

Child Protection & Safeguarding Policy

Date approved	2 April 2025
Review cycle /date	Annual: September 2025, to be reviewed in line with KCSIE
Party responsible	Full Governing Body
Linked policies	Policy for Allegations of Abuse Against Staff, Staff Code of Conduct, E-Safety Policy, Policy for Preventing & Tackling Bullying, Recruitment and selection, Attendance, Whistleblowing Policy, Positive Mental Health Policy, Child-on-child Abuse and Sexual Violence Policy

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The Child Protection Policy for The Swanage School is based the Dorset Safeguarding Children Partnership (DSCP) template and aligns with the Pan-Dorset Inter-Agency Safeguarding Procedures (available on the [Pan-Dorset Safeguarding Children Partnership - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#) website), Keeping Children Safe in Education (DfE, 2024) and other relevant policies.

This policy applies to all individuals working in, or on behalf of The Swanage School, including staff (teaching, non-teaching, the Senior Leadership Team, trainee teachers and support staff), governors and trustees, volunteers, contractors, agency staff and apprentices, visitors and third-party providers (including sports coaches, external tutors and service providers) working in or on behalf of the school. It provides information about the actions the school expects from all staff, and reflects the school's commitment to safeguarding. It will be reviewed and updated annually (as a minimum). This Policy will be made available to

everyone working in the school and the governing body. It will be available to parents on request and via the school's [website](#).

Equalities Statement:

With regards to safeguarding, we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our [Special Educational Needs and Disability Policy](#).

The Swanage School also adheres to the principles of and promotes anti-oppressive practice in line with the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Gender Identity

At Swanage School we are committed to fostering an inclusive and supportive environment for all students, including those who may be questioning their gender identity. In line with **Keeping Children Safe in Education 2024**, we recognize that while gender questioning in itself is not an inherent risk factor for harm, these children may face additional vulnerabilities, including complex mental health or psychosocial needs, and an increased risk of bullying. We take a cautious, individualised approach when supporting gender questioning children, working in partnership with their parents or carers (except in rare cases where this may pose a significant risk of harm) and seeking guidance from clinical professionals where appropriate. Our staff are dedicated to reducing barriers, creating a safe culture where all children feel empowered to share concerns, and addressing any wider vulnerabilities with sensitivity and care.

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I. Introduction

Everyone at The Swanage School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early under our 'early help approach,' prevent escalation through timely intervention, and contribute to the wider multi-agency safeguarding system. We work closely with Children's Services, Police, Health Professionals and other relevant agencies to promote the welfare of children and protect them from harm, following **Working Together to Safeguard Children (2024)**.

All staff and visitors must;

- Provide a safe environment for children and young people to learn and develop in our school setting.
- Identify and respond to 'early help' needs of children and families, using contextual safeguarding approaches.
- Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in our school setting.
- Maintain a culture of vigilance, recognising the signs of potential harm, and adopt an attitude of 'It could happen here'.
- Being aware that children may not feel ready or know how to tell someone they are being abused exploited or neglected and or recognise their experiences as harmful. (**KCSIE 2024 Part 1**)

Staff will demonstrate professional curiosity and must consult with the DSL with any concerns, however minor, and document all interactions via MyConcern.

2. Our School's Commitment

At The Swanage School, we are committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's well-being and safety are of paramount importance. Throughout this document 'children' includes everyone under the age of 18. We recognise that safeguarding is everyone's responsibility at our school regardless of their position within the staff team and all staff will ensure they use a child-centred approach to ensure that they consider what is in the best interests of the child at all times.

We recognise that:

Children may not recognise abuse / exploitation

Some groups (e.g. SEND, EAL, LGBTQ+) face additional vulnerabilities

Contextual risks (online, child-on-child, extra familial harm) require specific responses

Safeguarding and promoting the welfare of children is defined in accordance with **Working Together to Safeguard Children (2024)** as:

Protecting children from maltreatment (including abuse, neglect, and exploitation); preventing impairment of children's physical, mental, or emotional health and or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking proactive action to enable children to have the best outcomes, particularly the most vulnerable. Special consideration is given to children with SEND, young carers, and those impacted by adversity (e.g., poverty, discrimination), as they may face heightened risks or barriers to disclosure (KCSIE 2024 Annex B)

2.1 Child Protection

Child Protection refers to procedures and actions undertaken for children who are at risk of significant harm or have been significantly harmed. As a school we recognise that:

- Some children may be especially vulnerable to abuse, including those missing education, those exposed to extra-familials (e.g., exploitation, county lines), or with a Special Educational Needs and Disabilities.
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and may find it difficult to view the world positively: subsequently, whilst at school their behaviour may be disruptive and/or challenging.
- Children can be both victims and perpetrators of abuse.
- Children who harm others may have experienced abuse or maltreatment themselves.

Allegations against staff can occur, regardless of how rigorous and robust our recruitment and safeguarding procedures are.

2.2 Our Approach to Safeguarding Children

- We will ensure all staff are aware of, and understand their safeguarding and child protection responsibilities
- All staff understand their **statutory duties** under **KCSIE 2024 Part 1** and **Working Together 2024**.

- All staff will receive appropriate, up to date training to enable them to identify children and young people who may be at risk of harm or whose welfare may be compromised
- All staff will be aware of safeguarding issues that can put children at risk. Including, but not limited to, behaviours linked to substance misuse, deliberately missing education, serious violence (including linked to county lines) radicalisation and consensual and non-consensual image sharing. (KCSiE 2024)
- We will ensure all staff and pupils feel confident raising issues with the Designated Safeguarding Lead (DSL), or Deputy DSLs, and know that their concerns will be taken seriously and acted upon. We will ensure staff and pupils know how to report concerns **confidentially** (including anonymously)
- There will always be a DSL or Deputy DSL, on site during school hours.
- All DSLs and Deputy DSLs, will receive specialist, and appropriate training and have a clear understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus. As a minimum this will be **biennial advanced training** (per **KCSIE 2024 Annex C**).

3. Roles and Responsibilities

3.1 Staff and volunteers

All staff and volunteers must:

- Fully comply with the school's policies and procedures.
- Complete annual safeguarding training, including any updated training as and when directed by the DSL
- Report concerns, however minor, immediately to the DSL, following the school's recording process via MyConcern.
- Refer directly to Children's Social Care if a child is at risk or, or suffering, significant risk of harm (**KCSIE 2024, Part I, para 632024**).
- Consider contextual risks beyond the school gates (e.g., county lines, criminal exploitation, harmful sexual behaviour), using the school's contextual safeguarding framework.
- Use the NSPCC whistleblowing helpline (0800 028 0285), or internal school reporting system for concerns about colleagues where internal reporting feels unsafe, per KCSIE Annex A

The Governing body will ensure that the mechanisms are in place to support all staff to understand and discharge their role and responsibilities to safeguarding all pupils in our school.

The Senior Leadership team, DSL and DSLs and the Governing Body, will read and sign to say they have read the full guidance of 'Keeping Children safe in Education 2024' (KCSiE 2024)

All teaching staff, TAs, Pastoral support staff and volunteers will read and sign to say they have read and understood Part one of KCSiE 2024

All non- teaching staff (e.g. admin, site staff) in the school who do not work directly with children will read and sign to say they have read and understood Annex A of KCSiE 2024.

3.2 Designated Safeguarding Lead(s) (DSL)

The DSL will:

Referrals:

- Act as a source of support, advice and expertise within our school and have access to the Pan Dorset Safeguarding Children Partnership guidance and procedures (PDSCP).
- Consult with and/or refer cases of suspected abuse or allegations to Children's Social Care, maintaining a detailed and accurate record of all referrals.
- Liaise with the Headteacher to provide updates on any safeguarding concerns, referrals and ongoing investigations.
- Ensure there is always cover for the DSL role, so a trained safeguarding lead is available at all times.
- Attend and contribute to safeguarding and child protection meetings, including **strategy discussions, child protection conferences and core group meetings** as appropriate.
- Ensure that actions attributed to the school within Child in Need, Child Protection Plans and Child in Care Plans and reviews are completed in a timely manner and contribute to the ongoing monitoring and reviewing of such plans as part of the multi-agency group.
- **Monitor and review** multi-agency plans, contributing to risk assessments for children at risk of **extra-familial harm** (e.g., exploitation, county lines)
- Keep detailed, accurate and securely stored written or electronic records, which will include the outcomes of all actions taken.

Training:

- Recognise how to identify signs of abuse and know when it is appropriate, and timely to make a referral to Children's Social Care.

- Have knowledge of the PDSCP Escalation policy and the Local Authority Designated Officer (LADO) role in allegations against staff.
- Understand the child protection conference process and be able to attend and positively contribute to these meetings.
- Ensure that all staff have access to and understand the school's safeguarding policy and Child Protection Policy.
- Ensure that all staff have induction safeguarding training, and that staff receive annual refresher training and receive regular, relevant updates, ensuring all staff:
 - Know how to report low level concerns (KCSIE Part 4)
 - Recognise contextual risks (e.g. Online harms, radicalisation)
 - Complete advanced DSL training every 2 years (KCSIE 2024 Annex C), including updates on:

Trauma-informed practice.

Filtering/ monitoring systems (per Online Safety Act 2023)

Policy and Awareness:

- Ensure the Child Protection and Safeguarding Policy is updated and reviewed annually and work with the Governing Body regarding this, ensuring alignment with **KCSIE 2024** and **Working Together 2024**.
- Ensure parents are made aware of the Child Protection and Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the school so that parents are fully informed and understand the school's safeguarding responsibility towards pupils.
- Where a child leaves the school, ensure the child protection file, and safeguarding records are transferred to the new setting within 5 working days and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.
- With the Safeguarding Governor, complete the Annual Audit return for the PDSCP, to ensure that the school is meeting its requirements under statutory guidance.

3.3 Headteacher

Our Headteacher will ensure that:

- The safeguarding and procedures adopted by the Governing Body are fully implemented and followed by all staff.

- All pupils are provided with age-appropriate opportunities throughout the curriculum to learn about safeguarding, including online safety, relationship education and extra-familial risks including Child Criminal exploitation and sexual exploitation.
- Sufficient resources, training and time are allocated to enable the DSL and Deputy DSLs to carry out their roles effectively. This includes attending the initial and review Child Protection Conferences, Core Group Meetings, Multi- agency safeguarding meetings (including YAR) and other necessary meetings.
- All staff and volunteers feel confident to raise concerns about poor or unsafe practice, and such concerns are addressed sensitively, effectively and in a timely manner in accordance with the Whistleblowing Policy.
- They have completed Safer Recruitment training, ensuring safer hiring practices across the school.
- The procedure for managing allegations against staff is clearly communicated to all staff through the Staff Handbook, The Whistleblowing Policy, the Managing Allegations Against Staff Policy and through Safeguarding training sessions
- They operate the procedure for managing allegations against staff effectively and refer relevant concerns to the Local Authority Designated Officer (LADO).
- Anyone who has harmed or poses a risk to a child is referred to the Disclosure and Barring Service (DBS) any other relevant professional body.
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

3.4 Governing Body

Our Governing Body will ensure that:

- The school has a Child Protection and Safeguarding Policy that aligns with statutory guidance and local agreed multi- agency safeguarding procedures. This policy is made available to parents on request and via our website.
- The school operates safer recruitment procedures and makes sure that all appropriate pre-employment checks are carried out on staff, volunteers and contractors who work with children.
- The school adheres to the Pan Dorset Safeguarding Children Partnership, guidance, and the statutory guidance KCSIE 2024, when managing o allegations of abuse against staff and volunteers.

- A senior leader within the school's leadership team is designated to have lead responsibility for safeguarding and is supported by a Deputy Designated Safeguarding Lead (DDSL).
- There is a named Governor for Safeguarding, who works closely with the DSL(s) to provide oversight and challenge where necessary
- A Designated Teacher (DT) is identified to promote the educational achievement for Children in Care, or Children Previously in Care. This should also include those students with a named social worker.
- In line with the [May 2024 guidance](#), the school maintains a robust emergency plan that incorporates all aspects of safeguarding.
- Staff undertake regular and appropriate safeguarding and child-protection training, including online safety, and are kept up to date with any changes in legislation or best practice.
- Ensure that children are taught about Safeguarding, and that Safeguarding is embedded in the curriculum, including online safety, relationship education, and wider safeguarding issues, in compliance with statutory guidance
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Staff comply with the Pan Dorset Safeguarding Children Partnership (PDSCP) guidance.
- They remedy, without delay, any deficiencies, or weaknesses regarding safeguarding arrangements.
- A Governor is appointed to liaise with the LADO and external agencies in the event of an allegations against the Headteacher, taking appropriate action to mitigate any further possible risk to the children in our school.
- Ensure they review the [Department for Education filtering and monitoring](#) standards, ensuring online safety measures are robust. This includes regular discussions with IT staff and service providers to make sure the setting is compliant with the requirements to meet these duties
- Where external groups or individuals use the school premises for services or activities, the school will ensure appropriate safeguarding policies and procedures are in place, require external organisations to sign 'hire agreements' that outline safeguarding expectations, and conduct due diligence checks to ensure that **Prevent Duty guidance** is followed.
- Policies and procedures are reviewed annually and provide information to the Local Authority as part of the annual Audit about how the above duties have been discharged.

4. Supporting Children and Working in Partnership with Parents

- The Swanage School recognises that children's welfare is paramount. Effective safeguarding, child protection practice and securing good outcomes for children relies on a positive, open and strong partnerships between School, parents/carers, and external safeguarding agencies
- Whilst we aim to work collaboratively with parents and carers, there may be exceptional circumstances where we are required to make referrals to Children's Social Care without prior consultation. In such cases, we will continue to engage positively with families while ensuring our **legal duty to protect children** is fulfilled.
- Children will be given an explanation, appropriate to their age and understanding of what action is being taken on their behalf and why.
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties as a school.
- The DSL will determine which members of staff 'need to know' specific safeguarding information to provide the **necessary support and protection** for the child, in line with our **Data Protection Policy**.
- Staff must not share any safeguarding information beyond those who need to know, unless they have the expressed permission of the DSL, or are required to do so by law.

5. Information about Safeguarding for Pupils

- Through the curriculum and dedicated lessons, pupils learn to understand, identify and manage risks they may encounter in daily life, and with staff support, make safe and informed choices, considering their wishes and feelings.
- Pupils receive regular guidance on online safety, anti-bullying strategies, and respectful behaviours, equipping them with the tools to navigate digital spaces and social interactions in a responsible and respectful manner.
- The curriculum promotes democracy and provides opportunities for children to learn the rule of law, positive relationships and informed decision-making, helping safe choices and develop confidence in their own rights and responsibilities.
- All pupils know who the DSL and Deputy DSL are. They will be made aware of this and they are encouraged to speak to **any trusted member of staff** if they have concerns about their **safety or well-being**.
- Pupils are reminded that, while confidentiality cannot be guaranteed, they will be listened to, heard and kept informed of any steps taken to protect them from harm. Their wishes and feelings will

always be considered when determining actions. Feedback will be sought from the pupil, so that their views about actions are known.

A clear and visible safeguarding display is maintained within the school to ensure that pupils know who to speak to if they need help or advice.

6. A Partnership Approach

The Swanage School recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Pan Dorset Safeguarding Children Partnership. There is a shared responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes for all children.

This will include:

- Social Workers/Police attending the school following a Strategy discussion, which has found a child to be at risk of significant harm.
- Ensuring that all staff are aware of the Early Help Services available to make timely referrals for support.
- The appropriate member of staff attending /leading on TAF (Team Around the Family) and TAC (Team Around the Child) meetings as required.

7. Identifying children who may be at risk or may have been significantly harmed

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. Teachers, staff and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of or suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
- **Development** means physical, intellectual, emotional, social or behavioural development.
- **Health** includes physical and mental health.
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults, another child, children or young people.

7.1 Definitions and Indicators of Abuse:

i) Physical Abuse

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

ii) Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include:

- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability,
- Overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

iii) Sexual Abuse

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.
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

iv) Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

8. Taking action to ensure that children are safe at school and home

All staff must read and follow the statutory guidance for schools and colleges: [Part 1 Safeguarding Information for All Staff, Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/part-1-safeguarding-information-for-all-staff-keeping-children-safe-in-education-2024).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL or the Deputy DSL prior to any discussion with parents/carers.

All School Staff Must Immediately Report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm.

- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child or young person.
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present).
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (which is known as Private Fostering).

9. Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will manage disclosures with sensitivity.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Clarify the information without asking leading or probing questions.
- Make a written record of what the child has said using MyConcern.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did X hit you?'.
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the DSL.
- Reassure and support the child or young person as far as possible.
- Not promise secrecy.

- Explain that only those who ‘need to know’ will be told.
- Explain what will happen next and that the child will be involved as appropriate.

10. Confidentiality

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Child Safeguarding Practice Reviews (CSPR) (previously known as Serious Case Reviews) where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. ([Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018](#))

The GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

The Swanage School has a clear confidentiality policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration (as stated above). The school will ensure:

- Information is shared with Children’s Social Care and/or Police where the child/young person is or may be at risk of significant harm.
- Pupil’s and/or parent’s/carer’s confidentiality is respected.
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

11. Pupil Information

The school’s record-keeping policy for child welfare and child protection is consistent with the Pan Dorset Safeguarding Children Partnership, guidance which is known to all staff.

- To keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:
- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those, which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- If the child is or has been subject to a Child in Need, Child Protection or Care Plan.

- Name and contact detail of GP.
- Any other factors which may impact on the safety and welfare of the child.

The DSL will collate, securely store and agree access to this Child Protection information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the DSL. These records will be transferred when a child moves to another school or setting, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead'.

12 Action by the DSL (or Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the DSL will:

- Consider the child 's wishes and feelings, but not promise confidentiality.
- Consider any urgent medical needs of the child.
- Make an immediate referral via a discussion with Children's Advice and Duty Service (ChAD) if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being.
- Wherever possible, talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Consider whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be an immediate action.
- Contact the designated officer for safeguarding in another agency if that agency is working with the family

or

- Decide not to make a referral at this stage, but retain the information in written notes on the child's school file.
- Consider if Early Help support will be helpful to the child and family at this time. If this is appropriate referrals will also be progressed via the Dorset - Children's Advice and Duty Service (ChAD).

All information and actions taken, including the reasons for any decisions made, will be fully documented. If a child is resident outside of the Dorset area the referral should be made to their local Social Care services.

12.1 Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker.
- Contribute to any Strategy Discussion and/or Strategy Meeting as required.
- Provide a report for, attend and contribute to any initial or review Child Protection Conference.
- Provide a written report to the conference organiser, 3 days prior to the Initial Child Protection Conference (ICPC) or 5 days prior to the Review Child Protection Conference (RCPC).
- Share the content of this report with the parent/carer, prior to the meeting.
- Attend Core Group meetings for any child subject to a Child Protection Plan.
- Attend TAF or Child in Need planning meetings as required for children not subject to Child Protection Plan in order to be part of a plan of support for the child/ren.
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

12.2 Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The Pan Dorset Safeguarding Children Partnership's escalations policy should be used.

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need.
- Roles and responsibilities.
- The need for action.
- Progressing plans and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they positively challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people are the paramount consideration in any professional activity.
- Resolution should be sought within the shortest timescale possible to ensure the child is protected.
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest).
- Disagreements should be resolved at the lowest possible stage.

The DSL or other appropriate member of staff will:

- Contact the appropriate manager in Dorset Children's Services if they consider the response to a referral has not led to the child being adequately safeguarded.
- Discuss with the child's allocated Social Worker in the first instance if it is felt that the child is not being adequately safeguarded by the child protection plan. If this discussion does not address concerns held by the school this should be escalated to the responsible Team Manager.
- Use the [PDSCP escalation policy](#) if this does not resolve the concern.

13. Safer Recruitment and Selection

The Swanage School pays full regard to the statutory guidance for schools and colleges: KCSIE 2024

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children, shortlisted candidates will also be subject to an online search prior to undertaking interviews and checks with the Disclosure and Barring Service (DBS).

We will ensure our compliance with statutory regulations and guidance as follows:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity (KCSIE 2024 Pg. 56).

- Our school is committed to keeping an up-to-date Single Central Record which details a range of checks conducted on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made as part of the recruitment process.
- Staff responsible for recruiting and appointing must be suitably qualified and have completed training on recruitment and selection, with a minimum of one trained staff member sitting on interview panels.

14. Safe Practice

Our school will comply with the current guidance for [Safer Working Practice for Those Working with Children and Young People in Education Settings \(2022\)](#) and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

<https://www.saferrecruitmentconsortium.org/>

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open, honest and transparent way.
- Work with other colleagues where possible in situations that could be open to question.
- Discuss and/or take advice from school management over any incident which may give rise for concern.
- Record any incidents or decisions made.
- Apply professional standards respectfully in relation to diversity issues.
- Be aware of information-sharing and confidentiality policies.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

15. Positive Handling

As a school we do not routinely use any form of physical contact in order to manage the children, however there may be occasion when the school staff have to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property,

or from causing disorder. This may include guiding a child to safety by the arm, or breaking up a fight, to prevent violence or injury and this action should be taken using no more force than is needed (Pg.42 KCSIE 2024). Physical restraint is used a last resort. If a child in school has some additional needs, a care plan will be put in place to address actions to be taken prior to using any form of positive handling; this may be by distraction techniques, removing any objects which could cause harm to the child and using de-escalation strategies.

School staff will familiarise themselves with the Department for Education's guidance regarding the use of reasonable force in school '[Use of Reasonable force, Advice for headteachers, staff and governing bodies' September 2022](#). Further information can be found in the DfE [Behaviour in Schools Advice for headteachers and school staff](#) February 2024 and KCSIE 2024 pg.42.

Staff will follow the school's [Behaviour Policy](#). The school will offer training to staff in appropriate use of physical intervention and/or restraint.

16. School Safeguarding, Child Protection Training and Staff Induction

The school's DSL and Safeguarding Governor will undertake appropriate safeguarding and child protection training and refresher training at two-yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update. The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

17. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures continue to apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

18. Allegations regarding person(s) working in or on behalf of the school (including volunteers)

We adhere to the requirements of [Keeping Children Safe in Education \(2024\) Part 4 – Allegations of Abuse Made Against Teachers and Other Staff, Including Supply Staff, Volunteers and Contractors](#).

The school's [Policy Regarding Allegations of Abuse Made Against Staff](#) will be followed where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- 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.
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm if they work regularly or closely with children.
 - Behaved or may behave in a way that indicates they may not be suitable to work with children.
- (Part 4 para 356 KCSiE 2024)

We will respond as set out in the following paragraphs

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain professional boundaries at all times in line with the Staff Code of Conduct and the Staff Handbook.

Staff will be encouraged to use the [Whistleblowing Policy](#) if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

18.1 Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind.
- Make a written record of the information including the time, date and place of incident/s, persons present and what was said and sign and date this.

- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

18.2 Initial Action by the Headteacher

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses.
- Contact the Local Authority Designated Officer (LADO) within 1 working day.
- Inform the Chair of Governors of the allegation.

18.3 Subsequent Action by the Headteacher (or designated person)

- In consultation with our Human Resources Advisors conduct a disciplinary investigation, if an allegation indicates the need for this.
- Contribute to the child protection process by attending professional strategy meetings.
- Maintain contact with the Human Resources Advisor.
- Ensure clear and comprehensive records regarding the allegation, and action taken, and outcome are retained on the staff member's personnel file.
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made and the TRA if a member of the teaching staff.
- We will make every effort to maintain confidentiality and guard against unwanted publicity whilst the investigation is being investigated or considered. (Part 4 para 392 KCSIE 2024)

18.4 Concerns and or allegations that do not meet the harm threshold

We will ensure that any concerns (including allegations) which do not meet the harm threshold (low level concerns) will be managed in an open and transparent way to ensure they are dealt with appropriately.

A 'low-level' concern is not insignificant and will be acted on if:

- A member of staff has acted in a manner that is inconsistent with the staff code of conduct, including inappropriate conduct outside or work
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

Examples include but are not limited to:

- Being over friendly with children

- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils.

(Pt 4 para 427 KCSIE 2024)

19. Children with special educational needs and disabilities

All schools have a duty to use their 'best endeavours' to identify and support pupils with SEND and meet their educational needs.

Children with Special Educational Needs and Disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline. SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these issues.
- They may also be unable to understand the difference between fact and fiction in online content.

20. Children who are lesbian, gay, bi-sexual or trans (LGBT)

Whilst staff at our school know that a child or young person may be LGBT it is not itself an inherent risk factor however, we recognise that LGBT children may be targeted by other children. We will ensure that we respond immediately to any reported concerns and will ensure the child has a trusted member of staff they can go to if they are worried.

21. Mental Health

All of the staff at The Swanage School have an awareness that mental health problems can in some cases be an indicator that a child is or has suffered abuse, neglect or exploitation. The staff would not attempt to make a mental health diagnosis however staff are in a good position to observe the children on a daily basis and therefore identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one.

For children who have suffered **Adverse Childhood Experiences (ACEs)**, this may impact on them throughout their lives and can also then have an impact on their behaviour, their ability to learn and affect their mental health.

If staff have a concern about the mental health of a child, they will follow school policy and discuss any concerns with the DSL. [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

22. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to the formal child protection process in relation to individual children by the school. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

Below are some of the issues that all staff at The Swanage School take seriously and will act in line with the safeguarding policy to ensure children are safe.

22.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups: for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying, must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is

particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

For further information please see the [DfE guidance, Preventing and Tackling Bullying](#) and our school's [Preventing and Tackling Bullying Policy](#).

[Gender Questioning Children - non-statutory guidance – Draft for consultation December 2024](#)

22.2 Online Safety

i) Introduction

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. (Pg. 35 KCSIE 2024)

If there is a concern that a pupil or member of staff are at risk, it should be reported to the Anti-Phishing Working Group (<https://apwg.org/>)

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies in ways that can be harmful to children and young people. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

The school has an [E-safety & ICT Policy](#) that is known to all staff and pupils.

ii) [Filters and monitoring](#)

Governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part by the risk assessment required by the Prevent Duty.

The [UK Safer Internet Centre](#) has published guidance as to what 'appropriate' might look like:

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school (KCSIE 2024, page 367). Our E-safety & ICT Policy can be found [here](#).

Many children have unlimited and unrestricted access to the internet and the school should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

iii) [Staff training](#)

Governors will ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. The governors must complete Safeguarding training on appointment to their role and the Chair and Safeguarding Lead governor/trustee/proprietor must undertake training every 2 years.

iv) [Information and support.](#)

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[UKCIS - Online Safety in school s and Colleges: Questions for the governing board.](#)

[NSPCC](#) - Provides online advice regarding online safety arrangements.

[South West Grid for Learning](#) - Provides advice on all aspects of a school or colleges online safety arrangements.

v) [Photography and images](#)

Most of the people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils, we will:

- Seek consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications).
- Use only the pupil's first name with an image.
- Ensure pupils are appropriately dressed.
- Only use school equipment to make images of children (no personal devices are permitted for this purpose).
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

22.3 Children Missing from Care, Home, and Education

All staff at The Swanage School understand a child who is persistently missing from school may be at risk of a range of safeguarding issues, criminal exploitation, including neglect, child sexual abuse, child sexual and criminal exploitation and County Lines activity.

School staff will follow the [National DfE guidance on Children Missing Education](#) and the local guidance available on the [Pan Dorset Safeguarding Children Partnership website](#) and where reasonably possible, the school will hold three emergency contact numbers for each pupil. This goes beyond the legal minimum and is good practice as it provides additional options to contact a responsible adult when a child is missing from care, home, or education. ([Children Missing from Care, Home and Education \(proceduresonline.com\)](#))

22.4 Elective Home Education (EHE)

Where parents inform our school that they wish to 'home educate' their child, they must do so in writing, we will then inform the Elective Home Education administrator (EHE) who will implement the 'Elective Home Education' procedure. (see: [Elective home education \(EHE\) information for parents, Dorset Council](#)).

22.5 Child on child abuse

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate personal relationships between children.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (This can include an online element which facilitates /threatens and /or encourages physical abuse).
- up skirting and initiation/hazing type violence and rituals.
- sexual violence (See below).

Addressing inappropriate behaviour (even if it appears to be innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Staff must also be aware that even if they have had no reports of these incidents, it may be the case it is just not being reported and should therefore remain alert to the fact it can happen in our school.

22.6 Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

In developing our response, we are aware that it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys: however it is important to remember that boys can be victims of sexual violence and harassment remain alert to this possibility. The Swanage School ensures that all staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

We will ensure we have plans in place to support all the children at The Swanage School that they are protected and any additional needs are taken into consideration as part of this process.

In developing our response to emerging issues of sexual violence and harassment between children we will seek support from our children’s social care and safeguarding partners.

The school’s policy can be found [here](#).

22.7 Up Skirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. ‘Up skirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim. We will ensure that all staff act immediately should an incident of Up skirting arise in our school and report this to the police /social care immediately.

22.8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

22.9 Child Sexual Exploitation (CSE)

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

We will ensure that we work with children's social care, the police, and any other professionals, following local processes and procedures to ensure we are meeting the needs of the child. (Pg 141 Annex B KCSIE 2024)

Further guidance can be obtained from DfE guidance '[Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#)'.

22.10 Child Criminal Exploitation

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

Both girls and boys are victims CCE however the experience of girls who are criminally exploited can be very different to that of boys (pg. 141 Annex B KCSIE 2024)

22.11 County Lines

As set out in the [Serious Violence Strategy](#), published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

23. Assessment of risk outside the home (Previously contextual safeguarding)

Assessment of risk outside of the home is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Assessment of risk outside of the home, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. If we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care. [Contextual Safeguarding website](#).

24. Female Genital Mutilation (FGM) and Mandatory Reporting Duty for Teachers

Staff will remain aware of the risks of Female Genital Mutilation (FGM). Which comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs and their statutory duty to report to the police where they discover that FGM appears to have been carried out on a girl under eighteen. Whilst the teacher would pass this information to the DSL it is their individual responsibility to report this to the police (Pg.14 para 44 KCSIE 2024).

24.1 So-called 'Honour-Based' Abuse (HBA)

So-called 'honour'-based abuse (HBA) includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, which includes female genital mutilation (FGM), forced marriage, and practices such as breast

ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Staff in our school will remain alert to the possibility of a child being at risk of HBA or may have already suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they will speak to the DSL (or deputy).

25. Domestic Abuse and Operation Encompass

The Swanage School are an Operation Encompass School, we ensure that all staff have up to date training and understanding of the impact of domestic abuse. Staff are aware of the wide range of behaviours and that this may be a single incident or a pattern of incidents that may occur. That abuse can be, but is not limited to psychological, physical, sexual, financial, or emotional.

We recognise that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (ACES)

Operation Encompass operates in all police forces across the UK, it assists the police and schools to work together to provide emotional and practical help to children who are victims of domestic abuse. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult of the incident, before the child or children arrive at school the following day. This ensures that our school has up to date relevant information about the child's circumstances and we can put immediate support to be put in place, to meet the child's needs, this can vary from providing equipment for use in school and school uniform, meals etc.

We do not use this information to make a safeguarding referral as this process will already have been initiated by the police officers who attended the incident.

The Key Adults in the school are:

Anne-Marie Forde, Jenny Maraspin and Steph Humby

26. Preventing Radicalisation and Extremism

From 1 July 2015 all schools must have regard to the statutory guidance issued under section 29 of the Counter Terrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to

schools and child-care providers, and states that schools “should have due regard to the need to prevent people from being drawn into terrorism”.

We as a school will fulfil our responsibilities under the Prevent Duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, we are concerned, we will follow safeguarding procedures and refer to the [Pan Dorset Safeguarding Children’s Partnership’s guidance on Prevent](#).

27. Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

28. Children with Family members in Prison.

There are around 200,00 children in England and Wales who have a parent sent to prison each year. This places the children at risk of poor outcomes, including poverty, stigma and isolation. They may also suffer from poor mental health. [National Information Centre on Children of Offenders \(NICCO\)](#) provides information for professionals who work with the offender and their children to assist in mitigating the negative consequences for the children.

29. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will make a referral into the local housing Authority should they be concerned that a child in our school is about to become or has become homeless (this does not replace the referral to Children's Social Care when a child/ren are at risk)

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. When a child of 16/17 years is homeless and is estranged from parents a referral should be made to Children's Social Care immediately. (KCSIE 2024)

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<https://www.gov.uk/government/publications/serious-violence-strategy-supporting-children-and-young-people-vulnerable-to-violent-extremism>

[The Prevent duty Guidance](#)

Appendix I

Useful Contacts:

Local authority Designated Officer (LADO) 01305221122

Email: lado@dorsetcouncil.gov.uk | 01305 221122

[Lynne Bowman](#)

Children's Advice and Duty service (ChaD)

01305 228558 - single point of contact for professionals raising safeguarding concerns

01305 228866 - single point of contact for anyone concerned about the safety or wellbeing of a child or young person in the Dorset area

Safeguarding and Standards Advisor's Schools

Laura Tulk

Email: SafeguardingAndStandardsAdvisors@dorsetcouncil.gov.uk