



LEWESTON

SHERBORNE

SAFEGUARDING POLICY

RESPONSIBILITY

Individual

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Nominated Safeguarding Governor

Dr Nicholas Bathurst

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This policy is on the School website and a hard copy is available to parents on request.

This policy can be made available in large print or another accessible format, if required, to comply with the Equality Act 2010.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 1 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

RESPONSIBILITY	1
INDIVIDUAL	1
NOMINATED SAFEGUARDING GOVERNOR	1
INTRODUCTION.....	4
CONTACT DETAILS.....	5
GENERAL AIMS.....	6
ROLES AND RESPONSIBILITIES	6
CHILD AT RISK OF SIGNIFICANT HARM OR CHILD IN NEED?	6
GOVERNING BODY	7
DESIGNATED SAFEGUARDING LEAD.....	8
RESPONSIBILITIES FOR ALL STAFF:	9
WHAT IS CHILD ABUSE?	9
PHYSICAL ABUSE	9
NEGLECT	11
EMOTIONAL ABUSE.....	12
SEXUAL ABUSE	12
INFORMATION SHARING	13
SPECIFIC SAFEGUARDING ISSUES	13
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES	14
MANAGING DISCLOSURES	14
GUIDANCE FOR STAFF	14
DEALING WITH DISCLOSURES.....	15
AFTER DISCLOSURE	16
PROCEDURES – WHAT HAPPENS NEXT?.....	17
PEER-ON-PEER ABUSE.....	18
COMPLAINT OR ALLEGATION.....	19
SUPPORTING THOSE INVOLVED	20
ALTERNATIVES TO SUSPENSION	21
IF THE MEMBER OF STAFF RESIGNS.....	21
RECORD KEEPING.....	22
ACTION IN THE CASE OF FALSE ALLEGATIONS.....	22
ACTION ON CONCLUSION OF THE CASE	23
APPENDIX 1: CONCERNS ABOUT A CHILD	24
APPENDIX 2: SAFEGUARDING AND ICT.....	25
DEALING WITH INAPPROPRIATE/ILLEGAL INTERNET ACCESS OR MATERIAL	25
WHAT TO DO IN THE EVENT OF DISCOVERY OF ILLEGAL MATERIAL.....	25
COMBATING CYBER-BULLYING	26
APPENDIX 3: FEMALE GENITAL MUTILATION (FGM)	27
FOUR TYPES OF PROCEDURE:	27
WHY IS IT CARRIED OUT?	27
CIRCUMSTANCES AND OCCURRENCES THAT MAY POINT TO FGM HAPPENING:	27
SIGNS THAT MAY INDICATE A CHILD HAS UNDERGONE FGM:.....	28
MANDATORY REPORTING DUTY.....	28
APPENDIX 4: CHILD SEXUAL EXPLOITATION.....	30

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 2 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

SOME INDICATORS OF CSE.....	30
WHAT TO DO	31
APPENDIX 5: CHILDREN MISSING EDUCATION.....	32
APPENDIX 6: PREVENTING RADICALISATION	33
APPENDIX 7: INDICATORS OF RADICALISATION	34
VULNERABILITY	34
ACCESS TO EXTREMISM / EXTREMIST INFLUENCES.....	34
EXPERIENCES, BEHAVIOURS AND INFLUENCES.....	34
TRAVEL	35
SOCIAL FACTORS	35
MORE CRITICAL RISK FACTORS COULD INCLUDE	35
APPENDIX 8: SO-CALLED ‘HONOUR-BASED’ VIOLENCE AND FORCED MARRIAGE	36
APPENDIX 9: REVIEWING POLICIES AND PROCEDURES	37
APPENDIX 10: NURSERY/EYFS PROVISION	38
ATTEND AND UPDATE TRAINING	38
SUITABLE PEOPLE	39
RECORD KEEPING	39
SUBSTANCE ABUSE	39
MOBILE PHONES	39
LIAISING WITH OTHER ORGANISATIONS.....	40
SUPPORTING FAMILIES	40
APPENDIX 11: CAUSE FOR CONCERN REPORTING FORM.....	41
APPENDIX 12: ‘BY ASSOCIATION’ LEGISLATION	43
APPENDIX 13: DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION	45
MANAGING REFERRALS.....	45
WORK WITH OTHERS.....	45

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 3 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

INTRODUCTION

At Leweston School governors, staff, parents and pupils work together to create a happy and caring learning environment which reflects the Christian beliefs and ethos of the Foundation.

The School will safeguard and promote the welfare of children who are pupils at the School in accordance with Section 157 of the Education Act 2002 and in compliance with Department for Education (DfE) Guidance *Keeping Children Safe in Education* (September 2016) KCSiE 2016, which has replaced *Keeping Children Safe in Education* (July 2015).

This Policy is also consistent with the requirements of *Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children* (March 2015). This guidance replaces Working Together to Safeguard Children (2010); The Framework for the Assessment of Children in Need and their Families (2000); and statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007).

The School follows the Pan-Dorset Inter-Agency Safeguarding Procedures –which are available on the website for Dorset Safeguarding Children Board “DSCB” which can be found at <http://pandorsetscb.proceduresonline.com/> Staff are aware of how to access this and the web-link is on the staff Safeguarding noticeboard, and attached below. The School fulfils its duty to work in partnership with other agencies and to share information with them in accordance with legislation (Children Act 2004). <http://www.dorsetscb.co.uk/site/advice-for-people-working-with-children/local-inter-agency-procedures/>

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the School, and applies to EYFS. It will be reviewed annually by the Governing Body, and staff have opportunities to contribute to the shaping and development of the policy and procedures during INSET and training. This policy should be read alongside the Staff Code of Conduct Policy, and KCSiE (part 1 and Annex A)

The policy for Safeguarding herewith provides equality of access and opportunity to all pupils in a spirit of Christian love, with understanding and acceptance of individual differences and respect for all persons. The guiding principle for all aspects of School life is to treat others as we ourselves would wish to be treated. This embraces the understanding that everyone has responsibilities, rights and deserves respect.

The School supports all pupils by encouraging the development of self-esteem and resilience in every aspect of School life whilst not condoning aggression or bullying; by promoting a caring, safe and positive environment and by liaising and working together with all other agencies.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 4 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

CONTACT DETAILS

Leweston School's Designated Safeguarding Lead "DSL" is **Lloyd Beecham, Deputy Head Pastoral** (beechaml@leweston.dorset.sch.uk and 01963 211002), and member of the Senior Leadership Team. The Prep School Designated Safeguarding Lead is **Alanda Phillips, Head of Prep and EYFS**, (phillipsa@leweston.dorset.sch.uk) and member of the Senior Leadership Team.

The Deputy Designated Safeguarding Leads for the Senior School are **Emma Massey, Head of Sixth Form** and **Lu Worrall, Head of Boarding**; both are members of the Senior Leadership Team.

The EYFS Deputy Designated Safeguarding Lead is **Erin Kelly**.

Dorset County Council Children's Services operations a single point of contact for any **new** referrals or safeguarding concerns about a child or young person.

This contact number is: **01202 228866**

Written confirmation will always be needed following a telephone referral.

To discuss concerns about a child who is already known to Social Care teams, contact the allocated social care team or social worker as usual.

The Dorset Designated Officer is **Patrick Crawford (01305 221122)**, or email p.crawford@dorsetcc.gcsx.gov.uk **and he is the person to contact in the event of an allegation against a member of staff.**

The **Somerset** Safeguarding Children Board contact number is 0300 123 2224

Dorset Police: 101 or 999 (in an emergency)

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 5 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

GENERAL AIMS

Leweston School fully recognises its responsibilities for Safeguarding. Whilst the School strives to minimise risk, it is fully aware that child protection risk cannot be eliminated. The School considers at all times what is in the best interests of the child. The interests of the child are always paramount, and inform and guide every aspect of School policy.

The School policy applies to all staff and governors working for and on behalf of the School. The main aims of the Safeguarding practice at Leweston are to:

- Establish a positive, supportive, secure environment in which children can learn and develop, together with a School ethos, which promotes, in all pupils, a sense of being valued.
- Ensure safer recruitment practices are always followed in accordance with Part 3 of KCSiE 2016 and the current Independent Schools Standards regulations. For details on this please refer to the School's Recruitment of Staff Policy and Procedures.
- Raise awareness of Safeguarding issues and equipping children with the skills needed to keep them safe through the content of the curriculum and the pastoral programme.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils who have been abused in accordance with his/her agreed Safeguarding plan.
- Teach the children about Safeguarding, including online dangers, bullying, preventing radicalisation and peer-on-peer abuse through the curriculum and PSHE.

It is recognised that because of the day-to-day contact with children, staff are well placed to observe the outward signs of abuse, Leweston School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that boarding house staff acknowledge children can be particularly vulnerable in residential settings and that therefore they need to be alert to pupil relationships and the potential for peer-on-peer abuse. The Deputy Designated Safeguarding Lead is a member of the boarding staff and the Senior Leadership Team. Senior pupils in the boarding house are trained on appropriate action to take should they receive any allegations of abuse. The boarding staff create an environment within which pupils feel comfortable and know how to discuss child protection matters if it is necessary, and with whom.
- Ensure children know that there are adults in Leweston whom they can approach if they are worried. This information is in the School planners and also displayed on various notice boards around the School for all the children to see. In the Prep, the children are encouraged through PSHE and assemblies to speak to their teacher or any member of staff if they have any worries or concerns.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse, including safe behaviour online.

ROLES AND RESPONSIBILITIES

Child at risk of significant harm or child in need?

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 6 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

The Children Act 1989 defines 'harm' as 'ill-treatment or the impairment of health or development'. 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes 'impairment suffered by hearing or seeing the ill-treatment of another'. Children who have suffered or are at risk of suffering significant harm should be reported to children's social care and/or the Police immediately.

A child is in need if he or she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority. In such cases Common Assessment Framework "CAF" and Team around the Family "TAF" approaches might be used. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Governing Body

The Governing Body is there to ensure (amongst other things) that they comply with their duties under legislation. They must also have regard to the guidance contained in "KCSiE 2016" to ensure:

- effective, annually reviewed and applied Safeguarding policies and procedures in place which are available publicly via the School website, together with a staff code of conduct and that these procedures are provided to all staff – including temporary staff and volunteers – on induction.
- remedy of any identified weaknesses without delay.
- the use safer recruitment practices.
- the appointment of a senior person who is the Designated Safeguarding Lead.
- that the Designated Leads are appropriately trained and updated at least every two years, with further updates of knowledge and skills throughout any one academic year.
- **all School** staff have formal Safeguarding training when they first join the School, which is subsequently updated formally at the beginning of every academic year, with further informal sessions and reminders throughout the course of any one academic year.
- the appointment of a Nominated Safeguarding Governor(s).
- there are procedures to deal with allegations against staff.
- ensure that the School contributes to implementation of the Safeguarding policy and procedures and good cooperation with local agencies. If there has been a substantial allegation against a member of staff, the School will work with the Dorset Designated Officer to determine whether there are any improvements to be made to the School procedures or practice to help prevent similar events in the future.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 7 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

The Chair of Governors is **Mr Christopher Fenton**, who can be contacted via the Bursar on scottmp@leweston.dorset.sch.uk or in person.

The Head is **Kate Reynolds** and her role is:

- to make sure all the policies/procedures are applied.
- to ensure that the DSL has sufficient time, funding, supervision and support to fulfil their child welfare and Safeguarding responsibilities effectively.
- to ensure the designated person and all other staff are able to fulfil their Safeguarding duties.
- to help and encourage School staff and volunteers to raise appropriate child welfare concerns.
- to ensure all these concerns are dealt with quickly and effectively.

Designated Safeguarding Lead

The Designated Safeguarding Lead's job is to:

- make sure **all** staff (newly qualified, new to the School, non-teaching and volunteers) have received in-house Safeguarding training during induction which includes:
 1. the School's Safeguarding policy
 2. the staff code of conduct
 3. the identity of the Designated Safeguarding Lead(s)
 4. a copy of at least Part 1 of KCSiE 2016, including Annex A.
 5. the School's behaviour policy for pupils
 6. reminders that Safeguarding is everyone's responsibility and emphasis of the attitude of 'it could happen here'
 7. support with how to write written records of all concerns, discussions and decisions
 8. Whistleblowing procedures
 9. when and how to refer to the LSCB
 10. ensuring a child-centred approach, considering what is in the best interests of the child.
- provide support, advice and expertise to all School staff who raise child welfare concerns
- provide Safeguarding training to the senior prefects (delivered by Lloyd Beecham)
- liaise with the Head on Safeguarding issues
- make the decision to discuss with/refer to Children's Social Care or Police
- know who to contact and if referring, do so in writing using the multi-agency referral form
- keep their own training up to date
- support staff who make referrals to Social Care, and any other agency working alongside the School
- support staff with regard to the requirements of the Prevent duty, and ensure all staff are adequately trained
- be available during School hours and term time, as well as contactable out of term time.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 8 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

In the absence of all DSLs, **Emma Massey**, Deputy DSL, will be acting DSL and can be contacted on masseye@leweston.dorset.sch.uk

The nominated Governor is **Dr Nicholas Bathurst** and his role is to:

- liaise with the School and informs the Governing Body of Safeguarding issues
- liaise with the Chair of Governors/Children and Young People's Directorate/partner agencies if there is an allegation against the designated teacher or Head
- support the designated teachers in fulfilling their role

Responsibilities for all staff:

- Attend Safeguarding training, updates and refreshers upon request throughout the academic year.
- Know what to do when abuse is disclosed, and to be aware of any indicators of abuse and neglect.
- Know how to make a referral and how to follow up on the referral if necessary.
- Ensure and evidence that they have read the following documentation:
 - i. The School's Safeguarding policy
 - ii. The staff code of conduct
 - iii. Part 1 of the document KCSiE 2016, and Annex A
 - iv. Online Safety and Cyber-bullying Policy
- Follow the protocol outlined within this policy

WHAT IS CHILD ABUSE?

All members of the School staff should be alert to the possible signs of abuse of a pupil. **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of 'child'

This is given as 'anyone who has not reached their 18th birthday'; whether or not they are living away from home does not change their status or their entitlement to protection under the Children Act of 1989. It is Leweston School's practice that the same rules and guidelines equally apply to pupils who are 18 years or over.

Physical Abuse

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 9 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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.

Common sites for non-accidental injury are:

- back, back of legs, buttocks (except, occasionally along the bony protuberances of the spine)
- mouth, cheeks, behind the ear
- stomach, chest
- under the arm
- genital, rectal area (but employ open questions to ascertain how the injury has occurred)
- neck

The following should also cause suspicion:

Bruising which is more than natural for the age and mobility of the child, particularly on the face or upper arm. Groups of bruises which form a pattern or sequence (sometimes a hand mark). Bruising of different ages.

Black eyes especially if there is no bruising to the forehead or nose and the lids are swollen and tender. Injuries to the **mouth or face**, including the lips or tearing of the web of skin joining the upper lip and gum.

Female Genital Mutilation “FGM”: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. See Appendix 3

Fractures and dislocations which may show in an obvious deformation of a bone or joint or swelling, or a reluctance to move a limb, accompanied by obvious discomfort or pain.

Finger-tip bruises and grasp marks. Thumb and finger marks around a limb, on opposite cheeks or on chest and back indicate tight grasping, possibly from swinging, force feeding or shaking respectively.

If a child has been **severely shaken**, which is a common form of child abuse, he/she may have internal or brain injuries. Symptoms of this may include cold, clammy skin, drowsiness and vomiting.

Impression or outline bruising, or weals and scratches resulting from beating with an instrument or hand.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 10 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

Bite marks. These may leave clear impressions of individual teeth or sometimes a more general crescent shaped mark changing into a bruise. If the bite is more than 3cm across it must have been caused by an adult or older child with permanent teeth.

Burns and scalds. To distinguish between accidental and non-accidental burns and scalds can be very difficult but, as a general rule, suspicions are raised by:

- clear outlines (e.g. glove and sock effect)
- uniform depth over a large area
- splash marks above the main scald area (caused by hot liquid being thrown)

Remember also:

- a responsible adult checks the water temperature before the young child gets in
- a child is unlikely to get completely into a bath that is too hot
- a child getting into hot water will struggle to get out and there will be splash marks
- small round burns may be caused by cigarettes (but friction burns may be accidental if along the bony protuberances of the spine). Cigarette burns also tend to have a characteristically dark thick base and may be at different stages of healing.

Scars – all children have scars, but concern is caused by:

- large numbers of scars, particularly of different ages, and if accompanied by recent bruising
- unusual shaped scars; old cigarette burns; burns that did not receive treatment; brands and tattoos.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect and failure to thrive need a medical diagnosis. Warning signs, in addition to the child's neglected appearance, may include:

- short stature and underweight for chronological age
- red/purple, cold hands and feet at any time of the year
- swollen limbs with pitted sores that are slow to heal
- poor skin condition, especially a severe or persistent nappy rash
- voracious appetite
- dry, sparse hair
- developmental delay
- unresponsiveness or frozen watchfulness
- indiscriminate relationships with adults, often seeking attention or affection from anyone, but passively accepting when it is withdrawn

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 11 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Children who have been emotionally abused are likely to show some or all of these personality characteristics:

- lack of trust
- low self-esteem and self confidence
- feeling guilty and unworthy as a consequence of constant denigration
- unable to "give" in a relationship because of their need to receive affection and attention
- global or specific development delay
- attempts at self-harm
- gross attention seeking behaviour

Sexual Abuse

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

The Cleveland Report (1988) states: "Sexual abuse occurs in children of all ages including the very young, to boys as well as girls, in all classes of society and frequently within the privacy of the family."

Be alert to bruises, bites, unusual marks or soreness in the private parts, repeated urinary infection or vaginal discharge and preoccupation with sexual parts of matters.

A child's behaviour, and particularly changes in behaviour, may raise suspicion that sexual abuse is taking place. In themselves, symptoms of sexual abuse are only indicators. A pre-school child may display precocious behaviour. Their drawings or play may be of a sexual nature and inappropriate for

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 12 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

their age. Sometimes a child may purposefully inform an adult about abuse. Alternatively, an adult may realise from what the child has said that abuse is taking place, without any intent on the child's part to disclose.

Child sexual exploitation "CSE" involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or (in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. See Appendix 4 for further information.

INFORMATION SHARING

Leweston recognises the importance of information sharing between professionals and local agencies. Whilst the Data Protection Act dictates that personal information is processed fairly and lawfully, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of our pupils. This process is especially important to identify and prevent Child Sexual Exploitation.

SPECIFIC SAFEGUARDING ISSUES

Staff are trained, made aware of, and know how to deal with specific safeguarding issues. Behaviours linked to drug taking, alcohol abuse, truanting and sexting (Youth Produced Sexual Imagery – YPSI) put children in danger, and staff are made familiar with School policies relating to these specific issues.

Some areas of specific safeguarding issues are listed below; Leweston is committed to help train staff on these issues when appropriate, and are given relevant information for appropriate research into each area to read alongside the School's own policies:

- bullying including cyberbullying
- children missing education
- child sexual exploitation
- domestic violence
- drugs and alcohol
- fabricated or induced illness
- faith abuse
- female genital mutilation
- forced marriage
- gangs and youth violence

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 13 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

- gender-based violence/violence against women and girls
- hate
- mental health
- preventing radicalisation
- relationship abuse
- YPSI
- trafficking.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Staff are also reminded that children with Special Educational Needs and Disabilities can face additional safeguarding challenges. There are additional barriers that can exist when recognising abuse in this group of children, which 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 SEND can be disproportionately impacted by things like bullying without outwardly showing any signs,
- communication barriers and difficulties in overcoming these barriers.

MANAGING DISCLOSURES

Guidance for Staff

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, **although any staff member can make a referral to children's social care**. Other options could include referral to specialist services or early help services, and should be made in accordance with the referral threshold set by the LSCB.

Guidance describes early help as "providing support as soon as a problem emerges, at any point in a child's life." It adds that effective early help relies on agencies working together to:

- **Identify children that would benefit from early help.** Professionals should be alert to the potential need for early help for children with particular characteristics, such as special educational needs or caring responsibilities.
- **Undertake assessments of the need for early help.** Where a child would benefit from coordinated support from more than one agency (e.g. education, health, housing etc.) there will be an inter-agency assessment carried out, undertaken by a lead professional, such as a GP, teacher, or family support worker. The assessment will identify the help required to prevent needs escalating to the point where a statutory assessment by the local authority is required.
- **Providing targeted services.** Dorset LSCB provides an extensive system of early help, modelled on the New York system, which often involves family support services and parenting programmes to assist with matters that do not meet the threshold of a referral to Children's Services.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 14 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

If anyone other than the safeguarding lead makes the referral, they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

The DSL will support staff members in liaising with other agencies where appropriate, including setting up and reviewing any early help that is required. The early help that is available through the Local Authority and the procedures are explained to all staff during their inductions, and reiterated at annual training sessions.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the Police. This would usually be done via the DSL, unless there is a good reason not to, as the School has a responsibility to ensure the matter is reported.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed as soon as possible that a referral has been made.

It is imperative that children receive the right help at the right time to address risks and prevent issues from escalating, and that we act on and refer early signs of abuse and neglect, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. For local guidance on thresholds and the route for obtaining information advice on borderline cases please refer to www.dorsetscb.co.uk/site/wp-content/uploads/2009/12/Thresholds-for-Social-Care-Intervention.pdf

Dealing with Disclosures

Pupils have access to the Worries and Concerns Policy, that is written for them and advises them on who to approach and how if they have particular concerns. Staff are advised to do the following:

- Always stop and listen if a pupil wants to tell you about incidents or suspicions of abuse. Be reassuring. Don't stop the pupil while you find a 'witness' or ask him/her to write a statement or repeat the disclosure to another adult.
- If you can, write brief notes on what s/he is telling you as s/he speaks. These may help later if you have to remember exactly what the child said. If you do not have the means to write at the time, make notes of what was said as soon as possible afterwards. Make sure notes are dated and signed, and recorded appropriately.
- Never agree to confidentiality. If you are told about abuse, you have a responsibility to report it so that action can be taken. Give reassurance that only those who need to know will be told.
- Ask only enough questions to clarify what is being said. Do not ask leading questions; ask, "What do you want to tell me?" or "Is there anything else you want to say?" If you need clarification, use 'TED questions' (Tell me, Explain to me, Describe for me). Don't make

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 15 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

assumptions about whether the pupil is being truthful or pass comment on the alleged abuser.

- When the pupil has finished, explain what you are going to do next.
- Immediately tell the DSL, or the deputy DSL. Do not tell other adults or young people what you have been told; if there is an immediate risk of harm, a referral can be made straight away, but alert the DSL to this as soon as possible.
- Never attempt to carry out an investigation of suspected or alleged abuse. Social workers and the police are the people trained to do this. Untrained investigations on your part could cause more damage and interfere with possible criminal proceedings.

After Disclosure

- **Stay calm** and try not to transmit your anger, shock, distress or embarrassment to the child – either verbally or through body language
- **Take the child seriously**
- **Reassure the child**
- **Allow the child to talk/finish the story.**
- **Pass on the notes you have made and use the Cause for Concern Reporting Form (Appendix 11).**

(Following the disclosure the child will need to be cared for in a kind and considerate way. Explain to the child that the DSL will need to talk to someone in another agency whose job it is to help and protect children and that they will want to talk to the child **but offer to stay with the child and support them.**)

Signs and Symptoms

- Where no actual disclosure has been made, sexual abuse is an extremely difficult form of abuse to establish. The signs and symptoms can only be indicators since in each case the sign or symptoms can also be an indicator of other situations.
- Some signs and symptoms are:
 - cringing or flinching when approached
 - frozen awareness
 - bilateral injuries such as two black eyes
 - not wanting to be leaned over or physically approached in the normal way
 - defiance or withdrawal
 - aggression towards, in particular, male teachers or in particular, female teachers
 - aggression towards, bullying of, or physically/verbally attacking other pupils
 - hostility towards parents
 - being physically tense

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 16 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

- promiscuity or being sexually provocative
 - signs of neglect, for example under-nourishment or lack of cleanliness
 - a pupil “clinging” to the teacher
 - continual extreme exhaustion
 - bruising as referred to above under physical abuse
- When these signs or symptoms are apparent in a child, especially where several are present, there will be cause for concern. The pupil should in any case already be under review by the Form Tutor and Head of Year. Where the teacher has a suspicion or senses that sexual abuse may be taking place, he/she should talk the matter over with the DSL or the Deputy DSL.

PROCEDURES – WHAT HAPPENS NEXT?

Cases where abuse may have been inflicted by parents or carers

Suspicion or knowledge of abuse must be reported readily and immediately to the DSL who will share such information on a ‘need to know’ basis.

Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, not ask leading questions, not guarantee confidentiality and subsequently to record the pupil’s statements. The situation should then be reported and discussed with the DSL who will consult with the Head.

The DSL will report concerns immediately (within one working day) to Children’s Social Care.

In cases where it is felt the child requires assistance from other agencies that support pupils such as Child and Adult Mental Health Service “CAMHS”, Education Welfare Service and Educational Psychology Service, we will liaise with them.

Cases where abuse may have been inflicted by staff or volunteers

All allegations against staff in Schools are dealt with in accordance with Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015). Chapter 2 paragraph 4 and Keeping Children Safe in Education (2016).

All concerns of poor practice or possible child abuse by staff should be reported immediately to the Head. **In cases where the Head is absent, or is the subject of the allegation or concern, the report should be made directly to the Chair of Governors** (who will then contact the Dorset Designated Officer), **without the Head being informed. If the allegation is about the DSL, then it should be reported directly to the Head.**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. **All staff must remember that the welfare of the child is paramount and must report their concerns immediately.**

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. All unnecessary delays should be eradicated. Leweston will not undertake its own investigations of

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 17 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

allegations without prior consultation with the Dorset Designated Officer or in the most serious case, the Police, so as not to jeopardise statutory investigations.

Immediate contact (within one day) should be made with the Dorset Designated Officer to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The School must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School should give due weight to the views of the Dorset Designated Officer and the policy when making a decision about suspension.

If there has been a substantiated allegation against a member of staff, the School should work with the Dorset Designated Officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

As a School with a boarding population, the School will make arrangements for alternative accommodation away from children in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.

Peer-on-Peer Abuse

Cases where abuse may have been inflicted by one of more pupils against another pupil

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Local Safeguarding Children Board "LSCB" on the handling of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LSCB, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of a pupil whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

Staff are made aware that safeguarding issues can manifest via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyberbullying), gender based violence/sexual assaults, and sexting (YPSI). This policy, in-line with the School's Anti-Bullying policy, and the Online Safety and Cyberbullying policy, sets out Leweston's support of and response to those pupils who suffer peer-on-peer abuse. The School's Online Safety and Cyberbullying policy sets out clear procedures for dealing with incidents that include YPSI, including supporting those involved.

Peer-on-peer abuse will be considered abuse, and will never be tolerated or passed off as "banter" or "part of growing up". In light of this, there are different gender issues that pupils may face, which include girls being sexually touched or assaulted, and boys being subject to initiation or hazing type violence.

Where the abuse is physical, verbal, bullying or cyber-bullying, sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the Dorset Multi Agency Safeguarding Hub and seek advice from the Safeguarding and Standards before commencing its own

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 18 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

investigation or contacting parents. This may mean, on occasions, that the School is unable to conduct its own investigation into such incidents. Support for the victims of abuse will be in line with support outlined in the school's Anti-Bullying policy. For victims of sexual abuse, the School should follow advice given by the LSCB and consider using external agencies, such as Early Help or CAMHS to support any strategies that they may be able to provide within school. Depending on the nature of abuse, the school may need to consider providing measures to protect other pupils by means of a risk assessment provided by Dorset LSCB. As with any abuse reported to the School, if there is a danger or an immediate risk of harm, the procedures for an immediate referral to Children's Social Care will be followed.

Seeing as Leweston is able to monitor pupil relationships closely and carefully, it is essential that staff report any concerns they have relating to peer-on-peer abuse to the DSL as soon as possible. Additionally, pupils are given the opportunity to report any concerns they have through a variety of different ways, set out in the Worries and Concerns policy.

Where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children, etc.

Allegation of Abuse of a child who is not a pupil at the School

If the School is given information that suggested that a member of staff is abusing a child who was not a pupil at Leweston, the School would immediately pass such information to the LSCB to handle. The School would then interview the member of staff and formally advise him/her of the allegations, making it clear that the School would not play any part in the investigatory process. He/she would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a School pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the School in resuming his/her career.

COMPLAINT OR ALLEGATION

It is important to draw a distinction between complaints and allegations against staff. In other words, the difference between behaviours that suggest misconduct or unprofessionalism, and those which specifically raise child protection concerns.

Any concern which involves the possibility of neglect, physical, emotional or sexual abuse will ***always*** be discussed with the Dorset Designated Officer and their advice taken. If Safeguarding procedures are needed, an investigation will be carried out by the LSCB and the Police, as happens with any other referral. The DSL and Governors **must not** carry out investigations themselves in these circumstances. They will be invited to a Strategy Meeting at a very early stage.

When deciding whether to make a referral following an allegation or suspicion of abuse, the Head and DSL will not make their own decision over what appear to be borderline cases, but rather the

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 19 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

doubts and concerns will be discussed with the Dorset Designated Officer. This will be done tentatively and without giving names in the first instance. What appears minor at first can later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the School will not do anything that may jeopardise a police investigation such as asking a child leading questions or attempting to investigate the allegations of abuse.

Decisions about suspension and the use of disciplinary procedures are for the Head and Governors alone, but the action may need to be co-ordinated where there is a wider investigation involving Social Care and/or the Police.

Supporting those involved

The person(s) who makes the allegation and their parents/carers:

Parents and carers will be notified if their child makes or is involved in an allegation against staff if they do not already know. However, if the police or social services are to be involved, they will be contacted first and will advise as to what information may or may not be disclosed to the parents. Parents and carers will be made aware of any progress in the investigation and where there is no criminal prosecution, the outcome will be explained to them. This may be a disciplinary outcome. During a disciplinary hearing the deliberations and information used for making a decision are usually confidential, but parents will be told the outcome.

Social Services and the Police may be involved, depending on the severity of the case and will provide the School with advice on what type of additional support the child may need.

The School's **Whistleblowing Policy** enables staff to raise concerns or allegations against their colleagues in confidence and for a sensitive enquiry to take place; the Senior Leadership Team will always take concerns seriously. Alternatively, if staff feel that they are unable to raise concerns about poor or unsafe practice and potential failures of the school's safeguarding regime, the NSPCC's whistleblowing helpline is available on 0800 028 0285.

The employee

Leweston has a duty of care to its employees and will do everything to minimise the stress of any allegations and the disciplinary process.

The person who is the subject of the investigation will be informed as soon as the allegation has been made, but only after the Head has spoken to the Chair of Governors. The employee will then be advised on what the next course of action will be. However, if the Police or Social Services are to be involved, they will be contacted before the employee and will advise as to what information may be disclosed to the person under investigation.

The Chair of Governors will keep the subject of the allegation, the progress of the case, and any other work-related issues. If that person has been suspended, they will keep them informed of any developments from School. If the employee is a member of a union or any other professional association, they should be advised to contact that body at the outset of the investigation.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 20 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

The employee may need additional support and the School should consider what might be appropriate to best accommodate this. If it is a criminal investigation and the Police are involved, they may provide this additional support.

Confidentiality

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so the School must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence or the DfE/National College for Teaching and Leadership "NCTL" publish information about an investigation or decision in a disciplinary case.

Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step and we will take legal advice beforehand and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The Police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff and we will always:

- Keep an open mind until a conclusion has been reached,
- Keep him or her informed of progress of the investigation

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend (or Union representative).

Boarding or other accommodated staff who are suspended will be required to remain off-site for the duration of their suspension.

Alternatives to suspension

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

If the member of staff resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse until an outcome has been reached with or without the person's co-operation. They will be given full opportunity to answer the allegation.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 21 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

Record keeping

Detailed records of all allegations made, investigations and outcomes should be kept in the personal file of the person who has been under investigation. This person should be given a copy of the same information. This will enable the School to:

- Provide all the necessary information for future Schools if they require a reference. Where DBS checks highlight incidents of allegations that did not result in any criminal charges, records will need to show exactly what happened, what points of action were taken during and after the investigation and how the result of the investigation was reached
- Prevent unnecessary re-investigation in the future if an allegation re-surfaces.

The record will be kept, including for people who leave the organisation, securely on file at the School.

Allegations that are proven to be malicious will not be kept on employment records or used in employee references.

The records will be kept by the Chair of Governors.

Details of any allegation made by a pupil will be kept a confidential Child Protection File.

Action in the case of false allegations

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another School. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents and guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her. If issues of professional competency are involved and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 22 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

circumstances, together with professional counselling outside the School community. A short sabbatical or period of re-training may be appropriate.

Action on conclusion of the case

If the investigation results in the dismissal or resignation of a person, and that person has been charged with a criminal offence, a referral must be made immediately by the School to the Disclosure and Barring Service "DBS" (see below Referring cases to the Disclosure and Barring Service) and if appropriate the NCTL.

If it is decided that the employee may return to School (after a suspension) then provisions will be put in place by the School to ensure that the transition is as smooth as possible. This may involve a phased return for a trial period or the use of another member of staff as a support system in the short term. If the child who made the allegation is still at the School, the School will consider what needs to be done to manage the contact between employee and child.

No matter what the outcome is of an allegation of abuse against staff, the School will review the case to see if there are any improvements that can be made in its practice of policy that may help to prevent similar cases in the future. If there has been a substantiated allegation against a member of staff, the School should work with the Dorset Designated Officer to determine whether there are any improvements to be made. Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head together with the School's DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, LSCB, or other agencies involved to identify the support strategies that will be appropriate.

Referring cases to the Disclosure and Barring Service

Like all Schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she has caused harm or posed a risk of harm to children, to the DBS. Referrals should be made as soon as possible and certainly within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Ceasing to use a person's services include: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training; or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Compromise agreements, by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to co-operate with an investigation. Proprietors of independent Schools have a legal duty to respond to requests from the DBS for information they already hold, but they do not have to find it from other sources.

Referring cases to the National College for Teaching and Leadership

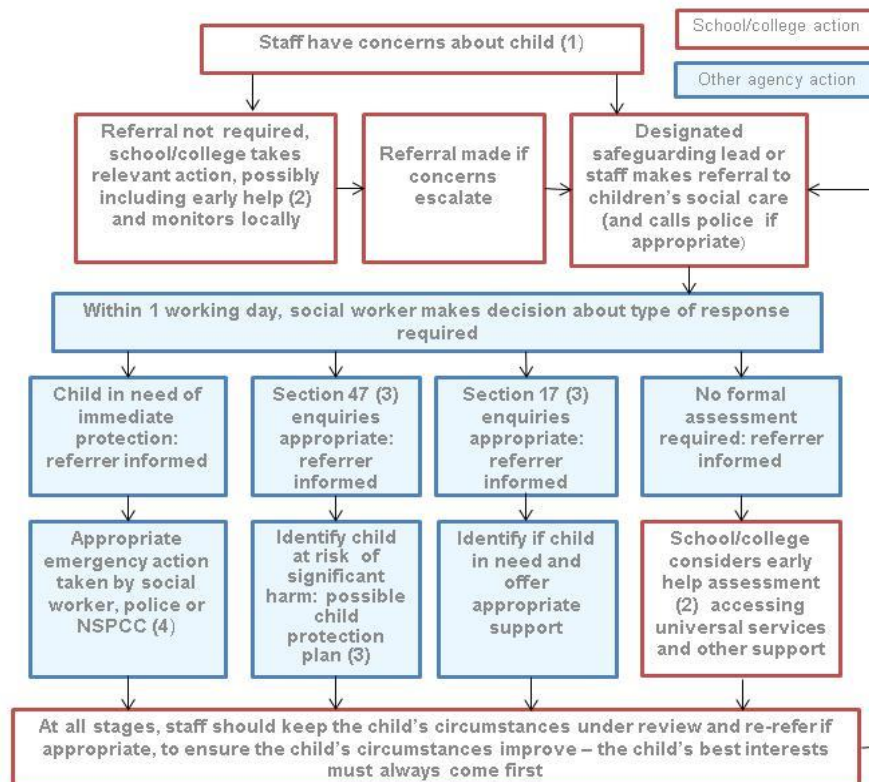
Independent Schools are also under a duty to consider making a referral to the NCTL where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are; 'unacceptable professional

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 23 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

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.

APPENDIX 1: CONCERNS ABOUT A CHILD

Actions where there are concerns about a child



Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 24 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 2: SAFEGUARDING AND ICT

Protecting young people in the online world means thinking beyond the School environment. As well as the computer to access the Internet, mobile technology offers internet connections through WiFi connections, or through 3G/4G. Pupils may be working online in School, at home or remotely. Increasingly pupils will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online. Safeguarding pupils in both the real and virtual world is everyone's responsibility and all staff are aware of this policy and how to respond to e-safety incidents. All pupils are required to agree to and sign the School's acceptable user policy and what to do if they have any ICT Safeguarding concerns. Harassment, grooming of another person using technology, or breaching their right to privacy, poses a serious threat to physical and emotional safety, and may have legal consequences.

Dealing with Inappropriate/Illegal Internet Access or Material

If staff or pupils discover unsuitable websites, this should be immediately reported to the DSL who in liaison with the ICT Co-ordinator for the School will consider a referral to the Internet Watch Foundation "IWF" and the Police. The Safe Schools and Communities Team work together with the School in dealing with online and internet issues. Illegal material within the School's network is a very serious situation and must always be reported to the Police. Our School ensures processes are in place to minimise the risk of pupils gaining access to inappropriate materials, through supervision, monitoring, and filtering, without blocking unnecessarily. Any incident that involves inappropriate adult access to legal material on the School premises will be dealt with by the School's disciplinary policy.

What to do in the event of discovery of illegal material

- Seek immediate and specific advice from the DSL who will consult with the ICT co-ordinator, the Head and the Police.
- Prevent any further physical access to the device until the correct advice is gained.
- **Unless absolutely necessary, DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.**
- Consider if it is necessary to prevent remote access to the device.
- If you believe that a member of staff or pupil who has left the site, could remove or damage evidence on the device remotely, unplug **ONLY** the network cable from the back of the device to prevent this access from taking place.
- If the PC is already turned off and it is no longer realistically possible to prevent further physical access to the device (i.e. lack of supervision, high levels of access or an unoccupied location) **disconnect the power at the base unit (not the wall)** and remove the battery from a laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should the ICT co-ordinator, network manager or Head attempt to conduct an investigation of their own or bring in an outside expert to do so, as this may compromise the evidence if a legal case were to result. In some cases this may constitute a criminal offence in itself.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 25 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

Combating Cyber-bullying

Cyber-bullying is dealt with at length in the School's Online Safety and Cyberbullying policy. Serious incidences of cyberbullying may result in the involvement of the LSCB and/or the Police.

Mobile Device Guidance:

All pupils using mobile devices at School are reminded of the necessity to use them in a responsible manner. Calls and text messages of an abusive nature are illegal and will be deemed a serious breach of School discipline. No information may be posted online which identifies the School with unacceptable opinions or activities, or which would bring the School into disrepute.

The following guidance must be strictly followed whether using the School network, home network, or 3G/4G:

- Use of devices for storage and/or distribution of offensive (including pornographic) material is forbidden.
- Taking photos, video or audio recordings of fellow members of the School community without permission for a specific purpose will not be tolerated. No device, personal or otherwise, may be used to record, store or transmit any type of image, sound or video from Leweston without teacher permission.
- Use of mobile devices in any way that may cause embarrassment or discomfort to fellow members of the School community is unacceptable.
- All communications sent using the network will befit the image of the School and use appropriate language.
- Users will never seek to harass or abuse students or staff through obscene or offensive language or images, and will report any cases of inappropriate use.

If the School has reasonable suspicion that a student has violated the terms of these guidelines, or other School policy, the student's device may be inspected and/or confiscated. Further misuse may lead to the removal of access to Leweston's ICT systems, and referrals to the authorities may be necessary.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 26 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 3: FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 27 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

Signs that may indicate a child has undergone FGM:

- Prolonged absence from School and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Section 3A of the 2003 Act provides for an offence of failing to protect a girl from the risk of FGM. This means that if an offence under section 1, 2 or 3 of the 2003 Act is committed against a girl under the age of 16, each person who is responsible for the girl at the time the FGM occurred could be liable under the offence. The term “responsible” covers two classes of person:

- a person who has “parental responsibility” for the girl and has “frequent contact” with her; and
- a person aged 18 or over who has assumed (and not relinquished) responsibility for caring for the girl “in the manner of a parent”.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers and health and social care professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of “FGM” appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over.

The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have 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.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 28 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made.

While the duty is limited to the specified professionals described above, non-regulated practitioners still have a general responsibility to report cases of FGM, in line with wider safeguarding frameworks. If a non-regulated professional becomes aware that FGM has been carried out on a girl under 18, they should still share this information within their local safeguarding lead, and follow their organisation's safeguarding procedures.

Further information on FGM can be found within Multi-Agency Practice Guidelines at www.dorsetscb.co.uk/site/wp-content/uploads/2014/03/Female-Genital-Mutilation-Guidance.pdf and the government's statutory guidance at <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 29 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 4: CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some indicators of CSE

There are three main types of CSE:

1. Inappropriate relationships – this usually involves one perpetrator who has inappropriate power or control over a young person. There is often a significant age gap and the victim may believe they are in a loving relationship.
2. 'Boyfriend' model – the perpetrator befriends and grooms the young person into a 'relationship' and then convinces or forces them to have sex with friends or associates. This is sometimes associated with gang activity. Peer exploitation is where young people are forced or coerced into sexual activity by peers and associates.
3. Organised sexual exploitation – young people are passed through networks, possibly over geographical distances, where they are forced into sexual activity with multiple offenders. This often occurs at 'sex parties' and the young people may be used to recruit others into the network. Some of this activity is described as serious organised crime.
 - underage sexual activity
 - sexually risky behaviour, 'swapping' sex
 - repeat sexually transmitted infections or becoming pregnant
 - receiving unexplained gifts or gifts from unknown sources, including changes in dress
 - associations with other young people involved in exploitation
 - having multiple mobile phones and worrying about losing contact via mobile
 - going to hotels or other unusual locations to meet friends
 - having older boyfriends or girlfriends
 - involved in abusive relationships, intimidated and fearful of certain people or situations
 - hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
 - unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
 - changes in emotional wellbeing
 - missing for periods of time or regularly coming home late
 - regularly missing school or education or not taking part in education.
 - self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
 - drug or alcohol misuse
 - getting involved in crime

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 30 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

The School will always work within the guidelines of the relevant LSCB when dealing with matters of Child Sexual Exploitation. Dorset have extensive support available, and the risk assessment tool is available here:

http://www.proceduresonline.com/pandorset_scb/user_controlled_lcms_area/uploaded_files/Pan%20Dorset%20CSE%20Screening%20Tool%20May%202017.docx

What to do

If you have any concerns that a child you know may be a victim of CSE report it to the DSL

In an emergency or if a crime is ongoing always dial 999.

- Dorset Police by calling 101
- Crimestoppers anonymously on 0800 555 111

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Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 31 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 5: CHILDREN MISSING EDUCATION

In line with the updates to *KCSiE 2016*, Leweston School has clear procedures for pupils missing from education. A child going missing from education is a potential indicator of abuse or neglect, and staff must be aware of the procedures for dealing with pupils who go missing, particularly on repeat occasions, as set out in *KCSiE 2016*:

All Schools must inform the local authority of any pupil who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 School days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

The 'Missing Pupils Policy', the 'School Attendance Policy', and the 'Pupil Supervision Policy' clearly set out the procedures and steps to be followed if a pupil is missing from School. Staff are aware of signs to look out for, through INSET and Safeguarding training, when considering the risks of potential Safeguarding concerns for pupils, such as travelling to conflict zones, FGM, and forced marriage. The extensive programme of PSHE available to the pupils ensures a good knowledge-base for these issues. If a pupil is going to be deleted from the Leweston admissions register, the DSL will notify the local authority under any of the fifteen grounds set out in the Education Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. Further information is in the School Attendance Policy. This will not apply where the pupil has completed Year 13, unless the local authority requests for such information to be provided.

As set out by the amendments to the Education Regulations 2006 and Keeping Children Safe in Education September 2016, the School will inform the LA of any reason to delete a pupil from the admissions register, including where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education,
- Has ceased to attend school and no longer lives within reasonable distance of the school,
- Has been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parents has indicated the intention to continue to attend the school after ceasing to be of compulsory school age,
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to school at the end of that period,
- Has been permanently excluded,
- Has been registered at another school but is not being dual registered,
- Has been continuously absent for a period of no less than 20 school days without the School's permission.
- Has died,
- Has been admitted to the School to receive nursery education, and they have not transferred to a Reception, or higher, class at the School on completing their nursery education.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 32 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 6: PREVENTING RADICALISATION

Leweston School recognises its responsibility to protect children and young people from being radicalised or drawn into terrorism. The School has regard to the Prevent duty as expressed in the statutory guidance in Section 29 of the Counter-Terrorism and Security Act 2015. Working from KCSiE 2016, our definition of extremism is '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.' Training is provided to empower staff to handle discussions with pupils who voice support for extremist ideas that are part of terrorist ideology, and to intervene as appropriate. If a member of staff finds such discussions or interventions difficult to handle they should seek advice from senior colleagues. If a member of staff is concerned about extremist views being put forward by a pupil they should report the matter to the DSL. The DSL will assess the risk of the pupil being drawn into terrorism through consultation with senior colleagues, and potential discussion with the Dorset Prevent officer. Further action might include referring pupils to a Channel Panel or to Children's Services.

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Leweston is committed to the four general themes of School duty:

1. Risk assessment – through PSHE, Religious Studies programmes and pupil development sessions, discussion of different world views naturally becomes apparent. In line with the School's policy on promoting British values, the School takes its position seriously in promoting a sense of tolerance, acceptance and understanding. However, as detailed above, if extreme pupil views do become apparent through the curriculum, tutor or boarding systems, the concern will be immediately reported to the DSL to make a further assessment of the situation.
2. As with other areas of Safeguarding, Leweston will work alongside and with Dorset Safeguarding Children Board in terms of guidance for pupils, parents and staff. Staff are aware that referrals can be made in the same way as other Safeguarding concerns, as well as to the Channel programme. Families who raise concerns will be supported by the School, and parental views will also be considered in spotting signs of radicalisation. Parents will also be directed towards online resources, particularly that 'Educate Against Hate' campaign to help raise awareness further.
3. Whole staff training will take place on the Prevent duty, as organised by Dorset Safeguarding Children Board, and also online. The DSLs and DDSs are fully trained.
4. The ICT Acceptable Use policy ensures pupils are aware of what constitutes appropriate material with reference to extreme views, radicalisation and terrorism. Appropriate filtering is in place to help prevent the accessing of inappropriate material, and to flag any key words as identified by the Home Office.

Staff are provided with documentation from the government on how social media is used to encourage travel to Syria and Iraq. Pupils agree to an acceptable ICT use policy which contains clear guidance on encountering extreme or radical views online.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 33 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 7: INDICATORS OF RADICALISATION

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in society
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous criminal involvement.

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour?
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 34 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation?
- Does the child/ young person demonstrate identity conflict and confusion associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly associated with war or conflict?
- Is there evidence that an adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

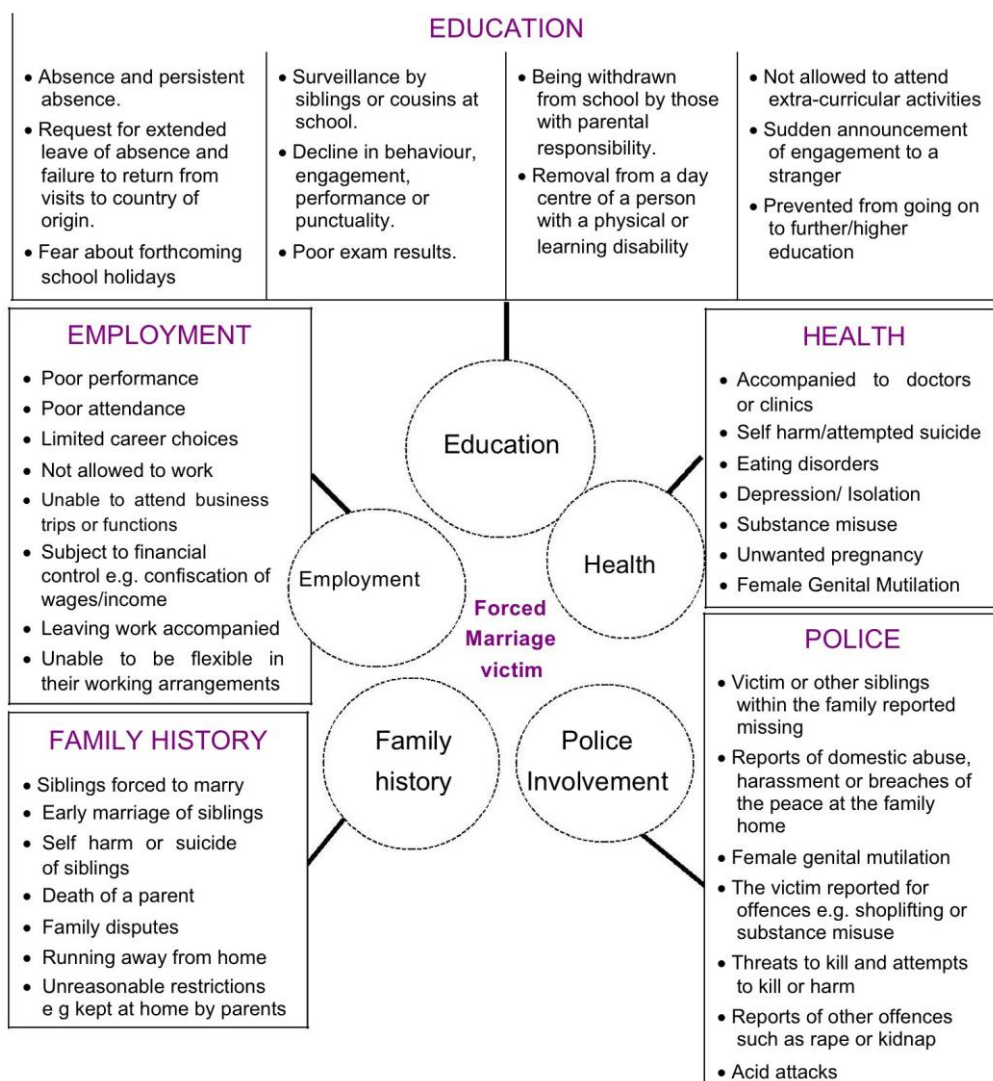
Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 35 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 8: SO-CALLED ‘HONOUR-BASED’ VIOLENCE AND FORCED MARRIAGE

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of the motivation, and should be handled and escalated as such. If in any doubts, staff should speak to the DSL.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered from it.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Some indicators of Forced Marriage are explored below:



Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 36 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 9: REVIEWING POLICIES AND PROCEDURES

There will be an annual review of the School's Safeguarding policies, including an update and review of procedures and implementation, or more regularly if required. The DSL will work with the Governing body on this.

There is co-operation with local agencies to ensure that Safeguarding and Child Protection procedures at Leweston are always high on the agenda. Our Safeguarding Policy and Procedures will be monitored and evaluated by various means including:

- Governing Body visits to the School
- Senior Leadership Team "SLT" 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of range of risk assessments
- Scrutiny of Governing body minutes which should be full and rigorous
- Logs of bullying/behaviour incidents for SLT and Governing body to monitor
- Review of parental concerns and parent questionnaires

This policy also links to a number of relevant policies which can be found in the Staff Handbook which include:

Staff code of Conduct	PSHE
Pupil Code of Conduct	Sex and Relationships Education
Whistleblowing (Confidential Reporting)	Physical intervention
Anti-bullying	Safer Recruitment of Staff
Health & Safety	Online Safety
Allegations against staff	Risk Assessment
Parental concerns	Mental Health
Attendance	Missing Pupils
Curriculum	

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 37 of 46	Author	DHP
Last review	March 2018	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	7a, 5	S48	

APPENDIX 10: NURSERY/EYFS PROVISION

Leweston Nursery along with the entire School has created an environment whereby all children can play, learn and develop in a safe and abuse free environment.

Any suspicion of abuse will be promptly and appropriately responded to in accordance with Leweston School, the local authority, Ofsted, ISI and the Local Safeguarding Children Board. Ofsted will be informed, as a matter of course, of allegations against people living or working on the premises, or of any other abuse alleged to have taken place on the premises, as soon as practicable and within 14 days at the latest.

In order to accomplish this Leweston will:

Attend and Update Training

The Nursery DSL will update specific training in accordance to best practice.

All staff will be trained to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of Safeguarding issues. The School will seek out training opportunities for all staff within nursery to ensure that they recognise the indicators of possible abuse whether it is sexual, emotional, physical abuse or neglect at the earliest opportunity and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example; inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Within the learning environment of the nursery and especially through the EYFS Framework, all children will be taught personal skills which we ensure are harmonised to their level of development and comprehension. Any child who is troubled or very unhappy about being cared for by a particular staff member after a reasonable amount of time, will naturally be offered care from another key person.

In the unlikely event of an allegation being made against a member of staff if the Head is unavailable – or is involved – the Chair of Governors should be told at once.

An allegation of such seriousness would normally be made directly to the Head but if another member of staff is told first, he/she will ensure that the Head is informed immediately.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with fairly quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 38 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

At all times confidentiality will be maintained. Shared information is on a need to know basis which normally would be the staff member raising the concern and the Safeguarding Leads.

Suitable People

Leweston Nursery must ensure that people looking after children are suitable to fulfil the requirements of their roles. There must be effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

The School is responsible for checking the suitability of people looking after children and or persons living or working on the premises of such a person, including obtaining enhanced criminal records checks and barred list checks. The Nursery must obtain an enhanced criminal records disclosure in respect of every person aged 16 and over who:

- Works directly with children
- Lives on the premises on which the childcare is provided and/or
- Works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present). Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.

Record Keeping

A Concern Form is used when staff observe worrying or out of character behaviours from a child within the nursery. This may be a physical condition, appearance or a type of behaviour. A confidential and detailed record will be made using the form which is a separate document to any other records relating to the child. This document will include important information such as dates, times, and factual observations which would include if possible, the exact words spoken by the child. A body map may also be used in addition to clear precise recording of the adults name, signature and date.

Sensitive and confidential records will be kept in the nursery office in a locked filing cabinet and access in the first instance will be the Designated Leads for Safeguarding.

Leweston best practice dictates that any inappropriate or out of character conversations that any child is heard saying or describing will be recorded. Such information will be shared with parents and within Pastoral Care Meetings if felt necessary with the full intention to be part of any possible future catalogue of events.

Substance Abuse

If any parent arrives at nursery that is suspected as being under the influence of alcohol or drugs, an immediate referral to Social Services will be made.

Mobile Phones

All mobile phones within the nursery are prohibited apart from the emergency mobile for electricity failures and nursery outings. The camera aspect of this phone will only be activated and used in the

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 39 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

event of necessary evidence such as an accident record. This mobile phone is located next to the main phone station.

Staff have access to individual mobile phones at scheduled breaks only and these are housed at all times in the private Nursery staff room.

No cameras other than School cameras may be used in the Nursery. Nursery staff use the School cameras and school iPads and kindles on a frequent basis to record evidence for learning and development of children. Only Nursery staff are authorised to download photos onto the School computer system e.g. for inclusion in displays and as evidence in learning journey files. The cameras and memory cards are School property and remain on site when the Nursery is closed. Ipad and kindle devices can be taken home in order for work to be completed, but every device must be fully passcode protected and the full use of ICT policy must continue to be used.

Liaising with other organisations

Leweston Nursery operates within the guidelines of the local authority. Any record relating to children about whom the nursery is anxious about will be kept confidential at all times and will be shared with the LSCB if it is felt that inadequate explanations have been provided. If appropriate, the parents will be informed of any report being shared from nursery to the local authority.

Supporting Families

Leweston believe first and foremost that a child's safety and care is paramount and by working closely together with the child's family, a trusting and supportive partnership will flourish and grow.

It is recognised that staff involved in Safeguarding issues may find certain aspects distressing. The Senior Leadership Team within Leweston will offer any support as necessary.

Please Note:

If any child is thought to be in immediate danger, nursery staff will contact Social Services and/or the Police.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 40 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

APPENDIX 11: CAUSE FOR CONCERN REPORTING FORM

This form is to be completed on all occasions when there is cause for concern in relation to the welfare of a child and given to the Designated Safeguarding Lead

Details of the Staff member reporting concerns

Full Name:

Post Held:

Details of pupil(s):

Full Name:

DOB:

Home Address:

Name of Parent:

Do these concerns relate to a specific incident? If YES complete Section A;

if NO complete Section B

Section A:

Date and Time of Incident:

Place of Incident:

Date this form completed:

Form completed by (please print):

Brief circumstances of incident, to include any precipitating factors and injuries sustained (if applicable)

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 41 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

Names(s) of potential witnesses

Section B:

Details of concern (specific or cumulative?), give dates, nature of concern and actions taken:

Any other relevant information

Signed:

Date:

Discussed with Designated Safeguarding Lead: (Y/N)

Agreed:

Form passed to Designated Safeguarding Lead: (Y/N)

Date:

[For attention of Designated Safeguarding Lead and Headteacher](#)

Strategy Meeting with Children's Social Care/Police: YES/NO

Date:

Basis of Decision/Further action agreed (if any)

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 42 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

APPENDIX 12: 'BY ASSOCIATION' LEGISLATION

In November, 2014, Non-statutory advice was issued by the DfE, to supplement Keeping Children Safe in Education. It concerns how staff can be disqualified by association with others and explains the effect of the **Childcare (Disqualification) Regulations 2009**.

The advice applies to staff in Schools who work in early years' provision and to those who work in later years' provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves.

Early years' provision includes education and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all provision for children in that age range during and outside School hours, including in School nursery and reception classes. Later years' provision covers childcare that is provided outside of School hours including breakfast clubs and after School care.

The supplementary advice reminds Schools that they may not allow people to work in these settings or to be directly concerned in their management, if they or others in their households are "disqualified".

The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

However, there are two points to bear in mind:

- The person is not guilty of an offence if they do not know a person they are living with is disqualified for example if your staff member lives in shared housing. If the member of staff lives in shared housing and does not have any knowledge about the people they live with, including whether those people are disqualified, neither your member of staff nor the School has any legal requirement to seek this type of information.

The law is clear that this issue centres on 'knowingly employing' an individual who is disqualified. Schools who regularly ask staff to confirm there are no changes in their circumstances and act on information received with regards to a staff member's suitability can be seen to be taking reasonable and appropriate steps to ensure they do not knowingly employ someone who is disqualified.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 43 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

The action we are required to make:- To identify people caught by the “by association” rule, which requires that we ask existing employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them.

It is recommended by the supplementary advice that this is done by way of self-declaration. All members of staff are asked to fill in a self-declaration form which is held by the Bursary and Leweston will ask for this information as part of the pre-employment checks undertaken on appointing new staff.

Staff caught by the ‘by association’ rule may be able to apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 44 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

APPENDIX 13: DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION

The School designates an appropriate senior member of staff to take Lead responsibility for Safeguarding and child protection DSL. This person should have the status and authority within the School to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff; the DSL cannot delegate their responsibilities. There should be regular review of the DSL's practice to ensure they improve over time. The DSL has a full job description but the broad areas of responsibility for the Designated Safeguarding Lead are:

Managing Referrals

- a. Refer all cases of suspected abuse to the Local Authority Children's Social Care and
 - i. The Dorset Designated Officer for Safeguarding concerns (all cases which concern a staff member)
 - ii. Disclosure an Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
 - iii. And/or Police (cases where a crime may have been committed)
 - iv. Consider making a referral to the NCTL
- b. Liaise with the Head to inform her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- c. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Work with others

The DSL is expected to:

- a. Liaise with the Head to inform her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- b. As required, liaise with the "case manager" and the designated officer at the local authority for child protection concerns (all cases which concern a staff member).
- c. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The DSL should receive appropriate training carried out every two years, as well as further updates and monitoring throughout the academic year, in order to:

- a. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- b. Have a working knowledge of how local authorities conduct a Safeguarding case conference and a child protection review conference and be able to attend and contribute to these effectively when required
- c. Ensure each member of staff has access to and understands the School's Safeguarding policy and procedures, especially new and part time staff
- d. Ensure all staff are trained in Safeguarding regularly, in line with advice from the LSCB and that the level and focus of training is relevant to the context of our School setting

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 45 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	

- e. Ensure that all new staff, including temporary staff and volunteers are provided with training, including:
 - i. The School's Safeguarding policy
 - ii. The staff code of conduct
 - iii. The identity of the DSL
 - iv. A copy of Part 1 of KCSiE September 2016, including Annex A
 - v. The School's behaviour policy for pupils
 - vi. Reminders that Safeguarding is everyone's responsibility
 - vii. Support with how to write written records of all concerns, discussions and decisions
 - viii. Whistleblowing procedures
 - ix. When and how to refer to the LSCB
 - x. Ensure a child-centred approach, considering what is in the best interests of the child
- f. Be alert to the specific needs of children in need, those with special educational needs, those for whom English is not a first language and young carers
- g. Be able to keep detailed, accurate, secure written records of concern and referrals, ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover
- h. Obtain access to resources and attend any relevant refresher training courses
- i. Encourage a culture of listening to children and taking account of their wishes and feeling, among all staff, in any measures the School or college may put in place to protect them.
- j. Staff, in any measures the School or college may put in place to protect them
- k. Support staff in any referrals that they make as individuals.

Raising Awareness

The DSL should ensure the School's policies are known and used appropriately.

- a. Ensure the School's Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the Governing body regarding this
- b. Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
- c. Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on Safeguarding
- d. Where children leave the School ensure their Safeguarding file is copied for any new School or college as soon as possible but transferred separately from the main pupil file.

Availability

During term time, the DSL (or Deputy DSL) should always be available for staff in the School to discuss any safeguarding concerns during School hours.

Location	U:\SHB 2017-18\Section 3 - Pupil Welfare\3.9 Safeguarding Policy (03.2018).docx	Page	Page 46 of 46	Author	DHP
Last review	August 2017	Next review	August 2018		
NMS	Standard 11, 14.1	ISI	Part 3, 7a Safeguarding	S48	