



# **Child Protection Policy Incorporating Safeguarding Policy, PREVENT Guidance And the Safeguarding Audit Tool**

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The **Child Protection Policy** for The Ocean Learning Trust [the Trust] is based on a template provided by the Dorset Safeguarding and Standards Team; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures (on the Dorset Safeguarding Children Board website) and national statutory guidance published in March 2015: 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.

This policy consists of three main documents:

- The overarching **Safeguarding Policy; Statement of Principles**
- Detailed **Child Protection Procedures, including PREVENT**, and
- A child protection summary sheet.

The latter is printed separately and provided routinely for those adults who will not have the opportunity to read this policy in its entirety but will have unsupervised contact, even as a 'one-off' with pupils on a temporary or intermittent basis such as supply, peripatetic or visiting professionals.

## Section A. Safeguarding Policy; Statement of Principles

The Trust recognises that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

We take seriously our duty to safeguard and promote the welfare of the children and 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 life chances.

The Trust will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (2016) to safeguard and promote the welfare of children in this Trust.

The Board of Directors is accountable for ensuring that the Trust meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

It is a Safeguarding Standard (recommended by the Safeguarding Children Board) that The Board receive an annual report from the Designated Safeguarding Leads and nominated LGB Governor in order to help monitor compliance with statutory responsibilities.

The Standards also include that each school and college completes and submits to the Local Safeguarding Children Board an annual audit of its safeguarding and child protection arrangements, including an action plan.

All children have the right 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

Directors, Governors, staff and regular volunteers in the Trust understand the importance of taking appropriate action and 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 pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes ocean learning trust and its academies a safe place to learn and in which children feel safe

This policy applies to all Trust staff, including supply and peripatetic staff, regular volunteers (ie, those who come into academies once a week or more or 4 times in a 30 day period), Directors, Governors or anyone working on behalf of the Trust.

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
- 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, funding, training, resources and support 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
- 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
- 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 the best way to support children and their families
- Taking the right action, in accordance with Dorset Safeguarding Children Board (DSCB) 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 in each academy 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 which includes staff/pupil relationships and communications including the use of social media
- Ensuring staff and volunteers understand about 'whistle blowing'
- Promoting a culture in which staff feel able to report to senior leaders of each academy what they consider to be unacceptable behaviour or breaches of the Trust standards of behaviour 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 and Trust policies.

This Child Protection Policy forms part of a suite of policies and other documents which relate to the safeguarding responsibilities of the Trust. In particular it should be read in conjunction with the:

- **Staff Handbook** including standards of behaviour
- **E-Safety Policies** for pupils and staff
- **Safer Recruitment Policy And Procedures**
- **Managing Allegations Policy**
- **Protected Disclosures Policy ()**
- Procedures to respond appropriately when children are missing education
- Anti-bullying procedures

These policies and procedures are on the Trust website and are also available from the Operations Manager.

## **Section B. Child Protection Procedures**

These procedures should be read in conjunction with Keeping Children Safe in Education Part 1: Information for all school and college staff September 2016 which states:

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance.

## **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 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 Trust 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 The Board of Directors are accountable for ensuring the Trust has an effective Child Protection Policy which should be reviewed annually and available publicly. The Dorset Safeguarding Children Board (DSCB) recommends that each governing body should nominate an individual member to work closely with the Designated Safeguarding Lead and to provide a link between each academy and the Local Governing Body to monitor whether mandatory policies, procedures and training are in place and are effective.

**The nominated Trust Director is Elizabeth Spreadbury**

- The nominated Governor in **The Federation of St Clement's & St John's Infant and Bethany Junior Schools is Elizabeth Spreadbury**
- The nominated Governor in **St Luke's Infant and Junior Schools is Dave Cheeseman**
- The nominated Governor in **Heathlands Primary Academy is Elizabeth Allinson**

4.3 Each academy has a Designated Safeguarding Lead (DSL). This is the person with whom concerns about children should be discussed and reported. Each academy also has a Deputy Safeguarding Lead.

**The Designated Safeguarding Leads are:**

- St. Clement's and St. John's Infant School: Mr A Poole
- Bethany Junior School: Mr L Woodward
- St Luke's Infant and Junior School: Mr M Saxby
- Heathlands Primary Academy: Mrs N Shrimpton

**The Deputy Safeguarding Leads are:**

- St. Clement's and St. John's Infant School: Mrs E Murphy (Assistant Headteacher), Miss Nikki Rutherford (Assistant Headteacher), Mrs Vanessa Booth (Parent Support Worker)
- Bethany Junior School: Mr Steve Cottrell (Deputy Headteacher), Mrs Vanessa Booth (Parent Support Worker)
- St Luke's Infant and Junior School: Simon Frost (Deputy Headteacher)
- Heathlands Primary Academy: Mrs Jill Turner (SENDCo), Mr Steve Pill (Teacher), Miss Carla Pilgrim (Parent Support Worker)

4.4 In addition, the Dorset Family Support 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 (2016) – Keeping Children Safe in Education
- Working Together to Safeguard Children (2015) – published by HM Government
- Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance, accessed through both the Bournemouth and Poole Local Safeguarding Children Board website <http://bournemouth-poole-lscb.org.uk/home> and the Dorset Safeguarding Children Board website [www.dorsetlscb.co.uk](http://www.dorsetlscb.co.uk)
- What to do if you're worried a child is being abused – Government Guidance (2015)

## **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 (2015).

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 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 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 cyber bullying), 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 (2016) 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 Trust 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 Pupils 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 DSCB 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 children. The nature of the allegation or concern will determine whether staff should implement the Academy's anti-bullying procedures or whether a referral needs to be made to social workers.

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 DSCB website. In brief, a multi-agency meeting should be convened by Family Support (Social Care) following the referral and an action plan agreed.

8.4 An academy risk assessment 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 We recognise that 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. There are more detailed local procedures and a risk assessment tool in the inter-agency safeguarding procedures on the DSCB website.



## **10 Forms of abuse linked to culture, faith or belief**

10.1 All staff in this Trust 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 (ie that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

10.2 **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.

10.3 **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 might not return from a holiday abroad.

10.4 **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.

## **11 Anti-radicalisation and extremism (PREVENT)**

11.1 **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

11.2 **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'.

11.3 In this Trust we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

11.4 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.

11.5 We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

11.6 Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

11.7 Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police by e-mailing the Safeguarding Referral Unit: [sru@dorset.pnn.police.uk](mailto:sru@dorset.pnn.police.uk).

11.8 Dorset has a Channel Panel in place, in accordance with its duties under the Counter-Terrorism and Security Act 2015. This is a multi-agency meeting which discusses individuals who have been referred by the Police as being vulnerable to being drawn into terrorism. Where pupils at this Trust are being discussed, the appropriate DSL will attend the Panel meetings.

**There is more information about specific safeguarding issues and links to websites in Part one of 'Keeping Children Safe in Education' 2016.**

## **12 Domestic Violence**

12.1 Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress. Research evidence indicates a strong link between domestic abuse and all types of abuse and neglect. Prolonged and/or serious domestic abuse can have a serious impact on a pupil's development and emotional wellbeing. Ocean Learning Trust has signed up to the MARAC, Dorset Overarching Information Protocol and DV1 alerts (Domestic Violence Alerts) which will be acted upon where relevant.

12.2 On rare occasions our concern about a child may mean that we have to consult other agencies. We will ensure that all concerns are discussed with parent/carers first, before any referrals are made, unless we believe that such a move may be contrary to a child's welfare. The safeguarding policy can be viewed on each school's website.

## **13 Responding to the child who discloses (talks about) abuse**

- 13.1 All staff and volunteers will:
- Listen carefully to what is said
  - Avoid showing shock or disbelief
  - Observe the child's demeanour
  - 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 in 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'

## **14 Taking action**

14.1 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.

14.2 Any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy straight way or, where they are not available and concerns are immediate, ensure a referral is made without delay to the Family Support (Social Care) team which covers the area in which the child and family live. (See Appendix 1 for contact numbers).

14.3 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.

14.4 A written record will then be made (ideally on a standard academy 'concern' form) of what was said, including the child's own words, as soon as possible and given to the DSL.

14.5 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 views will be taken into account, the academy has a responsibility to take whatever action is required to ensure the child's safety and that of other children.

14.6 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 duty worker first and agree with him/her when parents/carers should be contacted and by whom. The reason for the decision not to contact parents first will be recorded in the child's academy child protection file.

14.7 A child protection referral from a professional cannot be treated as anonymous.

13.8 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.

14.9 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, will refer the concerns directly to social workers.

## **15 Responding to concerns reported by parents or others in the community**

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

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

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

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

15.5 This process also applies to parents / community members who are also Trust 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.

## **16 Remember**

16.1 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 Family Support (Social Care) Team responsible for the area where the child lives

**Anyone can make a referral to Social Care, not just the DSLs.**

16.2 It is important that everyone in the Trust 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 Trust staff is to act promptly on the information received.

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

16.4 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. The record will be passed to the DSL. **See appendix 3a.**

16.5 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 (available on the DSCB website) as soon as possible and at least within 48 hours. Any pre-existing assessments such as through the Common Assessment Framework should be attached.

16.6 A child protection file will be started in the child's name, where the child is not already known to social workers. If a file already exists, the new information will be added to the chronology.

**See Appendix 3 below for detailed record keeping guidance.**

## **17 Response from Children's Services Family Support (Social Care) to a referral**

### **17.1 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 and other agencies as appropriate (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.

## 17.2 Assessment

All assessments should be planned and co-ordinated by 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 from the point of referral. Trust staff have a responsibility to contribute fully to the assessment.

## 17.3 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 and sometimes without parents' knowledge or permission. 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.

## 17.4 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 Trust staff will be invited to attend - normally the DSL or Headteacher. This person will produce a written report in the correct format (a pro forma is available on the DSCB 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.

More information is in the inter-agency safeguarding procedures ('Child Protection Conferences') on the DSCB website.

17.5 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 DSCB website), *particularly* if the child's situation does not appear to be improving.

# 18 **Responding to allegations or concerns about staff or volunteers**

18.1 Rigorous recruitment and selection procedures and adhering to the Trust's code of conduct and safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers in the Trust. However, if a member of staff has any reason to believe that another adult has acted inappropriately or abused a child or young person, they will take action by reporting to the Headteacher (not the DSL if this is a different person). 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.

18.2 If the allegation/concern is about the Headteacher, the person with concerns will contact the Chair of Governors or the Designated Officer (also known as the LADO) in the Local Authority Safeguarding and Standards Team. See Appendix 1 below for contact numbers.

18.3 In all cases of allegations against staff or volunteers, the Headteacher and Chair of Governors, will contact the Designated Officer and follow the correct procedures as set out in the separate Trust policy. This must comply with Part Four of 'Keeping Children Safe in Education' 2016.

# 19 **Children who are disabled**

19.1 Research shows that children who are disabled are especially vulnerable to abuse and adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect.

19.2 These child protection procedures will be followed if a child who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who are disabled.

19.3 Staff responsible for intimate care of children will undertake their duties in a professional manner at all times and in accordance with the Trust's intimate care policy.

## **20 Safer Working Practice**

20.1 All adults who come into contact with children at this Trust 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 Trust's Code of Conduct.

## **21 Training**

21.1 Child protection will be part of induction for all staff and volunteers new to the Trust. 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'.

21.2 This will be followed up by basic child protection training that equips individuals to recognise and respond appropriately to concerns about pupils.

21.3 Staff who do not have designated responsibility for safeguarding and child protection, including the Headteacher, will undertake suitable refresher training at appropriate intervals. The DSCB recommends this is at least every three years.

21.4 When DSLs and Deputies take up the role they will attend enhanced (Level 3) training – provided through the DSCB multi-agency course. They must be updated at 2 yearly intervals after that.

21.5 Designated Teachers for Looked After Children will undertake appropriate training. In Dorset this is provided by the Virtual School for Children in Care.

See Appendix 1 for contact details.

21.6 It is recommended by the DSCB that all governors attend training, briefings or other input which equips them to understand fully and comply with their legal safeguarding duties *as governors*, set out in 'Keeping Children safe in Education' 2016. Attendance includes those who also work with children and have attended child protection training in that role.

## **22 Raising concerns about safeguarding practice in our Trust**

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

22.2 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 Director for Children's Services or, if the issue relates to the conduct of or allegation against a member of staff, should contact the designated officer (also known as the LADO).

22.3 Staff should refer to the Trust's whistle-blowing policy for more information.

## 23 Information for parents and carers

23.1 At this Trust we are committed to keeping our pupils safe. Our first priority is your child's welfare and we will usually discuss with you any concerns we have about your child. There might be rare occasions, however, when we have to provide information to or consult other agencies such as Children's Services Social Care before we contact you. This will include situations where we judge that to tell you first will or might put your child at risk of significant harm.

23.4 The linked schools of St. Clement's and St. John's Infant School and Bethany Junior School began using **MyConcern** software in autumn 2016 to collate information. Incidents are managed by the DSLs for each school, an overview of both sites is held by the Pastoral Support Worker.

**MyConcern** is a simple to use, safe and secure software package for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding concern, knowing that a proper record has been made and that the safeguarding lead has been automatically notified. It also equips the Designated Safeguarding Lead to assess each concern and quickly manage any ongoing action that needs to be taken.

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

23.6 If you have any questions about this please speak to the Designated Safeguarding Lead in one of our academies: Mr Andy Poole (Headteacher St. Clement's and St. John's Infant School) or Mr Lawrence Woodward (Headteacher Bethany Junior School) or Mr Mark Saxby (Headteacher St Luke's Infant and Junior School) or Mrs Naomi Shrimpton (Headteacher Heathlands Primary Academy).

## Section C. Ocean Learning Trust: Child Protection Summary for all Visiting Professionals

This page will be printed separately and given to all supply/peripatetic/ temporary staff who will be working with children, even if just for one day.

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

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

If the behaviour of another adult in the Trust 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 Lead (DSL) or the Deputies who are:

### **The Designated Safeguarding Leads are:**

- St. Clement's and St. John's Infant School: Mr A Poole
- Bethany Junior School: Mr L Woodward
- St Luke's Infant and Junior School: Mr M Saxby
- Heathlands Primary Academy: Mrs N Shrimpton

### **The Deputy Safeguarding Leads are:**

- St. Clement's and St. John's Infant School: Mrs E Murphy (Assistant Headteacher), Miss Nikki Rutherford (Assistant Headteacher), Mrs Vanessa Booth (Parent Support Worker)
- Bethany Junior School: Mr Steve Cottrell (Deputy Headteacher), Mrs Vanessa Booth (Parent Support Worker)
- St Luke's Infant and Junior School: Simon Frost (Deputy Headteacher)
- Heathlands Primary Academy: Mrs Jill Turner (SENDCo), Mr Steve Pill (Teacher), Miss Carla Pilgrim (Parent Support Worker)

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

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

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

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

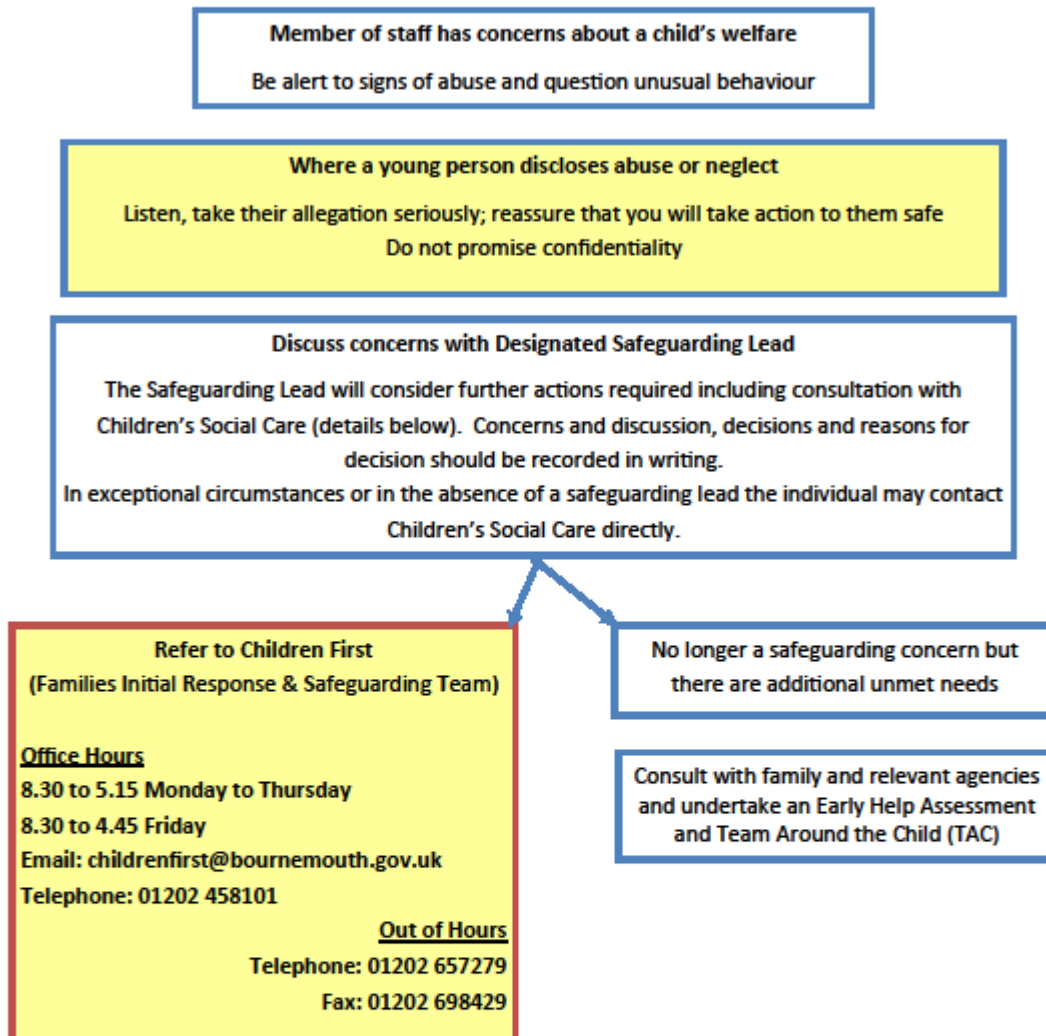
- listen carefully without interruption, particularly if s/he is freely recalling significant events
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
- make it clear you are obliged to pass the information on, but only to those who need to know
- tell the DSL or Deputy without delay
- write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.



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

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

**Safeguarding: What to do if you are worried a child is being abused or neglected**



**What is Children FIRST?**

Children FIRST is the Council's Children Social Care's FRONT DOOR. Staffed with qualified social workers, early help specialist and dedicated administrators to respond to your concerns, we work closely with partner agencies to identify, assess and offer support to the most vulnerable children in Bournemouth.

Children FIRST provides a single point of contact for anyone who has a concern that a child or young person may be at risk of harm or have very complex needs.

Children FIRST is designed to ensure that children, young people and families get the right help at the right time. Information is gathered quickly to ensure that their needs can be assessed and that co-ordinated help and support is provided when needed.

## **Appendix 1: Useful Contacts**

- 1) **Bournemouth Children's Services Family Support Teams (incorporating Children's Social Care and Early Intervention Services)**  
01202 456900
- 2) **Out of Hours Service**  
01202 657279
- 3) Geoff Nash, the **Safeguarding Business Manager** for the LSCB  
07919-545751
- 4) **Bournemouth Virtual School for children who are in care/ Looked After**  
01202 451451
- 5) **Children First**, 79 Lansdowne Road, Bournemouth, BH1 1RP  
During office hours: (8.30am - 5.15pm, Mon -Thurs 8.30am - 4.45pm Fri)  
Email: [childrenfirst@bournemouth.gov.uk](mailto:childrenfirst@bournemouth.gov.uk)  
Telephone: 01202 458101  
Fax: 01202 451052  
  
Out of hours:  
Telephone: 01202 657279  
Fax: 01202 698429

## Appendix 2: Possible Indicators of Abuse

The following information is not designed to turn Trust staff into experts but it will help them to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to the inter-agency safeguarding procedures on the Dorset Safeguarding Children Board website for more detailed information.

### Physical Abuse

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

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

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

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

Other physical signs of abuse can include:

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

Changes in behaviour which can also indicate physical abuse:

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

### Emotional Abuse

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

The physical signs of emotional abuse can include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care

- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

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

### **Sexual Abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Children can also be sexually abused by other children (ie those under 18)

Usually, in cases of sexual abuse it is the child's behaviour which may cause concern, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to, taken seriously and appropriate action taken promptly.

The physical signs of sexual abuse can include:

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

Changes in behaviour which can also indicate sexual abuse can include:

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

### **Neglect**

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

The physical signs of neglect can include:

- constant hunger, sometimes stealing food from other children

- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect can include:

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

It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might involve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an 'accident'. If any adult in an academy finds s/he is regularly attending to one or more aspects of a child's basic needs then this will prompt a discussion with the Designated Safeguarding Lead.

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

Trust staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the DSCB website.

## Appendix 3: Record Keeping: Best Practice for DSLs

### 1 Introduction

1.1 The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.

1.2 It is the Designated Safeguarding Lead (DSL)'s responsibility to ensure that child protection files, access, storage and transfer meet the required professional standards as detailed in this document.

1.3 The common law of confidentiality, Data Protection and Human Rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information or records. In summary, the Data Protection Act requires that records should be securely kept, accurate, relevant, up to date and kept for no longer than is necessary for the purpose for which they were made.

1.4 The linked schools of St. Clement's and St. John's Infant School and Bethany Junior School began using **MyConcern** software in autumn 2016 to collate information. Incidents are managed by the DSLs for each school, an overview of both sites is held by the Pastoral Support Worker.

**MyConcern** is a simple to use, safe and secure software package for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding concern, knowing that a proper record has been made and that the safeguarding lead has been automatically notified. It also equips the Designated Safeguarding Lead to assess each concern and quickly manage any ongoing action that needs to be taken.

### 2 Record to be made by an adult receiving a disclosure of abuse (when a child talks about abuse)

2.1 This record should be made as soon as possible **after** the individual hearing the disclosure has reported it verbally to the DSL. The facts, not opinions (unless of particular relevance), should be accurately recorded in a non-judgemental way. It is important to remember that expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds.

2.2 The record should either be on a standard 'concerns' form (**see appendix 3a**) or input directly to MyConcern, but if neither can be used, should include:

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

2.3 The record about a disclosure of abuse should be passed to the DSL and retained in the pupil's child protection file in its original and contemporaneous form (as it could be used as evidence in court proceedings), even if later typed or if the information is incorporated into a report. If input to MyConcern the DSL will be notified electronically; staff may need to consider the need to contact the DSL in person.

2.4 Pupils should never be asked, regardless of their involvement in a child protection matter (ie the subject of an allegation, a witness or the alleged 'perpetrator'), to write out their 'statements' of what

has happened. In some cases this could have the unintended consequence of jeopardising a child protection investigation. This applies regardless of whether the incident(s) took place within or outside a Trust academy.

### **3 Records kept by the Designated Safeguarding Lead**

3.1 As stated at 2.2 above it is useful and recommended practice for Trust staff to have one standard pro forma for recording all 'welfare' and child protection concerns. **See appendix 3a. At the linked schools of St Clement's & St John's and Bethany the concern should be recorded directly onto MyConcern.**

3.2 The concern form should be passed to the DSL who will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures. The decision about any action, whether or not a referral is made to Social Care, will be recorded clearly by the DSL.

3.3 Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the DSL with the parent, or, at the other end of the scale, could lead to matters being heard in a court.

3.4 All 'lower level' concerns about a child's welfare, which will generally have been discussed with parents/carers, are kept in the child's main file. Alternatively, some organisations have adopted their own systems of collating such welfare concerns, but whichever system is in place, these records should not be labelled 'child protection'.

3.5 It is never good practice to keep pupil welfare records in a diary or day-book system. Often it is only when a number of seemingly minor issues relating to an individual pupil over a period of time are seen as a whole that a pattern can be identified indicating a child protection concern.

### **4 Starting a Trust child protection file**

4.1 A Trust child protection file does not necessarily mean that the pupil is or has been the subject of a child protection conference or plan. 'Child protection file' denotes a high level of academy concern which has warranted the involvement of, and in most cases assessment by, child care social workers.

4.2 It is the responsibility of the DSL to start an academy child protection file when a social worker is or was involved, for example, if:-

- A formal referral is made by the school to Children's Social Care on an inter-agency referral form
- Social Care inform the academy they have commenced an assessment in relation to a pupil resulting from information from another source
- A child protection file is forwarded to the academy by a previous school or pre-school attended by the pupil
- A child who is in care/looked after transfers into the academy
- A pupil is privately fostered

4.3 It is not good practice to make 'family files'; each child should have his/her own record which includes information specific to him/her and which will be sent to the next school at the time of transfer. The names of siblings and/or other children who live in the household who also attend the academy should be clearly noted on individual files.

4.4 If two (or more) pupils at the academy are referred to Social Care for the same concern (for example, an allegation of sexually harmful behaviour), then child protection files will be started on both/all pupils.

4.5 'Document wallet' - type files are not ideal as the papers therein can easily fall out or get 'out of order'.

4.6 Academy child protection files are never 'closed' or de-categorised. Once an academy has started a child protection file, it is always an academy child protection file and the chronology is maintained so that any future concerns can be considered in the context of past events.

4.7 Note - If there is an allocated social worker because a child is disabled or a young carer and there are no child protection concerns then a child protection file should not be started.

## 5 Adopted children

5.1 When a pupil is admitted to an academy in Reception class and parents provide the information that s/he was adopted prior to commencing education, this should be recorded with their permission on the main academy file in order that appropriate support can be provided in future if necessary. In these situations it is not necessary to start a child protection file **unless** the criteria described above (at 4.2a and 4.2b) also apply.

5.2 Some older adopted children will have academy child protection files because they were initially in care/looked after and were subsequently adopted. During the period when the child is 'placed for adoption' (prior to an adoption order being made) any file that contains information that identifies both the birth family and the adoptive family must be classed as highly sensitive and this information should only be shared on a strictly 'need to know' basis.

5.3 Once the adoption order has been made the DSL in the academy that holds the child protection file must overhaul the file. The principle is that there must be nothing that identifies the child's birth name or the birth family. In sifting the file it is acceptable to destroy documents that will continue to be held by other agencies: for example, child protection conference minutes and LAC review minutes which will be in Social Care records.

5.4 A chronology should be prepared that gives an overview of the information previously held in the file but **without giving the child's birth name or any details which would identify the birth family.**

5.5 The overhauled file should only contain the new chronology and any information that has originated from within the academy (for example concern forms). This file should now be in the child's new name, contain no information which identifies the birth name or birth family, will be held in the academy as long as the child remains or sent onto a new school as described (at 9) below.

5.6 Please note that once a child is adopted, all academy records, not just cp files, must be amended so that there is nothing which gives the birth name or identifies the birth family.

## 6 The format of child protection files

6.1 It is helpful if individual files have a front sheet with key information about the pupil and contact details of parents/carers, social worker and any other relevant professionals. **See Appendix 3b.**

6.2 If a pupil is or was subject of a child protection plan or in care/looked after, this should be highlighted in some way to make it immediately obvious to anyone accessing the record.

6.3 It is a multi-agency standard that children's child protection files must have at the front an up to date chronology of *significant* incidents or events *and* subsequent actions/outcomes. Maintaining the chronology is an important part of the DSL role; it aids the DSL, Deputy and others to see the central issues 'at a glance' and helps to identify patterns of events and behaviours.



6.4 It should make sense as a 'stand-alone' document: anyone else reading the chronology should be able to follow easily what the concerns are/have been, whether the concerns have escalated and why, and the actions taken by the academy to support and protect the child. This will be particularly useful for DSLs in receiving schools when pupils transfer, for professionals involved in collating information for Serious Case Reviews and for parents/pupils/ex-pupils if they view the record.

6.5 Once a chronology is started it should be updated as appropriate even if Social Care later ceases involvement (see 4.6 above).

6.6 The file should be well organised and include, as appropriate, academy 'concern forms', copies of correspondence, academy reports to and minutes of child protection conferences, documents relating to children in care/'looked after' etc. The DSL will decide which relevant information which pre-dates the starting of the child protection file, such as CAF or other pastoral care documentation, will also be included.

## **7 Storage**

7.1 All records relating to child protection concerns are sensitive and confidential so will be kept in a secure (ie locked at all times) filing cabinet, separate from other academy files, and accessible through the DSL, the Deputy(s) and other senior staff.

7.2 The pupil's general academy file should be marked in some way (e.g. a yellow star) to indicate that a child protection file exists. All staff who may need to consult a child's academy file should be made aware of what the symbol means and to speak to the DSL if necessary if they see this symbol and have concerns. For example, a member of the office staff who is looking in the main file for a parent's contact details because of unexplained absence might decide to report this to the DSL if they see the indicator, in case the absence is significant.

## **8 Sharing of and access to child protection records**

8.1 It is highly unlikely that all members of staff need to know the details of a child's situation, or that there should be widespread access to the records. Access to, and sharing of, information should be on a need-to-know basis, decided case by case. The DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to have some information.

8.2 The child who is the subject of a child protection record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment (which relates to significant harm) under the Children Act 1989.

8.3 Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record. Note that an older pupil may be entitled to refuse access to the record by his/her parents. As a guide, this applies to pupils who are 12 years of age or above, if they are of normal development or maturity.

8.4 References by name to children other than the pupil who is the subject of the file should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parents/carer on their behalf). Care must be taken to ensure all identifying information is removed from the copy of the record to be shared.

8.5 Always seek advice if there are any concerns or doubt about a child or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child or any other person at risk of harm. Any requests to see the child's record should be made in writing to give time for confidential information, such as any details of other pupils, to be removed.

8.6 In respect of requests from pupils or parents for information which wholly or partly consists of an educational record, access should be granted within 15 school days. This might be relevant to 'welfare' concerns in a main academy file, for example. Viewing-only access to these records is free but it is reasonable to charge for copies on a sliding scale from £1 - £50 (maximum) depending on the number of pages.

8.7 However, should the request only seek access to a child protection file (which is not classed as an educational record), access should be granted within 40 calendar days. A discretionary maximum fee of £10 can be charged for viewing access to or a copy of a child protection record.

8.8 If the record to be disclosed contains information about an adult professional, that information can be disclosed if it relates to the performance by that person of their job or other official duties e.g. a reference to a teacher in their teaching role or a school nurse in their nursing role. However, if the reference refers to that individual's private life, it should be removed (unless this relates to a child protection matter which is relevant to the record to be disclosed).

8.9 Child protection information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. OfSTED and other school inspectors can view individual child protection files. Information should not be released to parents' solicitors on request; advice should be sought from the school's legal advisor in such cases.

8.10 Directors and Governors, including Nominated Directors and Governors, should not access the records.

8.11 Further advice about disclosure of information held in child protection records can be sought from the DCC Data Protection Officer (01405 225175).

## **9 Transfer of child protection records**

9.1 When a pupil transfers to another school (including to a Learning Centre because of permanent exclusion) the DSL should inform the receiving school as soon as possible in person or by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

9.2 If the records are to be posted, they should be copied and these copies retained until there has been confirmation in writing that the originals have arrived at the new school. They can then be shredded.

9.3 Whether child protection files are passed on by hand or posted, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving school.) This receipt should be retained by the originating school for 6 years (in line with guidance from the Records Management Society).

9.4 If the pupil is removed from the roll to be home educated, the academy should pass the child protection file to the LA EHE Administrator and a receipt obtained as described above.

9.5 If a pupil with a child protection record leaves the academy without a forwarding address and no contact is received from a new school the DSL should follow the academy's Child Missing Education (CME)

procedures. If there is reason to suspect the pupil is suffering harm then the DSL will refer to Social Care in the usual way.

9.6 If a child arrives in the academy in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school for a discussion with the DSL. There might be a cp file which has not been passed on.

## **10 'Dual registered' pupils**

10.1 Where a pupil is on roll at the academy and starts to attend a Learning Centre (LC), the chronology and other relevant information in the child protection file should be copied and passed to the DSL at the LC at the earliest opportunity. Because of the nature of such 'bespoke' arrangements for individual pupils, the two DSLs should agree on which one of them will keep the chronology updated and how best to communicate to each other significant events and issues in relation to that pupil.

## **11 Retention of records**

11.1 The academy should retain the record for as long as the pupil remains in Trust and then transferred as described above.

11.2 Guidance from the Records Management Society is that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6<sup>th</sup> form studies), the last school attended should keep the child protection file until the pupil's 25<sup>th</sup> birthday. It should then be shredded (and a record kept of this having been done, date, and why).

## **12 Electronic child protection records**

12.1 Electronic records must be password protected with access strictly controlled in the same way as paper records.

12.2 They should be in the same format as paper records (ie with well-maintained chronologies etc) so that they are up to date if/when printed, if necessary.

12.3 Electronic files must not be transferred electronically to other schools unless there is a secure system in place (such as cjsm, CISCO, GCSX or IronPort) but should be printed in their entirety, linked with paper documentation such as conference minutes and transferred as described in section 9 above. When the receipt has been returned to confirm that the file has been received at the new school, the computer record should be deleted.

## Appendix 3a

### Child Welfare and Child Protection

#### Concern Form and Body Map

- For completion by staff or volunteers when they become aware of child welfare concerns in accordance with the Trust Child Protection Policy.
- Concerns reported at Bethany and St Clement's & St John's schools should be entered directly onto the MyConcern database. If this is not possible then this form should be used and details entered retrospectively.
- Pass to the Designated Safeguarding Lead who will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm.
- Please write legibly and do not use acronyms. Exact words must be used even if they may offend.

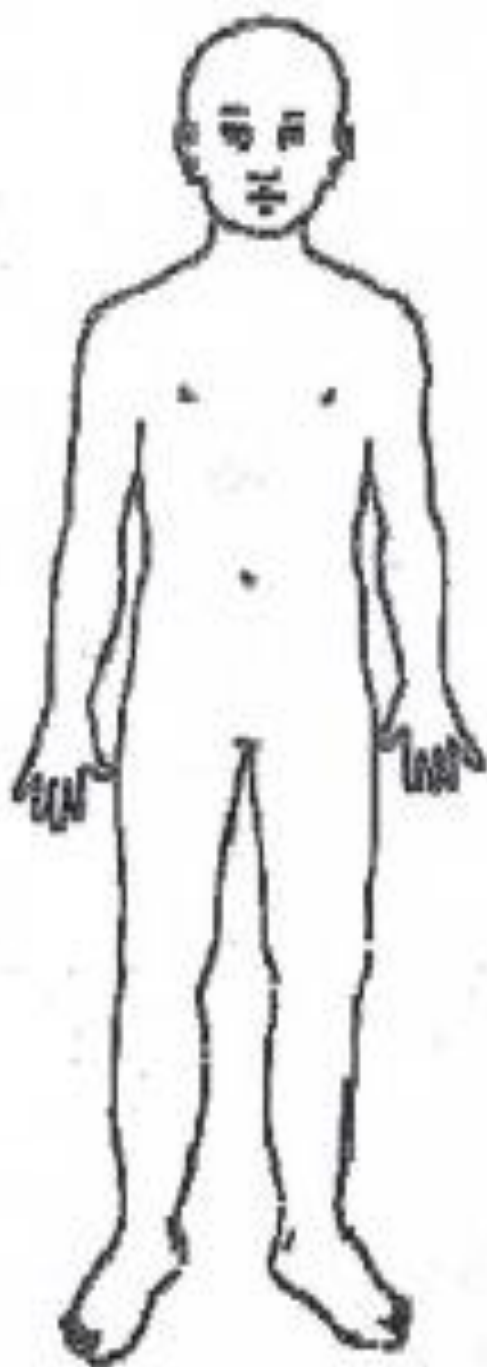
The information on this form will be disclosed only to those staff who need to know for the purposes of child protection. Concerns will usually be shared with parent/child by the appropriate person, unless to do so may place a child/ren at increased risk of harm.

<b>Date of alleged incident</b>		<b>Date/time of disclosure</b>	
<b>Name of child/ren</b>		<b>Class</b>	
<b>Name of person making this record</b>		<b>Role in school</b>	
<b>Signed as a true record</b>		<b>Date DD/MM/YY</b>	

<b>Nature of concern</b>  <b>Attach additional sheet(s) if necessary</b>  (include observations as well as professional opinions)	
---	--

	<b>Body map used</b>	<b>Yes</b>		<b>No</b>	
<b>Any other relevant information (previous concern, other professionals involved/SEN details etc.)</b>					
<b>Current status with social care (please tick &amp; add name where known)</b>	<b>None</b>		<b>Known to social care</b>		<b>Allocated social worker</b>
					<b>Child protection plan</b>

<b>Name of Designated Safeguarding Lead reviewing the concern</b>		<b>Initial Action taken</b>		<b>Date</b>	
<b>Further action taken</b> Please also record whether concerns were shared with: <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• Children's Services</li> </ul> and reason(s) why:				<b>Date</b>	
<b>Final outcome</b>				<b>Date</b>	



**Appendix 3b**

**(To be included in the child's CP file when concerns are logged for the first time)**

**SAFEGUARDING OVERVIEW SHEET**

Name of child: \_\_\_\_\_ DOB: \_\_\_\_\_

Date file created: \_\_\_\_\_

Nature of concern:

Other known names: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Other family members:

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

\_\_\_\_\_

Name and contact number of Social Worker (Children's Social Care) or TAC details:

\_\_\_\_\_

Name and contact number of any other agency workers involved:

\_\_\_\_\_

Name of lead person responsible for reviewing this record:

\_\_\_\_\_



## Ocean Learning Trust Safeguarding Audit Tool (2016-17)

This self-evaluation audit tool has been designed by the Bournemouth and Poole LSCB to support schools in both showing that they have sound, robust procedures in place, can identify improvement actions needed and report to governors and Ofsted on how their duties under S175 of The Education Act 2002 and the DfE guidance Keeping Children Safe in Education (KCSIE) have been carried out.

Ocean Learning Trust (OLT) [The Trust] has adapted this tool and will use it to audit safeguarding procedure and practice in all of its academies. The nominated Safeguarding Director will ensure the Designated Safeguarding Lead (DSL) on each LGB and Headteacher complete this audit annually and that it is reviewed at a meeting of the LGB prior to submission to the Safeguarding Director for sign off by the Board of Directors.

If you assess yourself as red or amber, you should record areas for development, a lead person and a timescale for completing the action.

<b>RED</b>  <b>NO</b>	Action needed urgently in order to meet minimum requirements for a specific standard
<b>AMBER</b>  <b>PARTLY</b>	You have started work on this but there is still additional work to meet the required standard
<b>GREEN</b>  <b>YES</b>	You meet the standard to the required minimum

**Audits should be returned to Sue Grey (Operations Officer) for central retention.**



<b>Name of Academy</b>	
<b>Date of Audit</b>	
<b>Designated Safeguarding Lead:</b>  <b>DSL Deputy /other staff providing safeguarding 'cover'</b>	
<b>Anti-Bullying Champion:</b>	
<b>E-Safety Champion:</b>	
<b>Prevent Lead</b>	
<b>Designated Safeguarding Governor:</b>	
<b>Audit conducted by:</b>	
<b>Date of report to Local Governing Body</b>	

**Priority Actions (optional):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Date to be achieved:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action						
<p><b>1. Designated Safeguarding Lead (DSL) role, role of Senior Leadership Team (SLT) and others in safeguarding.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"><li>Is the DSL at the appropriate level of seniority and sufficiently trained and experienced?</li><li>Are there sufficient resources and allocated time available to the DSL to enable them to effectively carry out their role?</li><li>Is the DSL clear of the role and does this form part of their job description?</li><li>Is the DSL given opportunity at SLT meetings to discuss safeguarding?</li><li>Is DSL training up to date?</li><li>Are sufficient staff trained to provide deputy role and cover?</li><li>Is succession planning for the next year in place if DSL/other safeguarding staff leave?</li><li>Are all staff, pupils and parents aware of who the safeguarding leads are in the school? How?</li><li>Is the DSL Forum attended regularly and information disseminated?</li><li>If the designated lead for Looked After Children (LAC) is not also the DSL, are they working together in order to keep LAC safe?</li><li>Other Issues?</li></ul>	<p>DSL Forums attended:</p> <p>Spring -</p> <p>Summer -</p> <p>Autumn -</p>		<p>Safeguarding leads – dates for next 2 year update training</p> <table><tr><td>Name</td><td>Date</td></tr><tr><td>Name</td><td>Date</td></tr><tr><td>Name</td><td>Date</td></tr></table>	Name	Date	Name	Date	Name	Date
Name	Date								
Name	Date								
Name	Date								

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<p><b>2. Governor's role.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Do the DSL and Safeguarding Governor meet each term?</li> <li>• Has the Safeguarding Governor attended safeguarding training for safeguarding governors &amp; updates?</li> <li>• How are your Safeguarding Governor and Chair of Governor's supported from outside to enable them to offer robust challenge to the school about safeguarding issues? (eg Governor Services advice and guidance)</li> <li>• Is the Safeguarding Governor up to date with national and local policy, guidance and recommendations from Serious Case Reviews and how these effect the school?</li> <li>• Has the Governor's Safeguarding checklist and/or this audit been completed with the Safeguarding Governor?</li> <li>• Have all Governors received Safeguarding training? How &amp; when?</li> <li>• Do all Governors have Enhanced DBS checks if they have unsupervised access to children?</li> <li>• Is safeguarding an agenda item at all full governing body meetings?</li> </ul>			
<p><b>3. Safeguarding policy and procedure.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Does your school Safeguarding Policy reflect new Government Guidance: e.g.</li> </ul>			

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<p>Keeping Children Safe in Education, Working Together 2015 and LSCB Guidance &amp; Policy</p> <ul style="list-style-type: none"> <li>• View of pupils / parents</li> <li>• Outcomes from complaints</li> <li>• Recommendations from SCRs</li> <li>• When was the school Safeguarding Policy last up-dated and agreed with Governors?</li> <li>• Is the Policy on the website and up to date with hard copies available on request?</li> <li>• How can you evidence that all staff have understood and practice the safeguarding policy?</li> <li>• How do you make policies available to parents with EAL?</li> </ul>			
<p><b>4. Staff training and development.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Are all staff safeguarding trained – LSCB recommend whole school training by appropriately qualified trainer at least every 3 years with updates annually provided by the DSL</li> <li>• What arrangements are made for staff absent during training?</li> <li>• Are staff advised of recommendations and learning from Serious Case Reviews?</li> <li>• Do you review action plans based on outcomes and recommendations from Serious Case Reviews (LSCB form, embedding changes, completed)?</li> <li>• How does safeguarding induction of new staff and volunteers take place?</li> </ul>	<p>The last whole school training was on:</p> <p>The last up-date was on:</p> <p>The next up-date is planned for:</p> <p>Identified training needs are:</p> <p>SCR training attended:</p>		

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• How are temporary staff, peripatetic staff, volunteers and agency staff made aware of safeguarding procedures?</li> <li>• Have all staff/volunteers/governors been given a copy of Keeping Children Safe in Education?</li> <li>• Does the school staff handbook include information about child protection/safeguarding, LSCB procedures</li> <li>• How do you enable and support learning and skills from training to be transferred to the workplace and in particular to the safeguarding responsibilities of the participant?</li> <li>• Are staff who are working directly and regularly with children whose safety and welfare are at risk, receiving regular supervision and support? How is this provided and evidenced?</li> <li>• Do you ask pupils their views of the impact of staff training? E.g. Anti Bullying forums</li> </ul>			
<p><b>5. Child Protection concerns and referrals to Social Care.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Is everyone aware of the flow chart in Keeping Children Safe in Education and all staff know when to pass on concerns ie action when a child has suffered or is likely to suffer harm?</li> <li>• Are staff aware of and able to follow the guidance in <i>What To Do If You're Worried A Child Is Being Abused?</i></li> </ul>			

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Are the DSL / SLT / staff clear on the eligibility criteria, how to make a referral to Social Care, consult model for discussion? (see also 15)</li> <li>• Is there evidence of prompt referrals being made and outcomes known?</li> <li>• Is the appropriate member of staff attending child protection conferences, care groups, children in need meetings, risk management meetings and other meetings regarding individual children (including those held during holiday times)?</li> <li>• Is the school preparing reports, contributing to assessments and sharing information with the agencies in order to protect children and enhance their welfare?</li> <li>• Are plans clear and agreed e.g. child protection, child in need, looked after. Is the additional help the child should be receiving clear and achievable and the actions to be taken if there are further concerns?</li> <li>• When children raise safeguarding concerns, are they supported, protected and informed appropriately about the action the adult is taking to share their concerns?</li> </ul>			
<b>6. Working with other agencies.</b>  <b>Consider:</b>			

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• How effective are working relationships with other agencies in respect of safeguarding issues eg Social Care, Early Help, Education Welfare, CAMHS, Health, Police, SSCT?</li> <li>• Are there any difficulties? If so identify who you should discuss these with</li> <li>• What might you do better?</li> <li>• Are the SLT aware of and use as required the escalation process?</li> <li>• Are senior staff aware of Information Sharing Guidance and is this being followed? <a href="https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice">https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice</a></li> </ul>			
<p><b>7. Recording.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Are school recording systems in line with LSCB guidance?</li> <li>• Are records up to date and shared appropriately?</li> <li>• Are chronologies used and regularly updated?</li> <li>• Are storage systems safe and child protection/welfare concerns files kept separate from other records?</li> <li>• Do transition processes ensure that records are transferred?</li> <li>• Are all staff aware of data protection, the 'need to know' principle, sharing of information where a child is at risk guidance?</li> </ul>			

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>Are records being kept in line with the Data Protection Act and retention and disposal schedules?</li> </ul>			
<p><b>8. Safe recruitment/vetting and barring.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>It is still a requirement to have at least one person on each recruitment panel who has attended safer recruitment training. Are sufficient SLT / Governors trained?</li> <li>Are procedures in line with LSCB and National Guidance? (Refer to Part 3 KCSIE for details and ensure these are being followed)</li> <li>Every JD and person specification states the safeguarding responsibilities</li> <li>and expectations of the post and all documents include a statement about the school's commitment to safeguarding</li> <li>Is the single central record kept up to date, accurate and in line with guidance in the KCSIE?</li> <li>Is the Disqualification by association guidance being followed and waivers applied for where necessary?</li> </ul>			
<p><b>9. Volunteers and visitors to the school.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>Is the LSCB Policy applied?</li> </ul>			



Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Are you clear about who should receive DBS checks? (KCSIE Part 3)</li> <li>• Are references required for volunteers and an 'informal' interview held including discussion about safeguarding issues before volunteers are appointed?</li> <li>• What safeguarding induction and training do you give volunteers?</li> <li>• Are there rigorous procedures to check identities of all visitors, to sign visitors in and out and visitors made aware of the school's commitment to safeguarding?</li> <li>• Is the LSCB and KCSIE guidance for contractors being followed?</li> <li>• Is the Headteacher ensuring that organisations providing out of school services are working to safeguarding guidelines?</li> </ul>			

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<p><b>10. Allegations against staff</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Has the Headteacher attended training – does this need updating?</li> <li>• Has the Chair of Governors attended training? (It is his/her responsibility to follow the procedure in event of an allegation against the Headteacher)</li> <li>• Are the KCSIE procedures being followed and discussions held with the Local Authority Designated Officer (LADO) when concerns are raised?</li> <li>• How does the school implement safer working practice so that school practice reduces the likelihood of allegations against staff?</li> <li>• Do all staff have a copy of and understand the procedures for managing allegations? (Ofsted guidance)</li> <li>• Is there an up to date whistleblowing policy in place and are staff aware of how to raise concerns?</li> <li>• Do pupils know how to raise a complaint or concern about a member of staff/volunteer?</li> </ul>			
<p><b>11. Parental involvement in safeguarding.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Do parents know the schools safeguarding responsibilities?</li> </ul>			

Leadership and management	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>Does the school inform parents of support available within the school and via other services or community links?</li> <li>How do you consider parents' views on safeguarding e.g. questionnaires?</li> <li>Do 'newsletters' regularly contain safeguarding information and advice?</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<b>12. School website.</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Are policies easily accessible and clear? Can they become more user friendly?</li> <li>Is information kept up to date?</li> <li>Are there links to the Family Information Service and other advice for parents/carers?  <a href="http://www.poolefamilyinformationdirecto ry.com/kb5/poole/fis/home.page">http://www.poolefamilyinformationdirecto ry.com/kb5/poole/fis/home.page</a> </li> </ul>			
<b>13. Pupil participation in safeguarding.</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Does your school respect, listen to and take pupils seriously when they express views/concerns about safeguarding issues? What evidence do you have of change?</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Are children able to understand, respond to and calculate risk effectively and aware of the support available to them?</li> <li>• Do you conduct questionnaires or other means at least annually to gain pupil's views?</li> <li>• Is 'Safeguarding' a standard agenda item on the school Council?</li> <li>• Do pupils attend events with other schools or organisations in relation to safeguarding issues?</li> <li>• What additional support is available to pupils, including any who are at particular risk or vulnerable including Looked After Children, those with protection or children in need plans, SEND and young carers e.g. pastoral, safe haven?</li> <li>• Do you run mentor, buddy schemes?</li> <li>• Do you celebrate Anti-bullying week, E-Safety week etc.?</li> <li>• How does the school educate pupils about safeguarding through the curriculum e.g. personal safety, prejudice, anti-bullying, sexual exploitation, relationships and preventing extremism?</li> </ul>			
<p><b>14. Preventative work/Early Help.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Are children identified and referred when they need early help?</li> <li>• Who provides preventative work/early help?</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Are you satisfied with the level of pastoral support you provide in the school?</li> <li>• Do you make effective use of the Family Outreach Worker (FOW), Targeted youth and other Early Help services?</li> <li>• Are you linking with all appropriate services?</li> <li>•</li> </ul>			
<p><b>15. Anti-bullying.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Do all staff/pupils/parents know who your anti-bullying Champion is?</li> <li>• Is their role clear with time to conduct this, do they attend the Forums?</li> <li>• Is your school recording of incidents of bullying and prejudice clear, including homophobic, racial or SEND related incidents?</li> <li>• What further anti-bullying work can you do e.g. celebrate Anti-bullying Week?</li> <li>• Is your school Behaviour/Anti-bullying Policy reviewed annually?</li> <li>• Are all staff aware of the Poole or Bournemouth Strategy/Resource hand-book?</li> <li>• Do all staff receive training about positive behaviour, friendships, prejudice and anti-bullying practice?</li> <li>• Does your staff behaviour policy reflect the requirements of your student behaviour policy?</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>Does your school use the Rights Respecting model or similar e.g. school charters, respect agenda?</li> <li>How do you consider the views of pupils and parents about bullying?</li> <li>Are all pupils/parents made aware of how to access information and advice e.g. Anti-bullying Alliance, Kidscape, Parent Support Services (SEND) via school website, leaflets, and posters?</li> </ul> <p>Does your governing body consider any complaints made to the school (or police) about bullying amongst school pupils?</p> <ul style="list-style-type: none"> <li>Do you complete the Local Authority annual questionnaire and reflect on your responses and outcomes from across the Borough at a governing body meeting?</li> </ul>			
<p><b>16. E-safety.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>Is your E-Safety Policy up to date and all staff/pupils and parents aware of this? See SWGFL for template example <a href="http://www.swgfl.org.uk/products-services/esafety/resources/creating-an-esafety-policy">http://www.swgfl.org.uk/products-services/esafety/resources/creating-an-esafety-policy</a></li> <li>Does your school policy reflect the LSCB E-Safety policy?</li> <li>All maintained schools must use the Poole Borough Policy; other schools may adopt or adapt this.</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Have all staff, pupils and parents (where appropriate) signed up to the acceptable user policy?</li> <li>• Is the SSCT providing regular training to pupils/staff/parents, if not, how do you do this?</li> <li>• Have all staff/volunteers received some E-Safety training?</li> <li>• Is the SWGfL 360<sup>o</sup> Safe Audit Tool (or equivalent) being used at least annually?</li> <li>• Are filters effective?</li> <li>• Does everyone know who the E-Safety Champion is? Are they given time to conduct their role and attend training at least once a year?</li> <li>• How is the school dealing with issues such as cyber bullying, sexting, internet grooming and the impact of gaming? What more can be done?</li> <li>• What other E-Safety challenges does the school face?</li> </ul>			
<p><b>17. Missing children.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Are SLT aware of procedure to follow?</li> <li>• Are staff aware of pupils who are persistently absent or missing and able to follow procedures?</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<p><b>18. Child sexual exploitation.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Are staff/pupils/parents up to date with Child Sexual Exploitation risks?</li> <li>• Is the DSL/deputy aware of and able to complete the CSE Risk Tool and know when to refer to Social Care or police?</li> <li>• Where individual children have been identified as high risk. Is there evidence that the impact of risks are being minimised?</li> <li>• Is information available to parents/carers? e.g. LSCB leaflet.</li> <li>• Is CSE embedded in PSHE/Assemblies etc.?</li> <li>• Has the DSL attended training on CSE?</li> <li>• Do you engage the SSCT in training on CSE? (see also 19)</li> </ul>			
<p><b>19. Domestic violence/MARAC</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Are MARAC and Domestic Abuse alert processes clear to DSL and SLT?</li> <li>• Have you made a statement in the school policy/website to parents about your role in Domestic Abuse (eg sharing and receiving information for MARAC purposes, receiving 'alerts' from the police via children's services about any domestic abuse incidents)?</li> <li>• Are staff aware of how to sign post to appropriate support for pupils who live in</li> </ul>			



Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<p>households where there is domestic abuse or are in an abusive relationship?</p> <ul style="list-style-type: none"> <li>• Are older pupils advised about the risks of abusive relationships?</li> <li>• Is the school working with specialist workers to support any young people who are victims or perpetrators of an abusive relationship?</li> </ul>			
<p><b>20. Physical intervention and Reasonable Force.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Is there evidence that positive behaviour is promoted consistently?</li> <li>• Is your school policy reviewed annually and in line with national and LSCB guidance?</li> <li>• Do all staff know how to work within the policy?</li> <li>• Are sufficient staff trained in Physical Intervention techniques?</li> <li>• Are recording mechanisms clear?</li> <li>• Are parents informed when an incident occurs?</li> <li>• Is support accessed from an educational psychologist?</li> <li>• Are individual plans in place and updated for children where appropriate?</li> </ul>			
<p><b>21. Risk management/children who pose a risk in school.</b></p> <p><b>Consider:</b></p>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• How many children pose risks of harmful behaviour to others?</li> <li>• Are policies understood with clear recording?</li> <li>• Are the SLT aware of the LSCB policy and risk tool and contribute to multi-agency risk assessment meetings in relation to sexually harmful behaviour?</li> </ul>			
<p><b>22. Site Security / School Letting Policy/Educational Visits</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Is the school site secure and in line with current guidance?</li> <li>• Is access to and barring of individuals from, school premises guidance being followed?</li> <li>• Are visitors to the school suitable, checked and monitored e.g. external speakers at school assemblies</li> <li>• Where other organisations and bodies are using school premises is the letting policy clear about the requirements for safeguarding and all staff appropriately vetted?</li> <li>• Does the school have a 'Lock Down' policy? (For serious incidents)</li> <li>• Have safeguarding as well as Health and Safety risks been assessed for educational visits?</li> </ul>			
<p><b>23. Mental health.</b></p> <p><b>Consider:</b></p>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Are staff clear about when and how to refer to CAMHS?</li> <li>• What other early help services may the school use?</li> <li>• What strategies are there to ensure ongoing education - s26 mental health (Children and Families Act 2014)</li> <li>• Are staff working to the Mental Health and Behaviour in Schools guidance March 2015?</li> <li>• How are pupils with mental health issues or those with parents/siblings with mental health issues offered additional support?</li> <li>• Are staff aware of suicide ideation and suicide risks in young people and where to get help?</li> <li>• Are staff receiving training and advice about recognition of and response to self-harming?</li> <li>• How are young people enabled to share any concerns they have about friends with pastoral staff?</li> <li>• How are young people's views about how to support their emotional wellbeing taken account of and responded to?</li> </ul>			
<p><b>24. Substance abuse.</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Do staff/pupils know how to access services?</li> <li>• Are pupils taught about risks?</li> <li>• Is appropriate support offered alongside sanctions?</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<b>25. FGM / Forced Marriage / Honour based violence.</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Are pupils aware of how to get help?</li> <li>Is the DSL trained?</li> <li>Are all staff aware of risks and what to do if concerned? (see KCSIE electronic version for link to more information)</li> </ul>			<p>Home Office 30 minute online training re FGM  <a href="http://www.fgmelearning.co.uk/">http://www.fgmelearning.co.uk/</a></p> <p>Suggest staff complete this training to raise awareness.</p>
<b>26. Gangs and youth violence</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Is this an identified issue for your school or local community?</li> <li>If so, are you working with appropriate agencies and following guidance as set out in the link in KCSIE and local LSBC guidance?</li> <li></li> </ul>			
<b>27. Prevent Agenda (extremism/radicalisation)</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Has the DSL/SLT attended Prevent training?</li> <li>Are British values promoted? Are any discriminatory behaviours challenged and help and support given to children about how to treat others with respect?</li> <li>Are any local issues which may impact on the Prevent agenda being taken account of?</li> </ul>			<p><a href="http://course.ncalt.com/Channel_General_Awareness/01/index.html">http://course.ncalt.com/Channel_General_Awareness/01/index.html</a></p>

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<ul style="list-style-type: none"> <li>• Are all staff aware of and the school following the guidance <a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a></li> <li>• Does the school safeguarding policy make reference to the school's responsibilities in relation to the Counter Terrorism and Security Act 2015? This duty is known as the Prevent duty.</li> <li>• Are your staff clear about the requirements and do you have a plan as to how these are put into practice, which relate to 4 general themes</li> <li>• Risk assessment</li> <li>• Working in partnership</li> <li>• Staff training</li> <li>• IT policies – what filter/spy software do you have/need?</li> <li>• Is the Prevent agenda a recognised part of the DSL role or of another member of the SLT?</li> <li>• Have all staff been made aware of what to do if they are concerned that a pupil is engaging in extremism?</li> <li>• Are pupils taught about the risks of engaging in radicalised or extreme internet sites or activities?</li> <li>• How do you check visiting speakers for any potential extremist views e.g. Google search, organisation they represent.</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
How have you engaged parents in this agenda?			
<b>28. School Watch.</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Is the process clear?</li> <li>Have there been any concerns this year?</li> <li>Are there any changes, further actions the school needs to take to further protect children as a result of any School Watch concerns in the Borough over the past year?</li> </ul>			
<b>29. Foreign exchanges, visits and host families (if applicable).</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Are you following Keeping Children Safe in Education and LSCB guidance?</li> <li>What more, if anything, can the school do to ensure the safety of pupils engaging in foreign exchange visits?</li> <li>Are parents made fully aware of any potential safeguarding issues?</li> <li>What additional safeguarding education and advice is available to pupils engaging in overseas trips?</li> </ul>			
<b>30. Private Fostering / Children from Abroad</b>  <b>Consider:</b> <ul style="list-style-type: none"> <li>Are your staff aware of private fostering regulations and have all children in private</li> </ul>			

Personal development, behaviour and Welfare	Review including evidence	RAG Yes / No / Partly	Action
<p>fostering arrangements been referred to social care?</p> <ul style="list-style-type: none"> <li>Where pupils over 16 (not private fostering) attend your school from other EU countries how can you ensure that they are living in safe accommodation?</li> <li>Are you aware of and following the LSCB guidance 2015?</li> </ul>			
<p><b>31. Work related learning (if applicable).</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>Policy and practice. Are links to advice from the LA or other body in place?</li> <li>Are safeguarding risk management procedures effective?</li> </ul>			
<p><b>32. Any other safeguarding issues?</b></p>			

**Signed:** .....

**Chair of Local Governing Body**

**Date:** .....

**Signed:** .....

**Headteacher**

**Date:** .....

#### Useful links

1. Bournemouth and Poole LSCB  
<http://bournemouth-poole-lscb.org.uk/home>
2. Keeping Children Safe in Education  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

3. What to do if you're worried a child is being abused – March 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
4. Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
5. Ofsted Safeguarding Children  
<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>
6. Inspecting safeguarding in early years, education and skills settings  
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>
7. Working Together to Safeguard Children March 2015  
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
8. Section 175 Education Act 2002  
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
9. Department for Education – e-safety guidelines  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251455/advice\\_on\\_child\\_internet\\_safety.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf)
10. Safeguarding: Disclosure and Barring – changes from September 2012  
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
11. The Information Commissioner's Office – Data Protection Act in Schools and Education  
[http://ico.org.uk/for\\_organisations/sector\\_guides/education](http://ico.org.uk/for_organisations/sector_guides/education)
12. The South West Grid for Learning (SWGfL)  
<http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360>
13. Family Information Service – Borough of Poole  
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
14. Family Information Service – Bournemouth Borough Council  
<http://facts.bournemouth.gov.uk/facts2/Default.html>
15. Guidance for Safer Working Practice for Adults who Work with Children and Young People  
<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>
16. Mental Health and Behaviour in Schools Departmental Advice for School Staff March 2015  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>