



---

**SAFEGUARDING AND  
CHILD PROTECTION POLICY  
AND PROCEDURES**  
including The Orchard Pre-prep and EYFS

**Mrs Helen Dominey** (Deputy Head) is Designated Safeguarding Lead (DSL) with responsibility for child protection including EYFS and Prevent Lead

**Mr Justin Perry** (Bursar) is Deputy Designated Senior Lead (DDSL)

**Richard Storey Walker** is our nominated Governor

**Contact number 01258 452065**

Reviewed in September 2016 by Helen Dominey (Deputy Head)  
Ratified by the Governing Body (Nov 16)

## **Child Protection Policy for Knighton House School**

This policy applies to the whole school, including EYFS 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 2015:

- *Keeping Children Safe in Education* (Sept 2016) (KCSIE)
  - KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (Feb 2015)
  - KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)
- *Working Together to Safeguard Children* (March 2015) (WT)
  - WT refers to the non-statutory advice: *Information sharing* (March 2015)
- *Prevent Duty Guidance: for England and Wales* (March 2015) *Prevent* is supplemented by non-statutory advice and briefing note:
  - *The Prevent Duty: Departmental advice for schools and childminders* (June 2015)
  - *The use of social media for online radicalisation* (July 2015)
  - *Sexting in schools and colleges UKCCIS* (August 2016)

The child protection policy for Knighton House School consists of three main documents:

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

Knighton House recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Safeguarding children is everyone's responsibility.

An agreed definition of safeguarding is: Working Together to Safeguard Children 2015, HM Government statutory guidance.

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

The Governing Body will act in accordance with Section 157 (for Independent Schools) of the Education Act 2002 and the supporting statutory guidance and the supporting statutory guidance 'Keeping Children Safe in Education' (2016) to safeguard and promote the welfare of children in this school.

The Governing Body is accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies, procedures and training are in place and effective.

Governors receive an annual report, as recommended by the Dorset Safeguarding Children Board, from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

All children have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

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

The purpose of this policy is to:

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

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

We will endeavour to safeguard children and young people by:

- Always acting in their best interests
- valuing them, listening to and respecting them
- involving them in decisions which affect them

- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination including through use of technology
- ensuring the curriculum affords a range of 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 and by assessing the risk of our pupils being drawn into terrorism
- appointing a senior member of staff, from our leadership team, as the Designated Safeguarding Lead (Deputy Head Helen Dominey) and ensuring this person has the time, support, training and resources to perform the role effectively
- appointing a Deputy Designated Safeguarding Lead (Justin Perry) to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
- There are no Looked After children in school at present; should this change a Designated Teacher will be appointed to promote the educational achievement of children who are Looked-After (in care) and to work closely with the virtual school head to discuss how pupil premium plus additional funding can support the progress of these children and will ensure that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents
- providing effective management for the above through induction, support and regular training appropriate to their role as set out in statutory guidance or as recommended by the Dorset Safeguarding Children Board.
- identifying any concerns early and providing appropriate help to prevent them from escalating, including working with parents/carers and other agencies as appropriate for example implementing a CAF, arranging for independent counselling
- taking the right action, in accordance with Dorset Safeguarding Children Board inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse
- keeping clear, accurate and contemporaneous safeguarding and child protection records
- promoting a culture in which staff feeling able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures\*
- acknowledging and actively promoting that multiagency working is often the best way to support children and their families
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately recruiting staff and volunteers safely, ensuring all necessary checks are made\*

- adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media\*
- ensuring our online safety process includes appropriate filters and monitoring systems
- recruiting staff and volunteers 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 (Head, Deputy Head and Bursar have all attended training)
- 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
- ensuring staff and volunteers understand about 'whistle blowing'\*and how to escalate concerns about pupils or staff if they think the right action has not been taken to safeguard children
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance\*

\*see separate policy/guidance

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

- code of conduct
- e-safety policies for pupils and staff, which include use of mobile technology
- safer recruitment policy and procedures
- procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate)
- whistle blowing policy
- procedures to respond appropriately when children are missing education
- anti-bullying procedures

These and other documentation relevant to the safeguarding of children:

Child Protection Procedures

Code of conduct

Recruitment Policy

DBS Disclosure Policy

Photographs of Children Policy\*

Anti-Bullying Policy

Supervision of Children Policy

Missing Child Policy

Educational Visits Policy

Restraint and Search Policy

First Aid Policy

Visitor Policy

Volunteer Policy

Pastoral Care policy

Fire Policy

Acceptable Use Policy (ICT)

Whistleblowing Policy

*\*Statutory welfare requirements (3.4 of Statutory Framework for the early Years Foundation Stage), alongside advice from the Local Authority, require that there should be no photographs taken of EYFS children by staff or other adults. Cameras and mobile phones with cameras may not be used on the premises. At school events, such as sports day photographs may be taken but parents must not publish them to any social network site, Youtube or similar.*

*Staff may carry a mobile phone on the premises when supervising children but may be used for emergencies only.*

Some of these document may be found on the school website and all policies are available in the school office or may be sent electronically on request.

For staff policies may also be found on the school KH Team site.

In compliance with Keeping Children Safe in Education (July 2016) [KCSIE] • Working together to Safeguard Children (March 2015) • 'Prevent' Duty guidance for England and Wales (March 2015), including reference to the use of social media for online radicalisation (July 2015)

Responsibility for review: Deputy Head

# Child Protection Procedures Knighton House School

## CONTENTS

<b>Section:</b>	<b>Content</b>	:
1.	What is child protection?	
2.	What is significant harm?	
3.	Scope and purpose of these procedures	
4.	Responsibility and roles	
5.	What is child abuse?	
6.	Recognising child abuse – signs and symptoms	
7.	Under - age sexual activity	
8.	Allegations made by children about other children	
9.	Child sexual exploitation	
10.	Forms of abuse linked to culture, faith or belief	
11.	Children missing from education	
12.	Responding to the child who makes an allegation	
13.	Taking action	
14.	Responding to concerns reported by parents or others in the community	
15.	Remember	
16.	Response from Children’s Services Family Support (Social Care) to a school referral	
17.	Dealing with allegations of abuse against teaching and other staff	
18.	Children who are disabled	
19.	Recruitment of staff	
20.	Safer working practice	
21.	Training	
22.	Raising concerns about safeguarding practice at Knighton House	
23.	Review	
24.	Information for parents and carers	

## **APPENDICES**

1. Useful contacts

2. Role and responsibilities of the Designated Senior Lead for Child Protection
3. Record keeping
4. Code of conduct: Guidance for staff and visiting professionals
5. Safer Recruitment Statement



## **Child Protection Procedures**

### **Knighton House School**

These procedures should be read in conjunction with 'Keeping Children Safe in Education, Part One: Information for all School and College Staff' 2016, plus Annex A.

#### **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 at risk of suffering, 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 require discussion with the statutory agencies. Children's Social Care and Police

#### **3) Scope and 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 from harm. They apply to the Head, all staff (including supply and peripatetic staff), volunteers and anyone working on behalf of Knighton House School. 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 those who come into contact with children and families in their work, including those who do not have a specific role in relation to child protection, have an individual responsibility to safeguard and promote the welfare of children.

4.2 The Governing body is accountable for ensuring Knighton house School has effective policies and procedures in place and monitors compliance. The procedures are reviewed annually by the governors and are available on the school website. The governing body in accordance with the recommendations from Dorset Safeguarding Children Board has nominated an individual governor, Richard Story Walker, to take the lead in safeguarding and to work closely with the Designated Senior Lead Helen Dominey, for Child Protection in school.

4.3 The statutory safeguarding guidance for schools: 'Keeping Children Safe in Education' states that all schools and colleges should have 'a senior board level (or equivalent) lead to take leadership responsibility' for safeguarding. The person who takes leadership responsibility for safeguarding on the governing body of this school is: Mr Richard Storey Walker who attended training January 2015 and further governor training 6/12/2016. The Chair of Governors (Mrs C Masters) has attended Dorset safeguarding training October 2014.

4.4 This school has a **Designated Safeguarding Lead** (DSL) with responsibility for child protection including EYFS who is **Mrs Helen Dominey (Deputy Head)**. She has received inter-agency training provided by the Dorset LSCB, most recently updated on 27<sup>h</sup> June 2016.

The **Deputy Designated Senior** Lead (DDSL) for both is **Mr Justin Perry (Bursar)**. He has received inter-agency training from Dorset LSCB, updated October 6th 2015.

These are the persons (i.e. Mrs Dominey or Mr Perry) with whom you should normally discuss any concerns or allegations and they are able to offer appropriate advice and refer to other agencies as necessary.

4.5 In addition, the Dorset Children's Social Care can provide advice and guidance on safeguarding and child protection matters.

*See Appendix 1 for useful contacts.*

*See Appendix 2 for the role and responsibilities of the Designated Safeguarding Lead.*

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

- DfE guidance (July 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 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

4.6 The school is committed to reporting to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

4.7 The school is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring

the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Further guidance is published on the NCTL website.

Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies.

Where a dismissal does not reach the threshold for a DBS referral, separate consideration must be given to a NCTL referral.

## **5) What is child abuse?**

5.1 It is generally accepted that there are four main forms of abuse. The following definitions are based on those from *Working Together to Safeguard Children* (2015).

### **i. Physical abuse**

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

### **ii Emotional abuse**

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

### **iii Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of

what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. kissing, rubbing and touching outside clothes). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.

#### **Iv Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. These four definitions do not minimise other forms of maltreatment. In most cases multiple issues will overlap with one another

### **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 easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a clear individual responsibility to act if you have a concern about a child's welfare or safety or if a child talks about abuse. You also need to maintain an attitude of 'it could happen here' and always act in the best interests of the child.

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

i. **Physical abuse**

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

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

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

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

Other physical signs of abuse may include:

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

Changes in behaviour which can also indicate physical abuse:

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

ii. **Emotional abuse**

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

The physical signs of emotional abuse may include:

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

Changes in behaviour which can also indicate emotional abuse include:

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

### iii. **Sexual abuse**

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

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

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

#### iv. **Neglect**

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

The physical signs of neglect may include:

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

Changes in behaviour which can also indicate neglect may include:

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

6.3 The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

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

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

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect. School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the DSCB website.

## **7. Under-age sexual activity**

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

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, including peer on peer abuse**

8.1 If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously and abuse will never be tolerated or passed off as "banter" or "part of growing up". Parents/carers will be contacted and action taken as appropriate.

8.2 The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Designated Safeguarding Lead, Helen Dominey, should be consulted if there is any doubt about the right course of action.

8.3 A referral to Children's Social Care will be made in all cases of domestic abuse relating to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, or coercive control, in their intimate relationships.

8.4 A referral to Children's Social Care will be made if a child or young person displays sexually harmful behaviour. This involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.

8.5 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 Children's Social Care following a referral and an action plan agreed.

8.6 A school risk assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.

8.7 Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

8.8 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.



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

Pupils of Knighton House have regular reminders about the dangers of and the way in which to address any concerns they may have regarding their safety, both e safety and other areas of their lives through PSHEE (floreast or IT)

Access to the internet is supervised and filtered – please see e safety policies. (e safety policy, mobile devices policy and responsible use)

Any incidents of sexting at Knighton House will be dealt with in accordance with the school e-safety policy(ies)

In short the incident should be referred to the DSL as soon as possible.

The DSL will hold an initial review meeting with appropriate school staff.

There should be subsequent interviews with the young people involved (if appropriate).

Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

At the initial review meeting the DSL will consider the initial evidence and aim to establish:

Whether there is an immediate risk to a young person or young people

If a referral should be made to the police and/or children's social care

If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed

What further information is required to decide on the best response -

Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown. -

Whether immediate action should be taken to delete or remove images from devices or online services

Any relevant facts about the young people involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)

3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

4. The imagery involves sexual acts and any pupil in the imagery is under 13

5. You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

## **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 Recognition of child sexual exploitation is part of staff training. We note 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. Subsequent action might involve completing a risk assessment form. There is more detailed information and a 'risk matrix' in the inter-agency safeguarding procedures on the DSCB website.

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

All staff at Knighton House School will promote mutual respect and tolerance of those who have 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 Designated Safeguarding Lead who will seek further advice from statutory agencies, prior to contacting parents/carers.

**Female Genital Mutilation** is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious and long lasting 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. In addition to

reporting any concerns to the Designated Safeguarding Lead, teachers (along with regulated health and social care professionals) have a statutory duty under Section 74 of Serious Crime Act 2015 to report personally to the Police if they discover that female genital mutilation has or appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Dorset police Blandford • 01258 452101 7

The duty applies where the professional either:

- is informed by the girl that an act of FGM has been carried out on her, or
- Observes physical signs which appear to show an act of FGM has carried out and has no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

**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. We recognise that school staff can play an important role in safeguarding children from forced marriage.

**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. All forms of so called honour-based violence are abuse, regardless of the motivation, and should be referred accordingly.

### **Anti-radicalisation and extremism**

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

Extremism is defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

At Knighton House we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

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

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

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

The Designated Safeguarding Lead is also the Prevent Lead.

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 school are being discussed, the DSL or Head will attend the Panel meetings.

Staff and governors at Knighton House have either attended a WRAP (Workshop to Raise Awareness of Prevent) session or have completed on-line Prevent training. In school training was delivered on 21 April 2016

## **11. Children missing education**

11.1 We recognise that a child going missing from education is a potential indicator of abuse and neglect, including the specific types of abuse detailed above and/or travelling to conflict zones.

11.2 Therefore all staff will follow the school's procedure for dealing with unauthorised absence, particularly on repeat occasions, to help identify vulnerable pupils and to help prevent the risks of their going missing in future.

11.3 Actions could include involving other professionals and, if any of the criteria are met, informing the local authority where a pupil's name has been removed from the school roll.

For further information – please see the Attendance Policy

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

## **12. Responding to the child who discloses abuse**

- Listen carefully to what is said
- Stay calm avoid showing shock or disbelief
- Find an appropriate opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events
- You do not need to find a 'witness'
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Questions should be framed in an open manner and not 'lead' the child in any way. For example say, "Tell me what has happened", rather than, "Did s/he do..." Remember TED: Tell me.... Explain.... Describe...
- Reassure the child that s/he has done the right thing in telling you
- Explain what you will do next and with whom the information will be shared
- Do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a 'statement'
- Contact your Designated Senior Lead or deputy DSL as soon as you can or, where such contact is not possible, ensure a referral is made without delay to the appropriate Social Care office
- Record in writing what was said, including the child's own words, as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Do not discuss with parents/carers. The Designated Senior Lead will agree with the Social Care team when parents/carers should be contacted and by whom

## **13) Taking action**

13.1 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 should be discussed without delay with the Designated Safeguarding Lead or deputy DSL. If the child/young person is felt to be in immediate danger, the Police should be called.

13.2 A careful record should be made of what you have seen/heard that has led to your concerns and the date, time, location and people who were present. As far as possible, record verbatim what was said and by whom. Where physical injuries have been observed, these should be carefully noted but should not be photographed. Do not ask to see injuries that are said to be on an intimate part of the child's body.

*See Appendix 3 for record keeping*

13.3 Any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy straightaway or, where they are not available and concerns are immediate, ensure a referral is made without delay to Children's Social Care. In Dorset, these teams are now known as 'Help and Protection' teams. As we have boarding provision we can seek advice in the first instance from the single point of contact (will be known as Multi-Agency Safeguarding Hub 01202 228866 from Spring 2017) when the child's home address is not Dorset. (See Appendix 1 for contact numbers).

13.4 The Designated Safeguarding Lead will telephone the referral to the appropriate Social Care duty team without delay, prior to any discussion with parents/carers. The Designated Safeguarding Lead will keep a record of the conversation with Social Care, ideally on a standard school 'concern' form noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form as soon as possible and at least within 24 hours.

13.5 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 school has a responsibility to take whatever action is required to ensure the child's safety and that of other children.

13.6 The DSL will decide whether to contact parents at this stage, judging whether 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 school child protection file.

13.7 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.

13.9 The Dorset Safeguarding Children Board's 'Threshold Document' should be used to help clarify the pathway required for a child: whether concerns will be managed within the school; or with the help of other agencies as part of early help; or whether they require specialised support such as a social work assessment or referral to Child and Adolescent Mental Health Services (CAMHS).

13.10 A member of staff who reports concerns to the DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he can press for reconsideration and if following this, s/he still believes the correct action has not been taken, can refer the concerns directly to social workers.

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

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

14.2 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.

14.3 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.

14.4 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.

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

#### **15. Remember**

15.1 Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST be** acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy. During term time the Designated Safeguarding Lead and/or a Deputy should always be available (during school or college hours) for staff to discuss any safeguarding concerns. However, if for whatever reason 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 Help and Protection Team – single point of contact (Multi-Agency Safeguarding Hub from Spring 2017)

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

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

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

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

15.5 The DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form (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.

15.6 A school 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 for detailed record keeping guidance.

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

- Referral

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

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



- 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. School staff have a responsibility to contribute to the assessment.
- S47 Enquiries (regarding significant harm)  
The process of the investigation is determined by the needs of the case, but the child/young person will always be seen as part of that process. On occasions, this will mean the child/young person is jointly interviewed by the Police and social workers, sometimes at a special suite where a video-recording of the interview is made.
- The Child Protection Conference  
If, following the s47 enquiries, the concerns are substantiated and the child is judged to be at risk of significant harm, a Child Protection Conference (CPC) will normally be convened. The CPC must be held within 15 days of the first strategy discussion and school staff will be invited to attend - normally the Head or DSL. 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. Dealing with Allegations of Abuse against Teaching and Other Staff**

17.1 Rigorous recruitment and selection and other safeguarding procedures, and adhering to safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers. However, if there is any reason to believe that a member of staff or, or any other person has acted inappropriately or abused a child or young person, you **must take action** by discussing your belief or concern with the Head.(not the DSL if this is a different person) Even though it may seem difficult to believe that one of your colleagues 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.

All concerns or allegations about adults who work with children in the school will be reported to the Designated Office known as the LADO at the Dorset Safeguarding Unit. The individual may have:

- behaved in a way that has harmed or may harm a child
- possibly committed an offence against or related to a child

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

17.2 If the concern is about the Head, it should be discussed with the Chair of Governors (Camilla Masters) or the Designated Officer at the Safeguarding Unit. Allegations against the Head will be reported without the Head being informed.

17.3 In all cases of allegations against staff or volunteers, the Head and Camilla Masters, must follow the correct procedures as set out in the separate school policy below. This must comply with Part Four of 'Keeping Children Safe in Education'. 2016

#### 17.4 Procedure

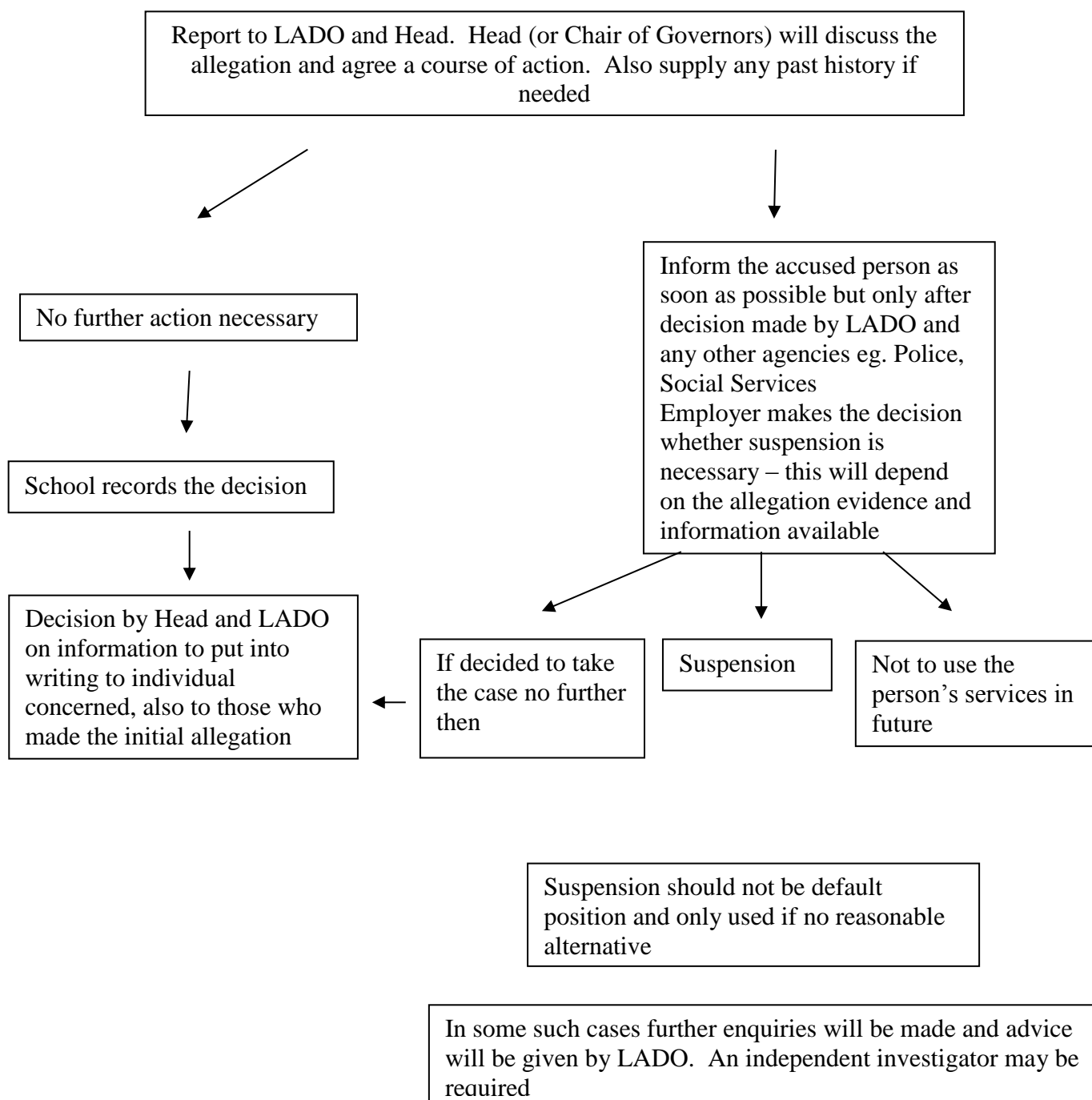
If an allegation is made a quick resolution must be a clear priority to benefit all concerned and all unnecessary delays eradicated

All allegations must be reported straight away to the Head

In the absence of the Head (or if the allegation is against the Head) they should be referred to the Chair of Governors – Camila Masters (Mrs Masters may be contacted via the Clerk to the Governors, Justin Perry 01258 450711)

**Designated Officer aka LADO should be contacted on 01305 221122**

We would not undertake our own investigation of an allegation without consultation with the local authority designated officer (LADO) or the Police in a serious case



### Individual Accused

Individual involved/accused will be informed as soon as possible (unless there is an objection by outside agency)

Individual will be advised to contact Trade union representative and /or colleague for support.

Also given access to medical advice/counselling

A suitable person will be elected to make sure that the individual is kept informed and supported.

### **Parents of child or children**

The parents will be informed by the Head as soon as possible about the allegation

(It may be that outside agencies decide on the information that can be given)

They will be kept informed about the progress of the case and will be informed of the result (Data Protection Act, the law of confidence and Human Rights principles will govern information which can be disclosed). 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.

LADO will advise the school on dissemination of information to the public and the school body

Any allegation must be pursued to a conclusion. No compromise agreement can be used and even if a resignation occurs the investigation must continue until there is a resolution.

### **Records**

Written record must be kept until the individual reaches retirement age or for at least 10 years from the date of allegation.

If the allegation is unfounded and was considered malicious it should be withdrawn from records

If allegation is found to be unfounded no reference will be made in a future employer reference.

### **Time scale**

If the allegation is unfounded or malicious it should be resolved in 1 week

If a disciplinary hearing is required and needs no further investigation it should be held in 15 working days.

Depending on the nature of the investigation and the nature of the case the allegation should reach a conclusion in a period from 1 to 12 months. (Most cases are resolved within 3 months)

LADO has the overall responsibility for oversight of procedures.

### **Suspension**

Suspension will not be the automatic response to an allegation

Suspension will be considered if there is cause to suspect a child/children are at risk of significant harm, or the allegation warrants investigation by the police, or is grounds for dismissal.

Alternative measures will be considered, e.g. re-deployment

Alternative accommodation will be arranged for resident staff.

If suspension comes into effect the person will have written confirmation within **one working day**.

(The person will be informed who their named contact will be.)

Outside Agencies and Action taken

Outside bodies will share information pertinent to the allegation and circumstances of the case

The Head and chair will be informed of the result of action and any court proceedings. LADO will give advice on subsequent necessary action. This may be a recommendation for dismissal. This may also involve informing bodies if the person is to be barred from employment.

Support for a member of staff returning to the work place will be given.

### **Conclusion**

LADO) will review proceedings with the school

A malicious allegation will also be reviewed and acted upon.

### **Abuse by one or more pupils against another pupil**

A bullying incident should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Allegations of abuse by one or more pupils of another pupil will be treated in an equivalent manner to other abuse. During a preliminary investigation, it may be necessary to temporarily exclude some pupils, without prejudice. In appropriate cases the LADO and/or social services "first response team" will be contacted/involved as soon as is practicable in the proceedings and professional guidance will be sought for both victims and abuser(s).

## **18. Children with special educational needs and who are disabled**

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

18.2 Additional barriers can exist for adults who work with such children, in respect of recognising abuse and neglect. These can include

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and who are disabled can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

18.3 These child protection procedures will be followed if a child with special educational needs or who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for such children.

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

## **19 Safer Recruitment of Staff**

19.1 The Head and senior staff have completed training in safer recruitment - September 2014.

19.2 The school's rigorous safer recruitment procedures ensure that all staff and volunteers are suitable to work with children. These are detailed in the Safer Recruitment statement in Appendix 6.

## **20 Safer Working Practice**

20.1 All adults who come into contact with children at this school should 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 Knighton House's Code of Conduct

20.2 We promote a culture whereby members of the school community should feel able to raise with the Head, or any member of the leadership team, any concerns about staff conduct. If the reporter feels that the issue has not been

addressed they should contact someone outside of the school, such as the Chair of Governors or the LADO. (See Appendix 1 below for contact number.)

## **21 Training**

21.1 Child protection is part of induction for all staff and volunteers new to the school

Child protection is discussed at induction interviews with the Deputy Head (academic and boarding staff) or Bursar (non-teaching staff). They will also be given a copy of the Code of Conduct, details about the DSLs and and part one of 'Keeping Children Safe in Education: information for all school and college staff' plus Annex A if they work directly with children.

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

New staff are required to attend a child protection briefing at the beginning of the term in which they begin their employment. They are given a summary document and are required to read the Safeguarding Policy and Child Protection Procedures either on the website or in hard copy given by the DSL. They also receive a copy of the code of conduct, whistleblowing and acceptable use policies. New domestic staff joining part way through a term are given a child protection summary and referred to the appropriate section of their handbook.

Safeguarding is discussed regularly at staff meetings, newsletters are distributed regularly as are appropriate serious case reviews.

The DSL will give an annual reminder in the beginning of year staff meeting.

The DSL will give an annual briefing to the governing body.

21.6 When staff with designated responsibility for child protection take up the role they attend a 2 day (level 3) training in inter-agency working. They attend update training at 2 yearly intervals after that. In addition, their knowledge and skills will be updated regularly - at least annually. These individuals are expected to take responsibility for their own learning about safeguarding and child protection by, for example: taking time to read and digest newsletters and relevant research articles; attending training offered by DSCB on matters such as domestic abuse, attachment and child sexual exploitation; completing on-line training on FGM; attending local DSL forums etc.

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

21.8. The Head, Deputy Head and Bursar have attended safer recruitment training, as have two of the school governors including Richard Storey Walker

21.9. 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 safeguarding duties as set out in 'Keeping Children safe in

Education' 2016. Camilla Masters has attended training Sept 2014, governors were invited to attend whole school training Jan 6th 2015.

## **22. Raising concerns about safeguarding practice at Knighton House**

22.1 At Knighton House we promote a culture where any staff or volunteers feel able to raise with the Head any concerns about safeguarding or child protection practice.

22.2 Any issues which they have not been able to resolve with the Head 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 school's whistle-blowing policy for more information or can use the NSPCC whistle blowing helpline 08000280285

## **23 Review**

23.1 The governors will approve annually a review of the school's child protection policies and procedures and of the efficiency with which they are carried out.

23.2 The DSL will report to the governor responsible for Safeguarding on an annual basis and complete the annual audit.

23.3 Deficiencies or weaknesses discovered in policy or practice will be remedied without delay.

## **24 Information for parents and carers**

24.1 At Knighton House 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.

24.2 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.

24.3 If you have any questions about this please speak to the Designated Safeguarding Lead: Mrs. Helen Dominey.





Knighton House School

## **Child Protection Summary for all Visiting Professionals**

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

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

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

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

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

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

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

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

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

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

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

telling the truth.

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

## Useful contacts

**1) For NEW referrals (concerns about children, which require a social work assessment):** 01202 228866

**2) To contact children's allocated social workers:**

<b>West Area</b>	01305221450
(Previously Bridport and Dorchester teams)	
<b>East Area</b>	01202 474106
(Previously Ferndown and Christchurch teams)	
<b>Central Area</b>	
Purbeck	01929 553456
North Dorset	01258 472652
<b>South Area</b>	
(Weymouth & Portland)	01305 760139

**3) Out of Hours Service**

- 01202 657279

**4) Dorset Safeguarding and Standards Team**

- 01305 221122

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

- The Education Safeguarding Standards Advisor who offers advice and support to Head teachers and Designated Safeguarding Leads in relation to safeguarding and child protection issues
- The Designated Officer (also known as the LADO) to whom allegations against adults who work with children in education establishments must be reported
- The Children's Services 'Prevent' Lead

**5) Dorset Virtual School for children who are in care/ Looked After**

- 01305 228307

**6) Dorset Governor Services (for governor safeguarding training)**

- 01305 224382

**7) Dorset Police (Blandford Police Station)**

- 01258 452101 7)

**8) Dorset Police**

- Non emergency number 101

**9) DfE dedicated helpline and mailbox for non-emergency advice for staff and governors**

- 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **SPECIFIC ROLES IN SAFEGUARDING**

### **The role and responsibilities of the Designated Safeguarding Lead**

- Maintain an overview of safeguarding within the school.
- Open channels and communicate effectively with local statutory agencies.
- Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings.
- Present a calm and efficient disposition in a crisis
- Follow procedures accurately and make informed decisions.
- Adapt swiftly to changing regulations.
- Lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures.
- Be an effective member of a multi-agency, local authority team.
- Listen objectively, actively and non-judgementally.
- Write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- Understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:

The local authority children’s social care unit

The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)

The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

In consultation with the Head, and informing the safeguarding governor, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.

- The police (cases where a crime may have been committed).
  - Ensure that the school operates within legislative frameworks and recommended guidance.
  - Liaise with the Head regarding:
    - ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
    - referring of cases of suspected abuse regarding children in need to the local authority children's social care unit.
    - referring child protection concerns ( all cases involving a staff member) to the local authority designated officer (LADO).
    - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
    - referring cases where a crime may have been committed to the police.
  - Liaise with parents, informing the Head (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions.
  - Ensure records of all meetings are clear, comprehensive and dated.
  - Act as a source of advice and expertise to staff on matters of safety and safeguarding.
- 
- When deciding whether to make a referral always liaise with relevant agencies for advice.
  - Cooperate with the Safeguarding Governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
  - Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing Governors and staff of any changes.
  - Ensure all school records re Safeguarding are comprehensive, updated and accessible.
  - Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating.
  - Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve.
  - Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative.
  - Act as a support to pupils and staff, follow up and document progress re all concerns regularly.

- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file.
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'.
- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated.
- Maintain an overview of safeguarding within the school.
- Ensure Safeguarding maintains a high profile at staff meetings.
- Organise regular meetings of all involved in Safeguarding within the school, including the Early Years.

## **The role and responsibilities of the Deputy Designated Safeguarding Lead**

The Deputy DSL will be fully conversant with the role and expectations of the DSL, including all matters appertaining to the Early Years.

The Deputy DSL will be available to support the DSL in whatever capacity is required.

The Deputy DSL will have the knowledge and skill to perform the duties of the DSL when requested.

The Deputy DSL will assume the role of DSL whenever requested and when the DSL is not on the premises.

The Deputy DSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSL. The Deputy DSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse.

The Deputy DSL will assist the DSL in producing reports for senior managers and governors, as appropriate.

The Deputy DSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.

The Deputy DSL will support the DSL in attending child protection and case conferences, as appropriate.

In the absence of the DSL the Deputy DSL will be responsible for dealing with all matters relating to safeguarding and will follow the school procedures accurately.

The DDSL will support staff at all levels in their implementation of the school's child protection procedures.

The Deputy DSL should be observant and a good communicator.



## **The role and responsibilities of the Safeguarding Governor**

Whilst the governors delegate a member of the governing body to be the designated safeguarding governor it must be remembered that safeguarding duties remain the responsibility of the governing body as a whole.

- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection governors.
- Attend training for general safeguarding issues that are in line with local authority requirements at least annually.
- Ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- Be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- Be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the National College for Teaching and Leadership (NCTL) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".
- Know that where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral

When ensuring school provision meets requirements the safeguarding governor will:

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.

- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- Regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the head.
- Direct staff on what to do if they have a concern about a child or where one child is abusing another child
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the Code of Conduct for Knighton School Staff and recruitment procedures
- Review the management of safeguarding including the appointment of the DSL and the job description of the designated personnel.
- Monitor the training of the designated person, staff, volunteers and the head.
- Make arrangements for reviewing the school's Safeguarding Policy and Child Protection Procedures annually.
- Check the school's arrangements to fulfil other safeguarding and welfare responsibilities.
- Ensure the DSL who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- Ensure there is at least one Deputy DSL who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- Where appropriate ensure that there is at least one DSL or Deputy DSL to be responsible for the Early Years.
- Ensure that the DSL supervises and supports the work, development and training of the Deputy DSL.
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure that procedures are in place so that all staff know:
  - who are the Designated Safeguarding personnel.
  - what the Safeguarding Policy and Child Protection Procedures contain.
  - how to identify a child protection concern.
  - what they do if they have any child protection concern.
  - Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
  - Liaise with the head about general child protection and broader safeguarding issues within the school.

- Meet regularly with the DSL in order to monitor the effectiveness of the implementation of the school's Safeguarding Policy and Child Protection Procedures.
- Provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos
- Ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit

Following a full annual audit of provision, the safeguarding governor should ensure that the governing body receives a report on the implementation of the school's Safeguarding Policy and Child Protection Procedures including:

- i. The date and manner in which the annual audit was completed
- ii. The arrangements that are in place for ensuring that the school's Safeguarding Policy and Child Protection Procedures is communicated to, understood and implemented by, all staff and how effective they are in practice.
- iii. Judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection.
- iv. Information on the training attended by the DSL and Deputy DSL over the year.
- v. Information on the training in safeguarding undertaken by all staff (covering teaching staff, support staff and temporary staff).

- vi. Information on the effectiveness of the child protection procedures in the induction programme for all new staff and volunteers in the school.
- vii. The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- viii. The number of pupils currently on the Child Protection register.
- ix. How effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- x. Information on how well child protection issues are addressed through the curriculum.
- xi. The accuracy of the central register with regard to the most recent regulation

## **The role and responsibilities of the governing body**

The governing body as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The governors monitor the discharge of all statutory responsibilities regularly and robustly.

The Governing Body ensures that:

1. An effective "Safeguarding Policy and Child Protection Procedures" are in place and such arrangements are implemented fully in practice. That all staff have read Part 1 of KCSiE 2016
2. The school follows safe recruitment procedures (see safe recruitment policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
3. School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay. The DSL or DDSL are available at all times in term time.
4. The DSL is of suitable 'status and authority' to take responsibility and carry out the role.
5. Staff /volunteers attend relevant child protection training that is in line with local authority procedures.
6. Allegations are managed swiftly, correctly and safely.
7. Any information required by the local authority regarding safeguarding is passed to them swiftly.
8. A member of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Head.
9. Safeguarding matters are placed on governors' agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the nominated governor.
10. The safeguarding governor meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.
11. The children are taught about safeguarding, including online.
12. Staff follow requirements of the Code of Conduct for Knighton School Staff.

September 2016

### **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 Any electronic records will comply with the general standards set out below.

### **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 recorded accurately 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 will be on a standard 'concerns' form that includes:

- 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 will 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.

2.4 Schools will never ask pupils, 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 school.

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

3.1 As stated at 2.2 school staff have a standard pro forma for recording all 'welfare' and child protection concerns.

3.2 The concern form will 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, using the Threshold Tool, if necessary. 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. The pupil's general school file will be marked with a red dot to indicate that a child protection file exists. All staff that may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol..

3.5 All records relating to child protection concerns are be kept in a secure place, separate from the main school files, and access to the keys are strictly controlled.

Child protection information should be shared with all those in school who have a need to have it, either to enable them to take appropriate steps to safeguard the pupil or to enable them to properly carry out their own duties, but it should not be shared wider than that..

#### **4. Starting a school child protection file**

4.1 A school 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 school concern which has warranted the involvement of, and in most cases an assessment by, child care social workers.

4.2 It is the responsibility of the DSL to start a school child protection file when a social worker is or was involved, eg:-

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

4.3 The names of siblings and/or other children who live in the household who also attend the school will be clearly noted on individual files. We will not make family files.

4.4 If two (or more) pupils at the school 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 Once a school has started a child protection file, it is always a school child protection file and the chronology is maintained so that any future concerns can be considered in the context of past events.

4.6 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 a school in Reception class and parents provide the information that s/he was adopted prior to commencing education, this will be recorded with their permission on the main school 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 school 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 school 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.

5.6 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.**

5.7 The overhauled file should only contain the new chronology and any information that has originated from within school (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 school as long as the child remains or sent onto a new school as described (at 9) below.

5.8 Please note that once a child is adopted, all school 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 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.

6.2 If the child is Looked-After the front sheet should include important information about legal status, parental responsibility, arrangements for contact with birth parents and extended family, levels of authority delegated to carers and the name of the virtual school head in the authority that looks after the child.

6.3 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.

6.4 Files must have at the front an up to date chronology of *significant* incidents or events and subsequent actions/outcomes as per the multi-agency standard that children's child protection. 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.

6.5 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 and the actions taken by the school 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.

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

6.7 The file will include, as appropriate, school 'concern forms', copies of correspondence, school 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 school files, and accessible through the DSL, the Deputy(ies) and other senior staff in larger schools.

7.2 The pupil's general school file will be marked with a red dot to indicate that a child protection file exists. All staff who may need to consult a child's school 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 will 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, from your legal advisor or Dorset Data Protection Officer (01305 225175

) 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 school 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. 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 *Governors, including the Nominated Governor, should not access the records.*

Further advice about disclosure of information held in child protection records can be sought from the DCC Data Protection Officer.01305 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 will 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 will 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 will be copied and these copies retained until there has been confirmation in writing that the originals have arrived at the new school. They will 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 will 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 school will 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 school without a forwarding address and no contact is received from a new school the DSL will follow the school'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 school in an unplanned way and / or there are concerns about them from the outset, the DSL will contact the previous school for a discussion with the DSL. There might be a cp file which has not been passed on.

9.7 School 'welfare' or pastoral records (ie where concerns or issues have been raised but there has been **no** referral to or involvement by a social worker) will also be passed on to the next school for their information and can be included in the main school file, for example. In respect of data protection, parents/carers should be made aware (either individually or through newsletters, for example) that information is transferred in this way to enable the next school to properly support their child. Most parents will understand the reason for this but if for whatever reason a parent disagrees with you passing on non child protection documents, you should not do so.

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

10.1 Where a pupil is on roll at the school 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 school should retain the record for as long as the pupil remains in school 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).

11.3 The Independent Inquiry into Child Sexual Abuse has instructed relevant organisations, including schools and colleges, that they should NOT destroy, for the foreseeable future, any of their records that could potentially come within the scope of the inquiry (ie any records relating to sexual abuse).

## **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 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, 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.

## **Child Protection Code of Conduct: Guidance for staff 1**

### **What should I do if a child makes a disclosure of abuse to me?**

**Listen** carefully to what the child is telling you. Try to **remember** exact words and phrases used.

**Do not** interrupt the child if he/she is freely recalling significant events. It may be practical to jot down notes, but this could be intimidating for the child and it is more important for them to know you are listening.

**Reassure** the child that he/she is doing the right thing in telling you.

**Do not** promise confidentiality: explain that you will have to tell one other person (ie Mrs Dominey).

**Do not** ask leading questions: questions must be open-ended, such as, "Is there anything else you want to tell me?" To clarify what the child has just said, repeat their last three/four words in a questioning way.

**Do not** jump to conclusions, put words in the child's mouth or make judgements. Your role is simply to listen and pass on what you are told. You **must** immediately make a verbal report of the disclosure to the Designated Safeguarding Lead (Mrs Helen Dominey). If she is not available, you should report it to the Bursar. If neither are available then report to a member of the senior leadership team.

You **must** make a written record of the disclosure as soon as possible: this must include what was said, the demeanour of the child at the time, the context of the disclosure, who was present, the time, the date and the location. You must sign this and pass it to the designated member of staff. A hand-written report is fine at this stage. It does not matter how rough the notes are: it is what you wrote at the time which is important, not an improved version written up later.

**Do not** discuss the disclosure with anyone but the designated member of staff.

### **What will happen next?**

It is the responsibility of the Designated Safeguarding Lead to make a decision whether or not to refer the case to the appropriate Social Care Team. She may consult anonymously with the Duty Officer before making that decision. Your report will be kept on record even if a referral is not made at this stage.

**It is not the responsibility of anyone in the school to investigate allegations of abuse.** Remember that by doing so you could undermine future legal proceedings.

### **What do I do if I witness or suspect abuse?**

Again, all such concerns should be brought directly to the attention of the Designated Safeguarding Lead, unless they concern that person, in which case

they should be taken directly to the Head. All such discussions will be treated in complete confidence.



## **Child Protection Code of Conduct: Guidance for staff 2**

### **Guidelines for safe working practice: protecting yourself and children.**

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- You should work, and be seen to work, in an open and transparent way, applying the same professional standards regardless of gender or sexuality.
- You should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against you.

### **NEVER**

- Make any sexual remarks to a pupil (including email, texts, phone or letter) or discuss your own sexual relationships with, or in the presence of, pupils. Do not allow/encourage inappropriate sexual discussion.
- Make unprofessional personal comments which demean or humiliate, or might be interpreted as such.
- Give gifts to an individual pupil.
- Ever touch a child in a way which might be considered indecent.
- Change or shower in the same place as pupils.
- Use physical force as a form of punishment.
- Put yourself into a situation which could leave you vulnerable to allegation.
- Photograph or video pupils without permission. Photographs of school visits or activities should be taken using the school cameras.\*
- Engage in inappropriate electronic communication with a pupil, eg texting.

### **DO**

- Make sure you know who the designated person for child protection is.
- Report promptly any incident which could be misinterpreted, to a senior member of staff. A record must be made of any such incident.
- Ensure that any gifts given to pupils are of insignificant value and given to all pupils equally.
- Be aware that even well-intentioned physical contact could be misconstrued.
- Avoid any physical contact when a pupil is in a state of undress.
- Avoid visually intrusive behaviour in changing rooms or boarding areas.
- Ensure that one to one situations with pupils take place with an open door or visual access, especially in instances of distress, reprimand or punishment.
- Inform senior staff of your intention to take photographs or other images of pupils and ensure that all such images are made available for scrutiny.\*

- At all times ensure that your behaviour or actions do not place pupils or yourself at risk of harm or of allegations of harm to a pupil (eg. in one-to-one tuition, sports coaching, conveying children by car, etc).

*\*see Use of Photographs of Children Policy*

## **Child Protection Summary for all Temporary and Visiting Staff** **Knighton House School**

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

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

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

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

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

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

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

<b>Appendix 5</b>
-------------------

### **SAFER RECRUITMENT STATEMENT**

Knighton House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff concerned with the recruitment of staff have undergone Safer Recruitment Training (Head, Deputy Head and Bursar).

The recruitment process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions.

The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be taken into account. Carefully selected and validated skills may be used as part of the selection process.

All applicants for employment are asked to complete a Knighton House Application form. Curriculum Vitae will only be accepted with a completed application form.

Candidates are made aware that all staff in the school will have some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. The individual job description for the post will provide specific information about the extent of this responsibility and Child Protection training will be given.

Accordingly, all posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

Successful applicants will be required to complete an Enhanced Disclosure and Barring Form prior to the commencement of employment.

References may be sought prior to interview on the short-listed candidates. This will normally include approaching the applicant's current employer and may include approaching previous employers for information to verify particular experience or qualifications.

If candidates are currently working with children, on either a paid or voluntary basis, the applicants current employer will be asked about disciplinary offences, including disciplinary offenses relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether they have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If the applicant is not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither the current nor previous employment involved working with children, the current employer will still be asked about their suitability to work with children.

Both candidates and referees will be made aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police or DfE Children's Safeguarding Operation Unit.

Interviews will be conducted in person and will explore, amongst other things, suitability to work with children.

All candidates invited to interview are asked to bring the following documentation:

- Original documents confirming any educational and professional qualifications that are relevant for the post. Where originals or certified copies are not available for the successful candidate, written

confirmation of the relevant qualifications must be obtained from the awarding body.

- Two forms of original identification, ie current photocard driving licence, passport or a full birth certificate.
- Proof of address documentation, ie a utility bill or financial statement showing current name and address
- Where appropriate, any documentation evidencing a change of name. If providing a birth certificate and the candidates name has changed since birth, you must also provide documentation, eg marriage licence, to confirm the change.

Photocopies or certified copies are not sufficient.

The school will take copies of the documents listed above. If successful and an appointment is made, copies will be retained on their personnel file in order to demonstrate compliance with the ISI regulatory requirements, the National Minimum Standards for Boarding Schools and UK Border Agency regulations. If unsuccessful, copies of personal documents that are no longer required will be destroyed.

Between three and five people will normally be short-listed (where possible). The short-listing will be done by the Head or Bursar, where relevant. Candidates for all positions will be interviewed individually by a number of colleagues.

Interview panels will normally be made up as follows.

Appointment of	Head: Governing Body
Appointment of Bursar:	Governing Body and Head
Appointment of Deputy Head:	Head and nominated Governor
Appointment of other teaching staff:	Head
Appointment of support staff:	Head
Appointment of non-teaching staff:	Bursar

Conditional offer of appointment and pre-appointment checks. Any offer to a successful candidate will be conditional upon the following:

- Receipt of two satisfactory references (if they have not already been received), one of which must be from the current or most recent employer
- Proof of identify and qualifications
- Medical Questionnaire
- Satisfactory result of the Enhanced Disclosure and Barring check
- Verification of professional status for teaching posts

- Where a successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance. The provision of a Certificate of Good Conduct and/or a Police check from the country in which the candidate has lived/worked.

Where the work involves contract with boarding, new members of staff may NOT take up their posts before a satisfactory DBS Certificate has been received.

Where a candidate is:

- Found to be on the prohibited from teaching list or the Protection of Children Act List, or the DBS shows that they have been disqualified from working with children by a Court, or
- Found to have provided false information or failed to disclose information; or
- The subject of a serious expressions of concern as to their suitability to work with children

the facts will be reported to the Police and/or to the DfE Children's Safeguarding Operation Unit or DBS.