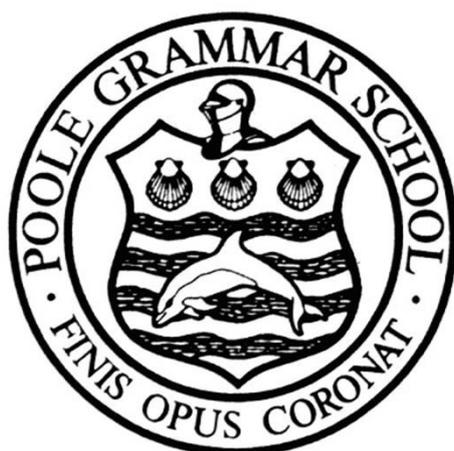


POOLE GRAMMAR SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICIES AND PROCEDURES



Key Personnel

| | | |
|--|-----------------|--|
| Chair of Governors | Dr K Power | PowerK@poolegrammar.com (01202) 692132 |
| Headteacher | Dr A J Smith | headteacher@poolegrammar.com (01202) 692132 |
| Designated Safeguarding Lead, Designated Teacher for LAC | Mrs K Etheridge | EtheridgeK@poolegrammar.com (01202) 692132 |
| Acting Deputy Designated Safeguarding Lead, Online Safety Champion | Mr N C Chase | ChaseN@poolegrammar.com (01202) 692132 |
| Prevent Lead | Miss S J Bladen | BladenS@poolegrammar.com (01202) 692132 |
| Safeguarding Governor | Mrs F French | FrenchF@poolegrammar.com (01202) 692132 |
| Safeguarding Governor | Mrs A Thomas | ThomasA@poolegrammar.com (01202) 692132 |

Last revised September 2020

Child Protection & Safeguarding at Poole Grammar

Introduction

These policies and procedures have been developed and updated to ensure compliance with current guidance. Staff should be aware of part 1 and part 4 of the Statutory Government guidance "[Keeping Children Safe in Education September – for Schools and Colleges 2020](#)". Part 1 ([Keeping children safe in education: for school and college staff \(part 1\)](#)) **must** be read by all staff in the school and is available as a separate document. Part 4 relates to allegations made against staff and should be read by all members of staff; it can be obtained as part of the complete document above and **should** be read by all staff in the school.

Both documents are linked to above and are available from the Safeguarding area on Moodle. Part 1 is available on MyConcern, where staff who hold an account must sign off that they have read and understood the contents. For those staff who do not have an account on MyConcern, they should read the document and sign the document held by their line manager. **This should be read by Friday 9th October 2020, or within two weeks of starting for any member of staff new to the school.**

Staff should also be aware of the statutory guidance available in the document "[Working Together to Safeguard Children July 2018](#)". This contains statutory guidance about how agencies should work together to safeguard children and is available via the link above and in the safeguarding area of Moodle.

The Local Safeguarding Children Partnership's (Pan-Dorset Safeguarding Children Partnership) Inter-agency procedures can be found at: www.pdscp.co.uk, which also contains advice for practitioners in a local context.

These documents should be read in conjunction with the PGS policies of E-Safety, Behaviour Management and Harassment & Bullying, as well as the Staff Code of Conduct. Staff should follow the advice issued throughout the year in respect of the current issues surrounding Safeguarding such as Prevent, YPSI, Child Sexual Exploitation, County Lines and CCE, FGM and the outcomes from Serious Case Reviews so that they have the necessary awareness to protect students.

The staff and Governors of Poole Grammar School recognise that young people have a fundamental right to be protected from harm or exploitation. Unless they feel secure students cannot learn effectively. We will build a school community which promotes self-confidence, a feeling of worth and the knowledge that students' concerns, no matter how expressed, will be listened to and acted upon. We will promote the fundamental rights underpinning our society's values to give individuals the right to freedom of belief and expression within the bounds of the law. Respect by those in our community will be shown to every individual regardless of their ethnicity, disability, gender, or sexual orientation.

Staff at Poole Grammar School understand the importance of working in partnership with young people, their parents, carers, and other agencies in order to promote our students' welfare. We will also ensure that our school carries out its statutory duties to report suspected child abuse to the appropriate Local Authority Agency (BCP Children's First Response Hub or Dorset - Children's Advice and Duty Service) and to assist them in taking appropriate action on behalf of the young people in our care or enquiring into allegations of child abuse.

The school is committed to ensuring that best practice is adopted when working with young people, offering them support and protection and accepting that it has a moral and legal responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse. The obligation to use these safeguarding procedures applies to all teaching staff (including cover supervisors and exam invigilators), support staff, governors, and visitors to the school in whatever capacity. All must acknowledge that:

- A young person's welfare is of paramount importance and all have the right to be safe and protected from any form of abuse.
- All staff will receive safeguarding training appropriate to their situation and update this training as needed in accordance with statutory guidance and Pan-Dorset Safeguarding Children Partnership (PDSCP) advice to

ensure that all are aware of the signs of harm/neglect and are able to appropriately support children in school and manage behaviour related to any abuse experienced.

- A young person who is being abused will only tell people they trust and feel safe with. Any member of staff at Poole Grammar needs to be able to respond appropriately to a student who discloses, in any way, or manifests evidence of abuse.
- It is essential that members of staff's own practice and behaviour (whether in person or online) puts young people's welfare first, cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff working in the school at any time should report any concerns they have about safeguarding to one of the Designated Staff without delay.

If you have any safeguarding concerns, are worried about a student's welfare or a disclosure is made to you, please inform one of the following members of Designated staff immediately:

- **Katie Etheridge, Designated Safeguarding Lead**
- **Mark Hayward, Deputy Designated Safeguarding Lead, Online Safety Champion & Anti-Bullying Co-ordinator**
- **Nathan Chase, Acting Deputy Designated Safeguarding Lead, Systems Development Lead & Head of Year**
- **Caroline Bennetton, ELSA**
- **Steve Jenkins, Deputy Head**
- **Lynsey Joy, Pastoral Support**
- **Steve Llewelyn, Head of Year**
- **Donna London, Deputy Headteacher**
- **Amanda Smith, Headteacher**
- **Jonathan Stiby, Bursar**

Prevent Lead: Sarah Bladen, Acting Head of PSHE

The nominated Governors with responsibility for oversight of Safeguarding are:

- **Mrs F. French**
- **Mrs A. Thomas**

Training

The above Designated Staff receive training every two years on a rolling programme to ensure that they are always up to date with current issues and good practice. Staff will be updated by KE via e-mail on specific current areas of concern such as new aspects of online technology (Appendix 3 of this document), preventing radicalisation and promoting British values (Appendix 2) and Child Sexual Exploitation in the light of the Casey Report 2015. All relevant documents are placed in the Safeguarding area of Moodle.

Training is given every 3 years by an external provider to the full school community of teaching, support staff and governors. This was provided in September 2018 by Training Matters. Sept 2016 saw a presentation by SPACE to raise staff awareness on all aspects of LGBT issues and Sept 2017 E-Safety training for staff provided by the Police Safe Schools & Communities Team. KE provides information on the most up to date issues at this stage and then subsequently throughout the year to staff, students, and parents.

Staff arriving mid-year or between the training on the 3-yearly cycle plus those on teaching practice will receive the relevant documentation and PGS-specific training from KE.

Underlying Principles:

- *Children and young people have a fundamental right to be protected from harm.*
- *Children and young people have a right to expect schools to provide a safe and secure environment.*
- *Any fears or worries that children and young people bring into the classroom should not go unnoticed by staff.*

It is a guiding principle of the law and child protection procedures that the protection and welfare of the young person must always be the priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused children. More child protection referrals come from schools than from any other source.

What is Child Protection?

According to KCSIE 2020, safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's **mental** and **physical** health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

As a school how do we ensure that our safeguarding procedures are effective?

- Effectiveness of settings and services in taking reasonable steps to ensure learners are safe
- Effectiveness of settings and services to ensure that learners feel safe

Including:

- Impact on outcomes
- How well people are taught to keep themselves safe
- How well they are protected from bullying and harassment
- Effectiveness of health and safety
- Providing safe environment and site
- Meeting the needs of medical conditions
- How welfare and Safeguarding issues are dealt with
- Working with key agencies to protect young people
- Prioritisation of safeguarding and promoting it to all school staff, governors & visitors
- Appropriate recruiting, vetting, and training of all adults in the school community
- Families, students and staff should know who to talk to
- Courteous and responsible behaviour by students
- Rigorous monitoring of absence

It is the responsibility of all those working at Poole Grammar to ensure that these criteria are met on a daily basis and must be carried out in accordance with the guidance in the revised Keeping Children Safe in Education document of September 2020. All staff must read Part 1 of this document, which is made available in the Safeguarding area on Moodle, available from the DfE website and available on MyConcern. Staff members who have a MyConcern account must confirm that they have read and understood the document. The principles therein should be applied in daily practice.

Helping Young People Keep Safe and Achieve Their Potential

All those who work with the young people at Poole Grammar School must put in place arrangements to ensure that they take into account the need to safeguard and promote the welfare of the students in their charge. The criteria previously used for Every Child Matters are still good guidelines and laudable aims to use as welfare indicators for students in school:

| | |
|------------------------------|--|
| Be Healthy | <p>Physically healthy</p> <p>Mentally and emotionally healthy</p> <p>Sexually healthy</p> <p>Healthy lifestyles</p> <p>Choose not to take illegal drugs</p> <p>Parents, carers, and families promote healthy choices</p> |
| Stay safe | <p>Safe from maltreatment, neglect, violence, and sexual exploitation</p> <p>Safe from accidental injury and death</p> <p>Safe from bullying and discrimination</p> <p>Safe from crime and anti-social behaviour in and out of school</p> <p>Have security, stability and are cared for</p> <p>Parents, carers, and families provide safe homes and stability</p> |
| Enjoy and achieve | <p>Ready for, attend and enjoy school</p> <p>Achieve stretching national educational standards at secondary school</p> <p>Achieve personal and social development and enjoy recreation</p> <p>Parents, carers, and families support learning</p> |
| Make a positive contribution | <p>Engage in decision-making and support the community and environment</p> <p>Engage in law-abiding and positive behaviour in and out of school</p> <p>Develop positive relationships and choose not to bully and discriminate</p> <p>Develop self-confidence and successfully deal with life changes and challenges</p> <p>Develop enterprising behaviour</p> <p>Parents, carers, and families promote positive behaviour</p> |
| Achieve economic wellbeing | <p>Engage in further education, employment, or training on leaving school</p> <p>Ready for employment</p> <p>Live in decent homes and sustainable communities</p> <p>Access to transport and material goods</p> <p>Live in households free from low income</p> <p>Parents, carers, and families are supported to be economically active</p> |

Sharing Concerns

All staff should be confident in their knowledge of KCSIE Sept 2020 Part 1 to help with their ability and confidence to address all aspects of Safeguarding within the school.

Teachers and support staff in school have a key role in the protection of the young people in our charge from abuse. All staff are in close contact with them daily and are in an ideal position to:

- build relationships with students and parents
- provide an adult in a ready position to listen to them
- provide continuity and consistency
- be frequently chosen by young people when they need to talk to an adult about their abuse
- have day-to-day contact with the students in their charge and be particularly well placed to observe outward signs of abuse and changes in behaviour
- see more children more often than do many parents
- see our students in context of similar age, circumstances etc.

Staff sometimes have an 'intuitive feeling' that all is not well with a child in their care that they know. This is not necessarily an indicator of any problems but may cause staff to be more aware of changes as they happen. These 'indirect disclosures' build up over time to give a picture of the child's situation and each incident or change, no matter how small, should be recorded. If staff are unsure as to whether changes are significant or not, they should discuss their concerns with the DSL for that area of the school as part of the team that will know the child best. In all reviews of safeguarding procedures, criticism has never been raised regarding professionals raising concerns and passing them on, only the reverse.

All children and families have times of stress or difficulty where children may not present as usual and different families have their own cultures of behaviour which cover a very wide 'normal' range. It is important to remember this when making responses to concerns, but always discuss them with the DSL. Many issues can be addressed with the young person with perfectly reasonable explanations e.g. for injuries observed. At other times, such discussion may lead to a referral.

It is especially important to be aware of this where families are of other cultural origins where normal patterns or behaviour may be different but acceptable within that culture. That is not a barrier to challenge – staff must act in the best interests of the child and according to the laws of this country.

As a default position, where any staff in school are concerned or unsure about the welfare of a student in the school community they should share the concerns with one of the Designated staff.

Staff should always raise a concern with the Designated staff if they feel that a young person in their care shows:

- **different or unusual behaviour (including academic performance)**
- **mood changes - becoming withdrawn, depressed, lack of motivation, unusual emotional outbursts**
- **changes in the child's relationships with their peers**
- **a sharing of puzzling statements or stories**
- **change to appearance, including inadequate clothing, poor hygiene, uncared-for hair, or skin especially where these have been previously appropriate**
- **a sudden need to take other children's food especially at 'break'**
- **any unexplained bruise or injury especially on the head, face, or trunk**

Where a member of staff has a concern about a student, this should be raised with a member of the Designated staff; this can be done in person or the concern can be raised using MyConcern, which will alert members of the Designated staff of the concern. All concerns should be recorded using MyConcern. For those staff that do not have a MyConcern account, they should complete a disclosure form and discuss this with their line manager who then should raise the concern on MyConcern.

If a student is at risk of immediate serious harm, either the DSL or deputy DSL should be personally informed as soon as possible, and this should not be delayed. The recording of the concern on MyConcern can be carried out retrospectively.

Monitoring and record keeping

The school subscribes to the MyConcern service which is used to log and manage any safeguarding concerns that are raised.

Once a member of staff has logged a concern via MyConcern, an email is sent to members of the Designated staff. It will be triaged by one of the team and a case owner assigned if any actions are required. The concern will be investigated, and any updates will be recorded for the concern.

While the concern is being investigated, the case owner and staff will add to the chronology of the MyConcern record to ensure appropriate levels of record keeping. MyConcern allows Tasks associated with a concern to be assigned to a member of staff and the outcome of those tasks can be recorded. Resolutions and referrals can also be recorded using the system. When the DSL or deputy DSL are confident that the concern has been dealt with, the concern will be "filed". The concern can be reopened at any time.

Safeguarding Response & Whistleblowing

Where a staff member has reported a concern, they should be informed what action the Designated staff member will take and a justification for that decision. This may not be immediate as advice may need to be sought before a decision is made. Should you disagree with any decision that is made or the justification for any actions (or lack of them) then you must feel free to voice your concerns; if you feel these are not being taken into account or the wrong decision has been made, you should speak to the DSL, headteacher or one of the safeguarding governors. Any staff member can raise a concern with the BCP Children's Services First Response Hub (01202 735046) or Dorset - Children's Advice and Duty Service (01305 228558), although members of the Designated staff have received specific training to identify where this might be appropriate. Further details of the BCP Children's Services First Response Hub and the Dorset – Children's Advice and Duty Service are posted on the Safeguarding noticeboard.

Where a member of staff believes that the individual or collective response of the school to a Safeguarding concern is insufficient to protect that student from further harm, this should be dealt with in line with the schools Whistle Blowing Policy. The NSPCC offers a Whistleblowing Advice Line which offers free advice and support to professionals with concerns about how child protection issues are being handed in their own or another organisation – 0808 800 5000.

Monitoring and record keeping in cases where abuse is suspected

Schools can play a vital role in protecting children by the effective monitoring and recording of certain aspects of the child's progress and behaviour in school. This is particularly important when there has been no direct disclosure of abuse. Monitoring in school is particularly valuable because teachers are in daily contact with children. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' collectively or 'usual' for a particular child. Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made on the child's behalf.

All the following should be recorded as relevant:

- Patterns of attendance
- Changes in moods and behaviour in the classroom
- Relationships (with peers, adults)
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Response to PE/sport
- Injuries/marks, past and present

How the information should be recorded

- The Designated Safeguarding Lead will make the decision when to start or finish monitoring unless this decision is taken by an outside agency (e.g. after a case conference).
- Information can be recorded in note form which must be kept even if they are written up later.
- All notes must record date, time and place, context, adults/others present, any noticeable non-verbal behaviour and the actual words used by the child. Please sign them.
- If you are recording bruising or injury, please draw a diagram to indicate the position – body maps can be completed on MyConcern.
- Be objective - include statements and observable facts, not interpretations or assumptions.
- Please make sure all notes are kept in complete confidence and hand them to the Designated Teacher as soon as possible.
- Information on a case of child abuse or the risk of it where the parent may be the abuser are excluded from reports to parents and it is important that it remains totally confidential.
- All teachers' files/records are open to parents if they make a formal request to see them. Working notes are not subject to disclosure but must be eventually summarised on file, then destroyed. Information about concerns is therefore kept by the Designated Teacher who will always keep them in a secure place to ensure confidentiality. This information may be needed as evidence.
- The DSL will collate the information and may ask other staff (as appropriate) for contributions and then decide on further action which may be to contact the parents/social worker or may ask staff to contact parents to find out further information e.g. changes of address, changes to child's home circumstances etc.
- Safeguarding notes related to specific cases are kept in separate files in the DSL office.
- At all times refer to the LSCB guidance if you have any queries regarding procedure and/or speak with one of the Designated staff.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risk or concerns about the safety and welfare of children, whether this is when problems first emerge, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. All staff should have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- For schools, not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and GDPR.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

If a child wishes to confide in a member of staff and requests that the information is kept secret, the member of staff will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff must be mindful that any Safeguarding concerns should not be shared with other staff without good reason pertaining to the safety and welfare of the student involved. Staff will be informed of Safeguarding concerns on a need-to-know basis by the DSL or a person whom that responsibility has been delegated to.

Communication with Parents

The school will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.

Responding to Abuse – for definitions please see Appendix 1

Dealing with Disclosures

When children make a disclosure to a member of staff, it is important that the following guidelines are used throughout the school. By explaining the TED system of 'Tell, Explain, Describe', staff should be able to work with the child concerned at what will be a very difficult time. Ensure that you:

Receive

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking 'Why didn't you tell me before?'

Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It is essential to be honest with the child so do not make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be all right now'.
- Do not promise confidentiality: you have a duty to refer a child who is at risk.
- Try to alleviate any feelings of guilt that the child displays. For example, you could say: 'You're not to blame' or 'You're not alone, you're not the only one this sort of thing has happened to'.
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child - do not tell them what they should be feeling.

React

- React to the student only as far as is necessary for you to establish whether you need to refer this matter; but do not 'interrogate' them for full details.
- Do not ask 'leading' questions such as: 'What did he do next?' (this assumes that he did!) or 'Did he touch your private parts?'. Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?', 'Yes?' or 'And ...?'
- Do not criticise the perpetrator: the student may love him/her, and reconciliation may be possible
- Do not ask the student to repeat everything to another member of staff.
- Explain what you must do next and to whom you must talk.
- Inform the Designated Lead for Safeguarding.
- Try to see the matter through yourself and keep in contact with the student.
- Ensure that if a Social Services interview is to follow, the student has a 'support person' present.

Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible. Do not destroy your original notes in case they are required by a court.

- Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the child. If the child uses their family's own private sexual words, record the actual words, rather than translating them into 'proper' words. Use the body map tool to indicate the position of any bruising.
- Be factual in your recording: include statements and observable things. Whilst you should aim to ensure that you do not make assumptions about what you have been told, your professional opinions drawing upon your knowledge of the child can be very important and should be made clear.

Support

- Make sure that you continue to support the child, providing time and a safe space throughout the process of investigation and afterwards.
- Ensure that you are supported through the process and confide in a colleague but without disclosing details/confidential information about the child.

There may be many reasons that stop a child from telling adults about their situation. These could include:

- Direct threats - children are taught to obey their parents.
- Fear of punishment.
- Guilt or shame.
- Lack of appropriate vocabulary to describe what is happening.
- Children may not recognise the abusive experience as abuse - they may believe sexual abuse is part of the affectionate relationship.
- In sexual abuse the abusive experience may be all they receive in response to their need for love and physical contact.
- In sexual abuse children may love the abuser and feel they are special, favoured in some way.
- Awareness of the possible implications, such as family break-up, medical examination - children may think their silence protects others.
- Children 'tell' in a variety of ways - through their behaviour, play and creative work as well as through direct disclosure.
- Many children make some attempt to 'tell' but are not 'heard'.
- The Designated Safeguarding Lead for the school will consult with Social Care who will decide what the next actions will be if it is unclear whether a case should be formally referred.
- Whether or not to make a referral which could activate a Child Protection investigation is a serious decision and will require careful judgement.
- Where it is decided that referral is appropriate, the Designated Safeguarding Lead will ask to be informed of the timing of the strategy discussion between statutory agencies which will decide whether and how to investigate.
- The Designated Lead will always be prepared to contribute the school's knowledge of the child at this discussion and will clarify with the investigating agencies when, how and by whom the parents and the child will be told a referral has been made.
- The Designated Lead or one of the other trained staff will offer support as appropriate where disclosure has been made to another member of staff.

Prevention and Early Help

The school plays a significant role in the prevention of harm to our students by providing open communication and an ethos of protection. Staff will:

- Foster a community where the students feel safe and confident to talk to adults.
- Ensure that students know which pastoral staff they can talk to in school.
- Safeguarding notices highlighting the Designated staff are displayed around the school.
- Recognise that a wide range of Early Help strategies can be used with young people to provide intervention at a stage before circumstances potentially develop into more serious Safeguarding concerns.

- Listen to Student Voice through the School Councils, Bus Committee, periodic questionnaires and the 'Listening Ear' box.
- Ensure that safeguarding is paramount across the curriculum, including direct teaching in PHSE lessons to help equip children to stay safe from harm. Students across the year groups are given education talks from specialists in topics such as Road Safety, Online Safety, Mental Health, Attitudes to Homophobia and Child Sexual Exploitation to heighten awareness of these issues.
- Pastoral staff are the first 'line of defence' with regard to safeguarding and student welfare. Tutors should be contacted by students and parents in the first instance, or Heads of Year where the concerns are more serious, urgent or persist following the earlier intervention. Matters should be referred to Designated staff if appropriate.
- The School Student Support Officer, SENCo, Pastoral Assistants, ELSA & LSAs may all be utilised as part of the in-school strategies for helping students, particularly with reference to student mental health.
- Where in-house Early Help strategies are not effective as hoped or where specialist services are required, the school will refer to a range of outside agencies – CAMHS through the school CAMHS-link worker, school nurse or Targeted Services such as the intervention of the School Attendance Worker, Family Outreach Worker or Targeted Youth Worker.

Physical intervention

- We acknowledge that staff must only ever use physical intervention as a last resort when a child is endangering themselves or others.
- The minimal force must only be used to prevent injury.
- We understand that physical intervention may cause injury or distress to a child.
- Any incidences of physical intervention are recorded in line with Local Authority guidance and a copy is sent to the Local Authority.
- Only staff trained in the use of physical intervention will use physical intervention except in exceptional circumstances when there is an immediate risk, in which case any adult can intervene when a student's safety may be at risk from themselves or the actions of another. Further guidance is available through the PGS/BCP policy revised in 2019.

Vulnerable groups

The school recognises that children with special educational needs and any form of disability may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Children in Care are also highly vulnerable and KE is the named member of staff for 'Looked After' young people. Regular Personal Education Plans (PEP's) are held with a focus to not only develop a student's academic potential but also to support the student with their emotional needs and any logistical or financial assistance that will help them in achieving their potential.

Managing Allegations Against Adults

All allegations of abuse of children by those who work with children must be taken seriously. Allegations against any person who works with children, whether in a paid or unpaid capacity, cover a wide range of circumstances. An allegation is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of Governors.

The headteacher/Chair of Governors should report the concern to the Local Area Designated Officer (LADO). To contact BCP LADO, telephone 01202 456744 or email lado@bcpcouncil.gov.uk.

All allegations must be managed in line with the statutory guidance in Part 4 of KCSIE 2020 and the school whistleblowing procedure.

Domestic Abuse

The DSL & Deputy DSL receive a notification from Social Care when Police have visited a home in respect of a Domestic Abuse incident where a student of the school resides. This only contains the address and name of the student concerned. The DSL will liaise with the relevant pastoral staff to ascertain our knowledge of the circumstances in the family home and contact Social Care in instances of concern or where more information is required.

Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

Further information can be found at: <https://safeguardinghub.co.uk/honour-based-abuse-the-facts/>

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. Staff have a duty to report any case of FGM for under 18 years of age. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 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.

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK and must be reported. The 'One Chance' rule: As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges act without delay.

Please be aware that in a school with all male students, incidents may arise whereby they report concerns about female friends or relatives. Further guidance can be found in the Home Office guidance "[Multi-agency statutory guidance on female genital mutilation](#)"

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

<https://www.gov.uk/guidance/forced-marriage>

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines

KCSIE 2020 defines CSE and CCE as “both forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity.”

Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person 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. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

Criminal Exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to the BCP Children’s First Response Hub or to the Dorset – Children’s Advice and Duty Service depending on where the student resides, alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Both CSE and CCE can be perpetrated by individuals or groups, males or females and children or adults. Children rarely self-report CSE or CCE and so it is important that professionals are aware of potential indicators of risk. The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of exploitation.

Common Indicators:

- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault
- contact with known perpetrators

In addition, the following may be further indicators that the child or young person may be a victim of Child Sexual Exploitation:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections

- in girls, repeat pregnancy, abortions, miscarriage
- 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
- associating with other young people involved in sexual exploitation

To more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies.
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

Staff should refer to previous training in this area and be vigilant at all times of discussion by students in lessons or tutor time which may give rise to suspicions that a student is subject to exploitative behaviour. All concerns should be passed to Designated staff who may have other ‘pieces in the jigsaw’ which, when put together, may reveal a pattern of behaviour.

Further information can be obtained from Government Guidance “[Child sexual exploitation: definition and guide for practitioners](#)”, “[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)”

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality, and sexual abuse against adults, peers, or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

The following traffic light tool should be used when considering any sexualised behaviour:

<https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Youth Produced Sexual Imagery (previously known as ‘sexting’)

If you suspect at any time that a student has created, distributed or received a sexualised image or video on a device then please relay this concern immediately to the Designated Safeguarding Lead. Do not attempt to view such an image yourself and never print, copy or share any sort of image – there are strict procedures in place regarding how such incidents will be dealt with and this will be in consultation with the Police where necessary. YPSI is a crime and, where investigated by the Police such incidents are now recorded as an ‘Outcome 21’. Further details are available at:

<https://www.safeguardingschools.co.uk/responding-sexting-schools-colleges-ukccis/>

If you suspect that a mobile device has illegal or inappropriate imagery on it, then you have every right (and are protected by law) as a member of staff to confiscate that item. It should then be immediately passed to a Designated or Senior member of staff. Under no circumstances should an individual pursue such an investigation on their own. Any viewing of suspected images of whatever content and source should be viewed by at least two staff so that their actions are transparent. If upon investigation any images are, or may be, illegal, then the Police will be contacted by a Designated member of staff.

Mental Health

As a school, we recognise the important role we play in supporting the mental health of our students. All staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe our students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Procedures are in place to identify possible mental health problems and enable support to be offered internally or for referral externally where appropriate. Several staff members are trained Mental Health First Aiders and we have three ELSA’s and a Student Support Worker. Designated staff make reference to the DfE guidance “[Mental health and Behaviour in Schools](#)” for support.

We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children’s experiences, can impact on their mental health, behaviour, and education. All staff are aware that if they have a mental health concern about a child that is also a safeguarding concern, they should take immediate action by passing the information on to Designated staff.

Appendix 1: Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with DSL
- May then require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

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

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries.

Typically accidental injuries

Accidental injuries typically involve bony prominences – the bones that are close to the surface and so more likely to become injured through falls, slips and trips. This can include:

- forehead
- knees
- elbows
- palms of hands
- nose

The injuries will match the account given by the child and parent/carers and be in-keeping with the child’s level of development and activity.

Typically abusive injuries

Abusive injuries, however, tend to involve softer tissue and be in areas that are harder to damage through slips, trips, falls and other accidents. This may include:

- upper arm
- forearm (defensive injuries)
- chest and abdomen
- thighs or genitals
- facial injuries (cheeks, black eyes, mouth)
- ears, side of face or neck and top of shoulders (‘triangle of safety’)
- back and side of trunk.

Abusive injuries may be seen on both sides of the body and match other patterns of activity. They may not match the explanation given by the child or parent/carers and there may also be signs that injuries are being untreated, or at least a delay in seeking treatment.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding

- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

Many scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising the signs of Emotional Abuse

Emotional abuse is 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 from 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.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia, or clothing.

Recognising signs of Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene, and medical care
- A child seen to be listless, apathetic, and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school

- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2: Safeguarding students who are potentially vulnerable to extremism

1. The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people, and vulnerable adults to involve them in terrorism or activity in support of terrorism.
2. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
3. Extremism is defined by the Government in the Prevent Strategy as:
4. “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.”
5. Poole Grammar School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
6. Poole Grammar School will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including extremist views of whatever origin or nature. Presentations themed throughout the year focus in many cases on tolerance, respect, and diversity.
7. Our school, like all others, is required to identify a Single Point of Contact (SPOC) who will be the lead within the organisation in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC at Poole Grammar is SJB as Prevent Lead with KE being the Designated Deputy in this area. If you have any concerns whatsoever speak with either immediately. Concerns or specific incidents will be referred to the SSCT in the first instance.

The Government has issued non statutory advice on the **Prevent Duty**. All schools are subject to a duty under section 26 of the **Counter-Terrorism and Security Act 2015** in the exercise of their functions, to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent Duty. The document relating to this is to be found on the Safeguarding area of Moodle.

Key Points of the guidance

- It is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified
- This should be part of the wider safeguarding duties, similar to protecting children from other harms
- Staff should build up students ‘resilience to radicalisation’ by promoting fundamental British values and enabling them to challenge extremist views
- Ofsted’s [Education Inspection Framework](#) refers to the need to fulfil its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding, and promoting the welfare of learners

Risk Assessment

- General risks will vary from area to area and according to age, it is necessary to understand the local context.
- Need to be aware of the risk of online radicalisation.
- Be aware of any changes in behaviour which may indicate involvement and help identify students at risk. Particular attention should be made to online material where the potential for radicalisation is highest.

Appropriate filters are in place and key word indicators raise immediate concerns to the IT team which are then discussed with safeguarding staff.

- Staff must act when they observe behaviour of concern and report anything that gives them cause for concern regarding a student's attitude, statements, or potential travel. In the first instance have this conversation with SJB as Prevent Lead or KE as DSL
- Effective engagement with parents/family is important with a dialogue that is open, shows understanding, whilst preserving at all times the fundamental principle of putting the welfare of the student as paramount. The content of any visiting speakers should be thought about in advance and reasonable checks made whilst maintaining the rights and principles of free speech.
- Revisit as and when necessary the Channel Prevent training that is accessible online to refresh your knowledge of this area of Safeguarding.

A Lockdown Policy has been introduced in the event of a potential terror threat or one of violence from individual(s) entering the school site. This is practised and regular reminders given to staff as to the procedures.

Concerns raised by staff will be referred to the BCP Children's First Response Hub or to the Dorset – Children's Advice and Duty Service depending on where the student resides or to the Police by KE as DSL or SJB as Prevent Lead.

Appendix 3: Protecting yourself as a professional – advice for staff regarding protocols using technology

With the explosion in communication technologies and the consequent ease of access to data of many forms, it is important that staff are not put in a position whereby they, the school or the students can be compromised in any way. It is important that communication between staff and students, by whatever method, should take place within clear and explicit professional boundaries. Those working in an educational setting should be circumspect in their communications with any young people to avoid possible misinterpretation of their motives or any behaviour which could be construed as grooming. This means that teachers and support staff should:

1. Always approach use of social media from the point of view that it is a public place and do not do anything online that you would not do in person as a professional. Carefully review all internet sites where you have recorded any personal information that could be accessed by students, parents, or employers. Do not post information/photographs about yourself publicly that could give a negative image of the school or be potentially damaging to your career if seen by employers, students, parents, or colleagues. When using social networking sites such as Facebook ensure that your privacy levels are set to protect yourself as fully as possible i.e. do not accept 'friends of friends' which could result in your details being indirectly made available to students. Under no circumstances add students currently on roll to your contact list. Contact with ex-students can potentially cause a problem should the suggestion be made that the relationship was ongoing before the student left school. Even though they are now adults, be extremely careful when the contact with the young person was initially made in your professional capacity.
2. For events such as fixtures and trips, only use equipment e.g. mobile phones, provided by the school to communicate with students making sure that parents have given permission for this form of communication to be used. Photographs and video recordings of students should only be taken using school cameras.
3. Only contact students for professional reasons in accordance with this policy. If contact is by e-mail use your school e-mail account. Records will then protect you in the event of any query.
4. Recognise that text messaging is rarely an appropriate means of contact. It should only be used as a last resort when a student is at risk and other forms of communication are not possible.
5. Do not use internet or web-based communication channels e.g. Facebook, Twitter, Instagram, Snapchat, Kik or Skype to send personal messages to a student/young person or their parents.
6. Staff should not give their personal contact details to students including personal e-mail addresses, home or mobile telephone numbers, blogs or personal websites such as Facebook accounts unless it is for clear professional reasons and it is agreed with senior management and parents/carers.
7. Staff should not use personal devices in areas of the school where students are present.

If in doubt over any aspect of this policy seek advice from an SLT member or the Designated Safeguarding Lead. E-mail, text or social networking or other internet communications between a member of staff and a student outside this policy could potentially lead to disciplinary action and/or criminal investigations.

In conjunction with this protocol, for your own protection please read the document "Safer working practice for teachers using electronic communication" which is on the Safeguarding area of Moodle and the latest issue of the "Online Safety Policy for all School Staff". For those members of staff that have a MyConcern account, this must be read and signed off.

CONFIDENTIAL: CHILD PROTECTION - DISCLOSURE PROFORMA

This form is intended for staff to whom a disclosure has been made to formally record the necessary information as soon as possible after the conversation with the student-- it is recommended that at the time of speaking with and listening to the student that rough notes are made and these are also kept. Please also use to highlight any child protection concerns you may have about a particular student.

Member of staff

Student by whom
disclosure made/concern is
about

Form Group

Place and time of
disclosure (if applicable)

Summary of information disclosed/concerns about a student

Signed

Dated

Pass this form to a designated member of staff immediately