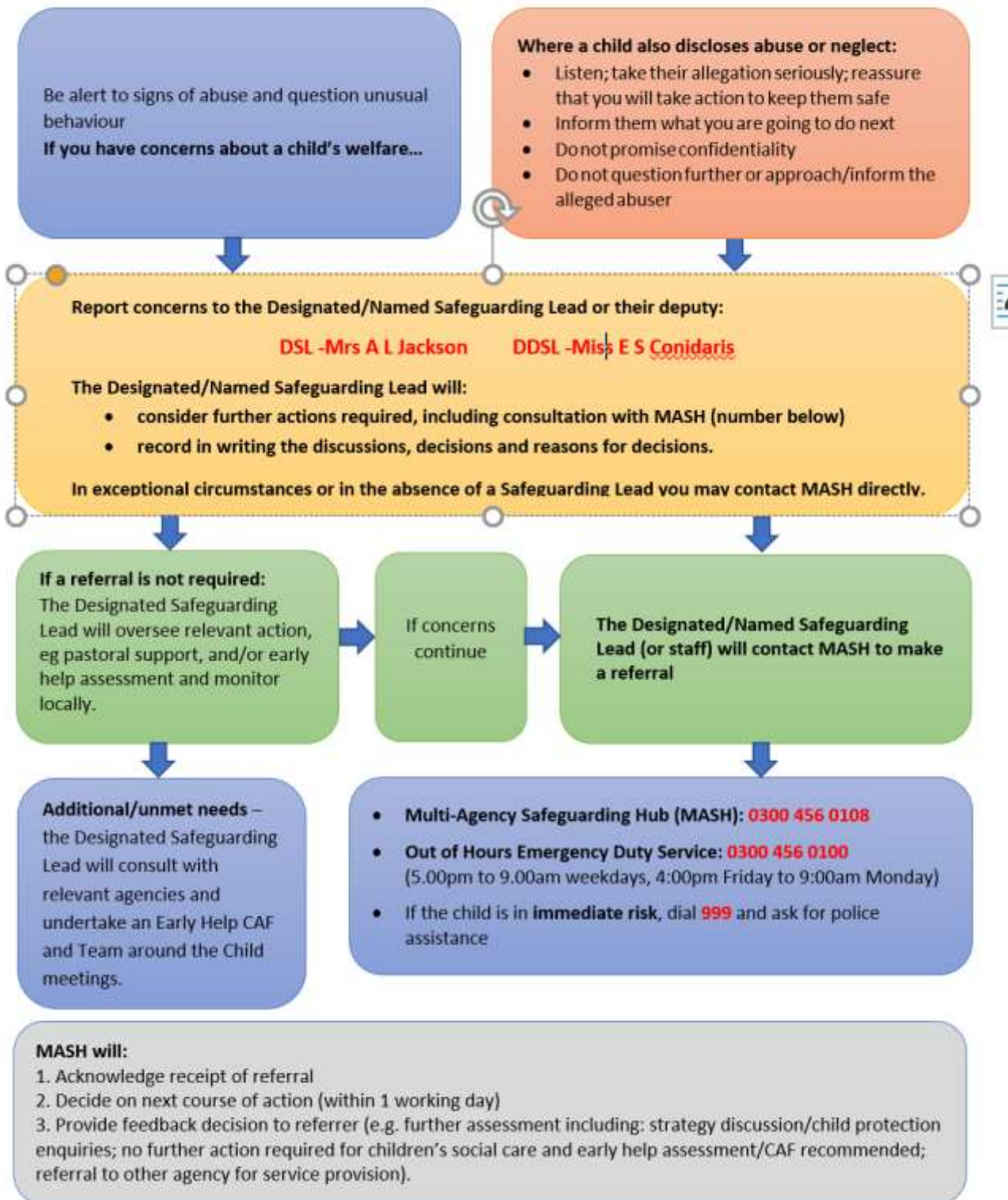
### **DO NOT:**

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking.
- ask the pupil to write an account.
- interview the pupil and try to investigate the allegation yourself.
- promise confidentiality e.g. say you will keep 'the secret'.
- approach or inform the alleged abuser.

## Appendix 3

### What to do if you are worried a child is being abused or neglected

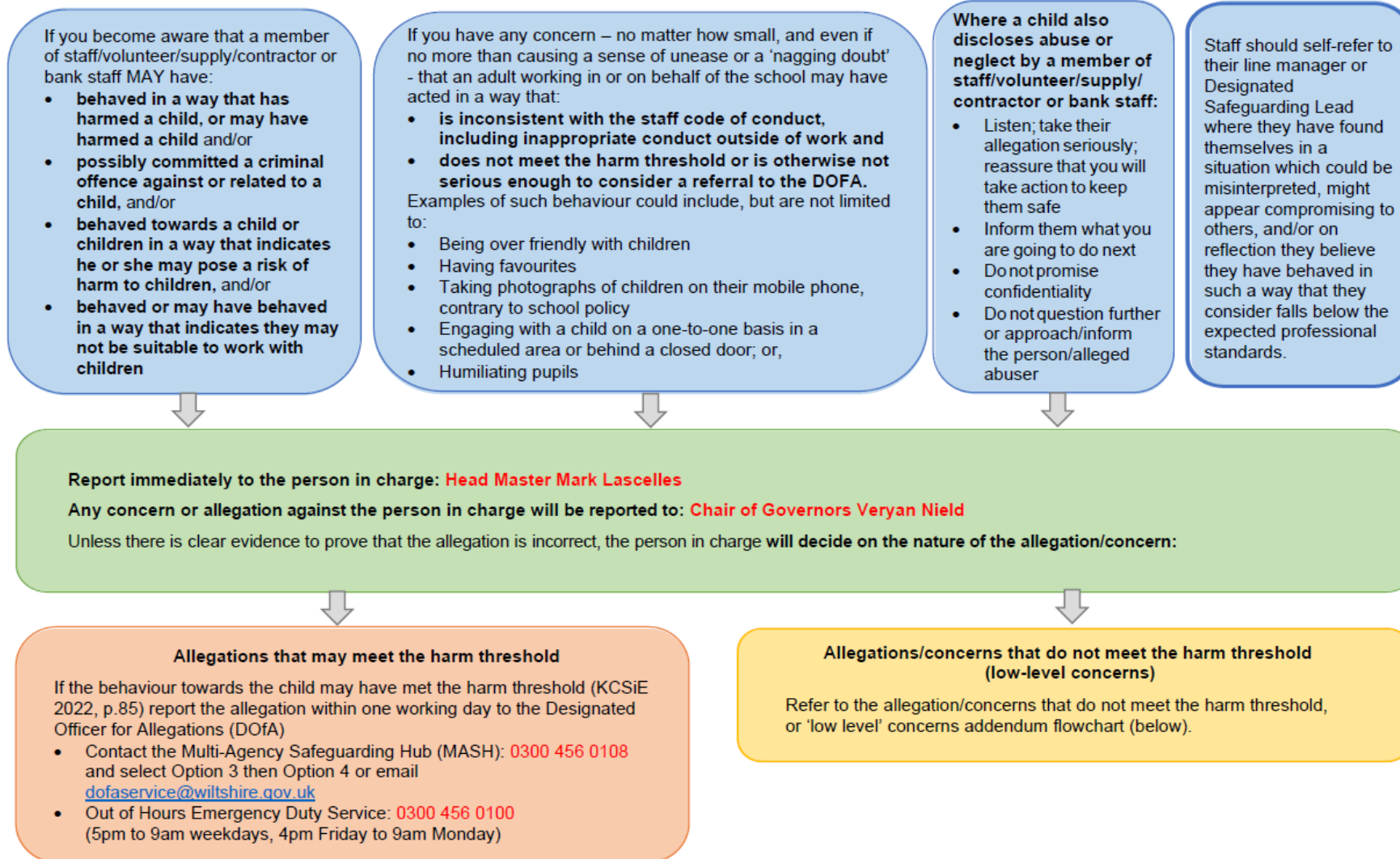
for staff, volunteers and visitors in all agencies and settings



## Appendix 4

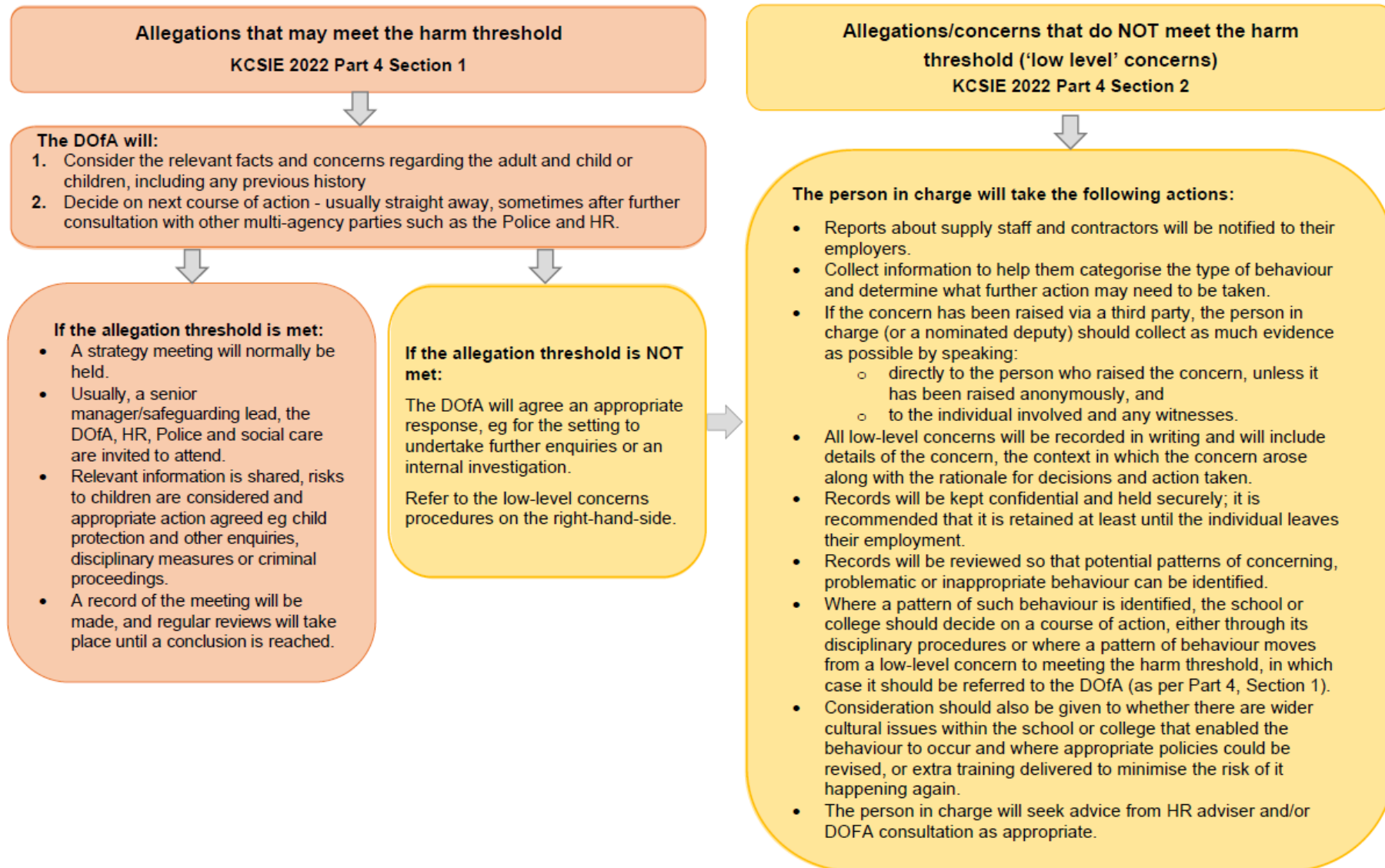


### Allegations and concerns against adults in education settings - September 2022 (including schools, early years and alternative provision settings)





## Allegation/concerns guidance for persons in charge – September 2022





## Appendix 5

### **KCSiE states that:**

**All** staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead, or deputy.

**All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

**All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

## **UNDERSTANDING AND IDENTIFYING ABUSE AND NEGLECT**

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

## Types of Abuse and Neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are four main categories of abuse and neglect:

**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.

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

**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). DfE advice 'Searching, Screening and Confiscation at School' 2014 and the UK Council for Child Internet Safety Guidance 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People' 2016 provides further advice on dealing with sexting but if a sexting incident is suspected the DSL should be informed immediately. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or

abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. These are detailed below but it is important to be aware that additional barriers can exist when recognising abuse and neglect in children with special educational needs. Assumptions can be made that indicators of possible abuse such as behaviour, mood and injury, relate to the child's disability rather than anything else. There may be barriers to communication in children with SEN and these children can be disproportionately impacted by things like bullying.

**Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;



- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

**The types and indicators of abuse often overlap with each other and staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events.**

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

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

## **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be indicators of CSE, as can:

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

[https://www.keepingchildrensafeineducation.co.uk/annex\\_b.html](https://www.keepingchildrensafeineducation.co.uk/annex_b.html)

## Appendix 6

### The Designated Safeguarding Lead

In accordance with Annex C of Keeping Children Safe in Education, the main responsibilities of the Designated Safeguarding Lead are as follows.

#### Availability

During term time the DSL or DDSL is available in person during school hours and via email or phone out of school hours. The DSL or DDSL are also available via email or phone during weekends and holiday periods.

#### Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
  - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
  - where a crime may have been committed to the Police as required. NPCC - [https://www.npcc.police.uk/documents/when\\_to\\_phone\\_for\\_the\\_police.pdf](https://www.npcc.police.uk/documents/when_to_phone_for_the_police.pdf) should help understand when to consider calling the police and what to expect when working with the police;
- and
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

*ISI Commentary on the Regulatory Requirements quotes: 239. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report when required constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. **Schools are asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of safeguarding concerns.***

*240. Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are:*

*'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence' Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (October 2015). Further guidance is published on the TRA website.*

Alternative accommodation will be found for a suspended member of the boarding staff.

## **Working with others**

The designated safeguarding lead is expected to:

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

## **Information sharing and managing the child protection file**

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

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

Records should include:

- a clear and comprehensive summary of the concern;

details of how the concern was followed up and resolved;

- a note of any action taken, decisions reached and the outcome.

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

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

## **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;

- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,

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

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

### **Providing support to staff**

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

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

### **Understanding the views of children**

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

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

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE 2022, and therefore the designated safeguarding lead should be equipped to:



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

**The Deputy Designated Safeguarding Lead (DDSL) will carry out the role of the Designated Safeguarding Lead(DSL) where the DSL is unavailable.**

**The Designated Safeguarding Lead has undertaken child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals.**

## Appendix 7



# Low Level Concern Recording Form

Please use this form to share any concern - no matter how small, and even if no more than a 'nagging doubt' - that an adult may have acted in a manner which:

- is not consistent with Dauntsey's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children. You should provide a concise record - including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible - of any such concern and relevant incident(s).

Name of staff member/volunteer that the concern relates to:			
Name of individual sharing the concern:			
Details of the concern including date and time:			
Context in which the concern arose:			
Action taken:			
Outcome:			
Review Date:			
Signed:		Time and Date:	