



BRYANSTON

All policies carrying the Bryanston logo apply to any other brands or operations of Bryanston including Bryanston Knighton House.

BRYANSTON SCHOOL SAFEGUARDING POLICY AND CHILD PROTECTION PROCEDURES (INCLUDING EYFS)

Bryanston and Bryanston Knighton House are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and endeavour to always act in the best interests of the child.

Bryanston School

The Nominated Governor for Safeguarding is:

Dr Hannah Pharaoh

Email: hpharaoh@bryanston.co.uk

The Designated Safeguarding Lead (DSL) is:

Mrs Claire Miller

Phone: 01258 484518 / Mobile: 07515 064653

Email: clm@bryanston.co.uk

The Deputy Designated Safeguarding Lead (DDSL) is: **Dr Preetpal Bachra**

Phone: 01258 484516 / Mobile: 07739 324549

Email: psb@bryanston.co.uk

The Deputy Designated Safeguarding Lead (DDSL) is: **Mr Andrew Murfin**

Phone: 01258 484509 / Mobile: 07710 085944

Email: accm@bryanston.co.uk

The Deputy Designated Safeguarding Lead (DDSL) is: **Mr Richard Ball**

Phone: 01258 484564 / Mobile: 07843 355168

Email: rjb@bryanston.co.uk

Bryanston Knighton House

The Nominated Governor for Safeguarding is:

Dr Hannah Pharaoh

Email: hpharaoh@bryanston.co.uk

The Designated Safeguarding Lead (DSL) is:

Ms Charlotte Weatherley

Phone: 01258 452065 / Mobile: 07813767220

Email: cepw@bryanstonkh.co.uk

The Deputy Designated Safeguarding Lead (DDSL) is: **Mr Will Lockett**

Phone: 01258 452065

Email: wjl@bryanstonkh.co.uk

The "Safeguarding Policy and Child Protection Procedures" was updated in September 2021 based on "Keeping Children Safe in Education" (September 2021). It will be presented to full Council on 27 November 2021.

Reviewed: September 2021 (Updated January 2022)

Reviewer: Second Master, Head of Pupil Development and Deputy Head Co-Curricular

Next Review: September 2022

Author: Deputy Head Boarding & Pastoral / DSL



BRYANSTON SCHOOL SAFEGUARDING POLICY (INCLUDING EYFS)

The Safeguarding/Child Protection Policy for Bryanston School consists of four main documents:

- the overarching Safeguarding Policy (including EYFS) – see section A.
- detailed Child Protection Procedures (including EYFS) – see section B.
- a separate ‘Safeguarding Update’ summary sheet for all staff outlining how and why safeguarding is everybody’s business, concern and responsibility. – see appendix 6
- and a separate sheet titled ‘Safeguarding and Child Protection advice for visitors, contractors and volunteers’. – see appendix 7

SECTION A: SAFEGUARDING

Bryanston School recognises that the welfare of the child (throughout this document, ‘child’ refers to a young person under the age of 18) is paramount. We take seriously our duty to safeguard and promote the welfare of the children and young people in our care, while endeavouring to keep the child’s best interest at the forefront of all practice.

Safeguarding children is everyone’s responsibility. ‘*Working Together to Safeguard Children*’ (July 2018), HM Government statutory guidance, defines safeguarding 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; and
- taking action to enable all children to have the best outcomes.

The Governing Body will act in accordance with Section 157 of the Education Act 2002 (which applies to Independent Schools) and the supporting statutory guidance ‘*Keeping Children Safe in Education*’ (September 2021) to safeguard and promote the welfare of children in this School. The Governing Body is responsible for ensuring that the School meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective. It is a requirement of the Independent Schools’ Standards Requirements (ISSRs) that the Governing Body will receive an annual report from the Designated Safeguarding Lead (DSL) / Nominated Governor in order to help monitor compliance with statutory responsibilities. The Dorset Standards also include that each school and college complete and submit to the Pan-Dorset Safeguarding Children Partnership an annual audit of its safeguarding and child protection arrangements.

This policy and its associated procedures address the Independent Schools’ Standards Requirements (ISSRs) Part 3. It is written in accordance with the Pan-Dorset Multi-Agency Safeguarding Procedures. It has been developed in accordance with the principles established by the following:

- Children Act 1989 and 2004;
- Education Act 2002;
- What to do if you are worried a child is being abused (March 2015);
- Working Together to Safeguard Children (July 2018) [WT];



It also references:

- ‘Prevent’ Duty guidance for England and Wales (originally issued on 12th March 2015 and revised on 1 April 2021)
- The use of social media for online radicalisation (July 2015)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)

The policy is written taking into account:

- Keeping Children Safe in Education (September 2021) [KCSiE]

This policy is applicable to the whole school community. It applies to the Head, the Senior Leadership Team (SLT), all staff (including supply and peripatetic staff), regular volunteers (i.e. those who come into School once a week or more or four times in a 30 day period), Governors or anyone working on behalf of the School. All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

The Governing body takes seriously its responsibilities under section 157 and 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or who are likely to suffer harm, and those who are in need of additional support from one or more agencies. The School works closely with the Pan-Dorset Safeguarding Children Partnership and the Children’s Advice and Duty Service (ChAD) to ensure that the welfare and safety of pupils at the School is given appropriate priority.

We recognise that all adults, including temporary staff *, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. All members of staff have a duty to safeguard our pupils’ welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff who have front facing contact with children should read at least Part 1 and Annex B of KCSiE, whenever a new version is published. Staff who are not front facing with children should read at least Part 1 or Annex A. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

**Wherever the word “staff” is used, it covers ALL staff, including support staff, contractors and volunteers working with children.*



The main roles in relation to the management of safeguarding are:

For Bryanston School:

- The Designated Safeguarding Governor is Dr Hannah Pharaoh.
- The Designated Safeguarding Lead (DSL) for Bryanston School is Claire Miller.
- The Deputy Designated Safeguarding Leads (DDSLs) for Bryanston School are Preetpal Bachra, Andrew Murfin and Richard Ball.

For Bryanston Knighton House:

- The Designated Safeguarding Governor is Dr Hannah Pharaoh.
- The Designated Safeguarding Lead (DSL) for Bryanston Knighton House is Charlotte Weatherley.
- The Deputy Designated Safeguarding Lead (DDSL) for Bryanston Knighton House is Will Lockett.

For Pan-Dorset Safeguarding Children Partnership:

- The contact details of the Local Authority Designated Officer (LADO) are:
 - Phone: 01305 221122 / Email: LADO@dorsetcouncil.gov.uk
- The Children's Advice and Duty Service (ChAD) [including Early Help Hub and Multi-agency safeguarding Hub (MASH)]
 - Professionals Helpline – 01305 228558
- Pan-Dorset Safeguarding Children Partnership (CSP) Policies and Procedures Manual (<https://pandorsetscb.proceduresonline.com/>)
- Dorset Police 101 or (emergency) 999.

The purpose of this policy is to:

- afford protection for all pupils.
- enable staff and volunteers to safeguard and promote the welfare of children.
- promote a culture which makes the School a safer place to learn and live.
- provide an environment in which children and young people know how to approach adults if they are in difficulties, believing they will be effectively listened to and helped.

Everyone in the School shares an objective to help keep children and young people safe by:

- creating and maintaining a safe learning environment, promoting safe practice and eliminating unsafe practice.
- preventing unsuitable people from working with children and young people.
- identifying where there are child welfare concerns, taking action to address these in partnership with other agencies if appropriate.
- contributing to effective partnership between all those involved with providing services for children.
- developing children's understanding, awareness, and resilience.

We will endeavour to safeguard children and young people by:

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



- reassuring victims that they are being taken seriously and will be supported and kept safe.
- never giving a victim the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment or ever making the victim feel ashamed for making a report.
- zero tolerance to peer-on-peer abuse, bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology.
- ensuring the curriculum affords a range of opportunities to learn about keeping themselves safe, particularly when using technology and, where appropriate, in respect of radicalisation and extremist behaviour, and sexual harassment and sexual violence.
- exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism.
- supporting attendance and taking action if a child is missing school regularly.
- appointing a senior member of staff from the leadership team as the Designated Safeguarding Lead and ensuring this person has the time, funding, support, training and resources to perform the role effectively.
- appointing Deputy Designated Safeguarding Leads to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns.
- ensuring that there is always cover for this role.
- appointing a Designated Teacher to promote the educational achievement of children who are looked after/in care (Alison Hicks, Head of Learning Support, adh@bryanston.co.uk).
- ensuring that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birthparents.
- making sure all staff and volunteers are aware of and committed to the Safeguarding Policy and Child Protection Procedures and also understand their individual responsibility to take action.
- ensuring that all those named above (i.e. DSLs and Deputy DSLs; the Head, all staff and regular volunteers) have training appropriate to their roles as set out in statutory guidance or recommended by the Pan-Dorset Safeguarding Children Partnership.
- identifying any concerns early and providing appropriate help to prevent them from escalating (Housemasters/Housemistresses and Tutors and a range of: Matrons, the Medical Centre and the School Counsellors are likely to be involved at an early stage), including working with parents/carers and other agencies as appropriate, such as working with Dorset Early Help Hub through a referral with the ChAD.
- sharing information about child safeguarding concerns with agencies who need to know, and involving children and their parents/carers appropriately.
- acknowledging and actively promoting that multi-agency working is the best way to promote the welfare of children and protect them from harm.
- taking the right action, in accordance with Pan-Dorset Safeguarding Children Partnership inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse.
- keeping clear, accurate and contemporaneous safeguarding and child protection records.
- recruiting staff and volunteers safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure that at



least one appointment panel member has undertaken safer recruitment training.

- providing effective management for the above through induction, support and regular training appropriate to role.
- adopting a code of conduct for all staff and volunteers which ensures all adults are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.
- encourage an open and transparent culture in which all concerns, including low level concerns, about adults are shared responsibly with senior leaders, recorded and dealt with appropriately and in accordance with the process set out in statutory guidance.
- providing guidance in the code of conduct on the acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- ensuring our online safety process includes appropriate filters and monitoring systems.
- ensuring staff and volunteers understand about 'whistleblowing' and how to escalate concerns about pupils or staff if they think the right action has not been taken to safeguard children.

The implementation and effectiveness of the Safeguarding Policy and Child Protection Procedures are reviewed and endorsed annually by the governing body. It applies to all staff and volunteers. Parents are informed of the policy and procedures through the website. The policy is also available in hard copy on request from the Second Master's Office. The Safeguarding Policy and Child Protection Procedures are reviewed at regular intervals by the DSL, the Child Protection Advisory Committee (CPAC) and the Senior Leadership Team (SLT).

The School is committed to the Safe Recruitment, including the selection and vetting, of all staff and volunteers. The School takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and Induction procedures (see Safer Recruitment Appendix 5). This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. Safe Recruitment practice also includes the requirement to check that all those employed as teachers from April 2012 are not subject to any prohibition order issued by the Secretary of State.

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the Head or the Second Master. (Please refer to the Code of Conduct for Bryanston School Staff and the Bryanston School Policy on the Use of Reasonable Force).



Safeguarding children and young people and promoting their wellbeing is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and for some, a sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The School supports its pupils through:

- the School ethos promoting a positive, supportive and secure environment. It seeks to give pupils a sense of being valued and helps all to fulfil potential, regardless of their background or circumstances.
- the provision of a curriculum that assists pupils to make good choices about safe and mentally and physically healthy lifestyles and informs them who to approach if their health or safety is threatened.
- a safe learning environment where pupils are listened to, they feel safe and secure, they do not experience peer-on-peer abuse, bullying, racism, homophobia or other types of discrimination, and where medical needs are met.
- the early identification of pupils with additional needs, liaison and intervention with other agencies such as Children's Services and Child and Adult Mental Health Services.
- the School Behaviour Policy which provides appropriate guidelines and which supports all pupils.
- ensuring that when a pupil who is the subject of a Child Protection Plan leaves, their details are transferred to the new school immediately and the child's social worker is informed.
- the School's pastoral care system ensuring pupils' self-awareness of safeguarding and welfare matters are developed at levels appropriate to their maturity, through curricular and extra-curricular events. These may include, for example, PSRE lessons, tutorials, house assemblies and year group meetings, where a trusting climate is established and pupils may talk and share their thoughts and feelings.
- the provision of guidance on the safe use of electronic equipment, including access to the internet at school and at home.
- encouraging amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- developing positive partnerships and nurturing a commitment to open and honest relationships with parents and carers at all stages of a pupil's education.

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children. Examples of poor practice include:



- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

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

- Bryanston School Rules and Regulations
- Bryanston School Behaviour Policy
- Bryanston School Whistleblowing Procedure
- Bryanston School Anti-Bullying Policy
- Bryanston School Cyberbullying Policy
- Bryanston School Digital Communications Policy
- Bryanston School Use of Reasonable Force
- Bryanston School Search and Confiscation Policy
- Bryanston School Safer Recruitment Policy
- Code of Conduct for Bryanston School Staff
- Bryanston School Dealing with allegations of abuse against members of staff and volunteers
- Bryanston School Youth Involved Sexual Imagery Policy
- Bryanston School Peer-on-Peer Abuse Policy
- Bryanston School LGBT+ Policy
- Bryanston School Attendance Policy
- Bryanston School Taking, Storing and Using Images of Pupils Policy
- Bryanston School Bring Your Own Device (BYOD) Policy

These policies and procedures are available on the Bryanston School website.

Reference should also be made to:

Appendix 1: Useful Contacts.

Appendix 2: Possible Indicators of Abuse.

Appendix 3 for DSLs: Part One: Record Keeping-Best Practice / Part Two – Training for DSL

Appendix 4: Specific Roles in Safeguarding.

Appendix 5: Bryanston School Safer Recruitment Policy.

Appendix 6: 'Safeguarding Update' summary sheet for all staff.

Appendix 7: 'Safeguarding and Child Protection advice for visitors, contractors and volunteers'



SECTION B: CHILD PROTECTION PROCEDURES

These procedures should be read in conjunction with ‘Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges’ (September 2021) Part 1: Safeguarding Information for All Staff; Annex A: Safeguarding Information for School and College Staff and Annex B: Further Information.

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1. What is Child Protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2. What is significant harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies (Children's Social Care and Police).

3. Purpose of these procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years but the principles of these procedures apply to all pupils at this school, including those over 18.

4. Responsibilities and roles

4.1 All adults in the School have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.

4.2 The Governing Body is accountable for ensuring that the School has an effective Safeguarding/Child Protection Policy which should be reviewed annually and which is available publicly, including on the school's website. The Governing Body has nominated an individual Governor to take leadership responsibility for safeguarding and to work closely with the Designated Safeguarding Lead, thereby providing a link between the School and the Governing Body to monitor whether mandatory policies, procedures and training are in place and effective (this is in line with the Pan-Dorset Safeguarding Children Partnership recommendations).

<p>The nominated Safeguarding Governor at Bryanston and Bryanston Knighton House is Dr Hannah Pharaoh.</p>
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Details of 'The Role and Responsibilities of the Safeguarding Governor' and 'The Role of the Governing Body' are contained in Appendix 4.

4.3 The School has a Designated Safeguarding Lead (DSL). This is the person who takes lead responsibility for safeguarding. Any concerns about children should be discussed with/reported to the DSL who will decide what action to take including referring to Children's Services or the Police as appropriate. More information about the DSL role can be found in Annex C of 'Keeping Children Safe in Education 2021'.



The Designated Safeguarding Lead at Bryanston is:

Claire Miller - Deputy Head Boarding & Pastoral

The Deputy Designated Safeguarding Leads are:

Preetpal Bachra (Head of Pupil Development)

Andrew Murfin (Deputy Head Co-Curricular)

Richard Ball (Director of Operations)

The Designated Safeguarding Lead at Bryanston Knight House is:

Charlotte Weatherley - Assistant Head

The Deputy Designated Safeguarding Lead is:

Will Lockett - Headmaster

Details of 'The Role of the Designated Safeguarding Lead' and 'The Role of Deputy Designated Safeguarding Lead' are contained in Appendix 4.

4.4 In addition, the Dorset Children's Advice and Duty Service (incorporating the Early Help Hub and Multi-agency safeguarding Hub [MASH]) can provide advice and guidance on safeguarding and child protection matters.

See Appendix 1 for contact details.

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

4.5.1 DfE guidance- "*Keeping Children Safe in Education September 2020*"

4.5.2 *Working Together to Safeguard Children (2018)* – published by HM Government

4.5.3 The Pan-Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual, accessed via their website pandorset.procedures.com

4.5.4 What to do if you're worried a child is being abused – Government Guidance (2015)

5. What is child abuse?

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise concerns with the DSL or DDSL.

Staff should also be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and



pornography, to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the DSL or DDSL.

Safeguarding incidents and/or behaviours can be associated with factors outside the School or can occur between children outside of School. All staff, but especially the DSL (DDSLs) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence, and county lines.

Any disclosure or indicators of abuse need to be reported directly and immediately to the DSL or DDSL.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institution or community setting by those known to them or, more rarely, others.

It is generally accepted that there are four main forms of abuse, although all staff should be aware that child sexual and child criminal exploitation are also forms of child abuse (see paragraph 6). All staff should be aware of indicators of abuse and neglect including child sexual and child criminal exploitation (see Appendix 2).

The following definitions are based on references in KCSiE September 2021:

i) Physical abuse

A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

ii) Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, though it may occur alone.

iii) Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what



is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and the School policy and procedures for dealing with it.

iv) Neglect

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

5.1 It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. In most cases multiple issues will overlap with one another.

5.2 In addition to the above, staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and the sharing of nude or semi-nude images put children in danger.

6. Child exploitation, including Child sexual exploitation (CSE) and Child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into 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. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.



- 6.1 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 nonpenetrative 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 children to behave in sexually inappropriate ways or grooming a child for abuse including via the internet. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex. It can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media
- 6.2 CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.
- 6.3 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation, too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- 6.4 Recognition of CSE and CCE is part of staff training. We note that any child or young person may be at risk of this form of abuse, regardless of family background or other circumstances, and can experience significant harm to physical and mental health. The DSL and certain other staff have received Missing, Exploited, Trafficked (MET) training (formally Level 3 CE training) and they are available to other staff for consultation.
- 6.5 Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily. Awareness about CSE and CCE is raised via year group meetings and through School Prefects.
- 6.6 Any concerns about child exploitation will be discussed with the DSL who will take appropriate action, which might include completing a risk assessment form. The form and more detailed local procedures are in the Pan-Dorset Safeguarding Children Partnership (CSP) Policies and Procedures Manual (pandorsetscb.proceduresonline.com).



7 Recognising child abuse, neglect and exploitation – signs and symptoms

7.1 Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' and under the Children Act 1989, this definition has been extended to include '*or may suffer in future*'.

7.2 '*Keeping Children Safe in Education*' is clear: 'All staff should be aware of the indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that are able to identify cases of children who may be in need of help or protection'.

7.3 Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child discloses abuse. They should maintain an attitude of 'it could happen here' and always act in the best interests of the child.

Refer to Appendix 2 for possible indicators of each of the four kinds of abuse outlined in number 5 and CSE and CCE outlined in number 6.

8. Pupils engaging in underage sexual activity

8.1 Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of children who are consenting partners of a similar age is not usual. DSLs will exercise professional judgement when deciding whether to refer to social workers and/or the police, taking into account such things as imbalance of power, wide difference in ages or developmental stages etc.

8.2 However, where a child is under the age of 13 penetrative sex is classified as rape under the Sexual Offences Act 2003 so must be reported to social workers and the police in every case.

The inter-agency safeguarding procedures, on the Pan Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual has more information about underage sexual activity.

9. Peer-on-peer abuse

9.1 Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. It can happen inside and outside of school and online. It is important that staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.



9.2 Staff should understand that even if there are no reports of peer on peer abuse at the School, it does not mean it is not happening here, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the DSL or DDSL.

9.3 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

9.4 Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual or non-consensual sharing nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; (see 10.5);
- initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

9.5 Evidence shows that children with SEND and LGBTQIA children are at greater risk of peer on peer abuse.

9.6 Staff should know that all forms of peer-on-peer abuse are unacceptable, will be taken seriously and there is zero tolerance to this type of behaviour. Staff should not develop high thresholds before taking action and should be aware of the importance of making it clear that abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing abuse as ‘banter’, ‘part of growing up’ or ‘just having a laugh’.

9.7 It is important that staff address inappropriate behaviour (even if it appears to be innocuous), as this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.



- 9.8 If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Services: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously and appropriate action taken.
- 9.9 The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Second Master and DSL should always be consulted.
- 9.10 A referral to Children's Services will be made in all cases of domestic abuse relating to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, or coercive control, in their intimate relationships.
- 9.11 A referral to Children's Services will be considered if a child or young person displays harmful sexual behaviour. This involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.
- 9.12 The process for managing harmful sexual behaviour can be found in the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website (<https://pandorsetscb.proceduresonline.com/>). In brief, a multi-agency meeting should be convened by the Children's Social Care following a referral and an action plan agreed, including considering a school Risk Assessment.
- 9.13 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- 9.14 Issues relating to the sharing of nudes and semi-nudes will be presented to pupils in PSRE lessons, school assemblies and house assemblies. Incidents of the sharing of nudes and semi-nudes will be dealt with making reference to the Bryanston School Digital Communications Policy and also the UKCIS advice *Sexting in schools and colleges: responding to incidents and safeguarding children, December 2020*.
- 9.15 Issues relating to peer-on-peer abuse will be addressed through the PSRE curriculum. In addition, Houseparents and/or Deputy Houseparents will address these issues through House Team meetings, house assemblies, year group assemblies and they will use appropriate School policies such as the Bryanston School Behaviour Policy, the Bryanston School Anti-bullying Policy, the Bryanston School Cyberbullying Policy, Sharing of nude and semi-nude images Policy and Peer-on-Peer Abuse Policy. (Please refer to Bryanston School website.) This may also involve close liaison with the Medical Centre and with the School Counsellors. Regular discussions will also take place with the School Prefects.



10. Sexual violence and sexual harassment between children.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into college. It can also occur online. It can 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 will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously, offered appropriate support and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBTQIA children are at greater risk.

10.1 Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making it 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’;
- challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

10.2 What is sexual violence?

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to offences under the Sexual Offences Act (2003), as described below:

Rape: A person (A) commits an offence of rape if:

- they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis,
- B does not consent to the penetration,
- And A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if:

- they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else,
- the penetration is sexual,



- B does not consent to the penetration,
- and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if:

- they intentionally touch another person (B),
- the touching is sexual,
- B does not consent to the touching,
- and A does not reasonably believe that B consents.

Staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

10.3 What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

10.4 What is sexual harassment?

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

While not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual or non-consensual sharing of nudes or semi nudes images and/or videos as set out in the UKCIS Sharing nudes and semi nudes: advice for education settings working with children and young people. Taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;



- upskirting;
- sexualised online bullying;
- unwanted sexual comments and messages, including on social media;
- sexual exploitation; coercion and threats;

10.5 What is upskirting?

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

Upskirting is where somebody takes a picture under a person's clothing (not necessarily a skirt) without their permission 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 gender, can be a victim.

10.6 Responding to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How staff and the school respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some of the behaviours can lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Further information on Sexual Violence and Sexual Harassment in schools can be found in Part 5 of KCSiE September 21 and Sexual Violence and Sexual Harassment between children in schools and colleges (September 2021).

11. Mental Health

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.

11.1. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children 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.

11.2 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. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.



- 11.3 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School's Safeguarding and Child Protection Procedures and speaking to the DSL or Deputy DSL.
- 11.4 School can access a range of advice to help us identify children in need of extra mental health support. This starts with accessing our own pastoral support resources but also includes working with external agencies. More information can be found in the 'Mental Health and Behaviour in Schools Guidance'. IN addition, PHE has produced a range of resources to support secondary school teachers to promote positive mental health, wellbeing and resilience among children. See 'Rise Above' for links to all materials and lesson plans.

12. So-called 'Honour-based' abuse (HBA) including female genital mutilation (FGM) and forced marriage (FM)

All staff at Bryanston will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies, prior to contacting parents/carers.

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage (FM), 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. Females are predominantly, but not exclusively, the victims. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA, and report any concerns to the DSL or DDSL.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL or DDSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Services. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see 12.2)

12.1 Female Genital Mutilation (FGM) is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can have serious and long lasting implications for physical health and emotional well-being. Possible indicators include taking a girl out of school/country for a prolonged period or talk of a 'special procedure' or celebration.

12.2 FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England, to



report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting applies. Information on when and how to make a report can be found at: ‘Mandatory reporting of female genital mutilation procedural information’.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and should discuss any such cases with the DSL or DDSL and involve children’s social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

12.3 Forced Marriage (FM) is a crime in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning difficulties). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

Forced marriage is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being ‘monitored’ by siblings. There might be a request for extended absence from school or they might not return from a holiday abroad. We recognise that School staff can play an important role in safeguarding children from forced marriage.

13 Radicalisation, Extremism and Terrorism

Children are vulnerable to extremist ideology and radicalisation.

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

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends



may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the house).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

13.1 The Prevent Duty

The School is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. The duty is known as the Prevent Duty.

- 13.2 we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.
- 13.3 our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.
- 13.4 we recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- 13.5 children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.
- 13.6 any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police. Following this, a multi-agency assessment meeting may be called.
- 13.7 The DSL is also the Prevent Lead.
- 13.8 **Channel** – Channel is a voluntary, confidential and support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Dorset has a Channel Panel in place, in accordance with its duties under the Counter-Terrorism and Security Act 2015. This is a multi-agency meeting which discusses individuals who have been referred by the Police as being vulnerable to being drawn into terrorism. If pupils at Bryanston are being discussed, the DSL or Head would attend the Panel meetings. The School understands its responsibilities under the 'Prevent' Strategy and staff have been told of the effects of social media in relation to



recruitment or extremist/radicalised causes. The School is also aware of the need to set out clear protocols in ensuring that any visiting speakers, whether invited by staff or the pupils themselves, are suitable and appropriately supervised.

13.9 The DSL should consider if it would be appropriate to share any information with a new school or college in advance of a child leaving.

13.10 For more advice on the Prevent Duty, the HM Government has published ‘The Prevent Duty’. The Home Office has also developed three e-learning modules:

- Prevent awareness.
- Prevent referrals.
- Channel awareness.

13.11 ‘Educate Against Hate’ is a government website designed to support teachers to help them safeguard children from radicalisation and extremism.

13.12 Staff and governors complete online Prevent training as per the Prevent Risk Assessment.

14. Domestic Abuse

The Domestic Abuse Act received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be ‘personally connected’ (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home.

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases a child may blame themselves for the abuse and may have to leave the family home as a result.



Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety and welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

14.1 Operation Encompass

Although examples of domestic abuse are rare at Bryanston, the School is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. It means that police will share information about domestic abuse incidents with the ‘key adult(s)’ at the School soon after they have been called to a domestic incident. This ensures that the School has up to date relevant information about the child’s circumstances and can support the child according to their needs. The ‘key adults’ are Claire Miller (DSL) and Preetpal Bachra (DDSL) for Bryanston, and Charlotte Weatherley (DSL) for Bryanston Knighton House, who has attended an Operation Encompass local briefing as well as national online training.

14.2 National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

15. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) using dedicated mobile phone lines or other form of ‘deal line’. The activity can happen locally as well as across the UK.

Exploitation is an integral part of county lines with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media. Children are often recruited to move drugs or money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of, or involved in, county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.



County lines may also involve ‘cuckooing’ - where drug dealers or other criminals take over the home of a vulnerable person in order to use it as a base for county lines drug trafficking or in order to control the vulnerable person for criminal benefit. Children will be adversely affected by this if their home is ‘taken over’.

Possible indicators to look out for in children involved in county lines are given in Appendix 2.

16. Children Missing from Education

We recognise that a child going missing from education is a potential indicator of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, HBA or FM. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Therefore, all staff will follow the School’s procedure for dealing with unauthorised absence, particularly on repeat occasions, to help identify vulnerable pupils and to help prevent the risks of their going missing in future. Actions could include involving other professionals and, if any of the criteria are met, informing the local authority where a pupil’s name has been removed from the school roll.

DfE statutory guidance: Children Missing Education September 2016 and the Pupil Registration (England) Regulations 2006 underpin actions in relation to these matters. ‘Bryanston School Attendance, Accounting for Pupils and Registration Policy’ provides more specific guidance in relation to these matters.

17. Children with family members in prison

These children are at risk of poor outcomes including stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with children of offenders to help mitigate the negative consequences for those children.

18. Serious Violence

Staff should be aware of warning signs that indicate a child may be at risk of, or involved in, serious violent crime. The indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.



Staff should be aware of the risks and understand the measures in place to manage these.

Advice for schools is provided in two Home Office links:

[Preventing youth violence and gang involvement](#) and [County Lines Guidance](#)

19. Children with special educational needs and who are disabled (SEND)

Children with a disability are children first and foremost, and deserving of the same rights and protection as other children. By definition, any child with a disability should also be considered as a child in need of additional support and help. A child can be considered to be disabled if he or she has significant problems with communication, comprehension, vision, hearing or physical functioning.

- 18.1 Research shows that children with special educational needs and who are disabled are especially vulnerable to abuse and adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect.
- 18.2 Additional barriers can exist for adults who work with such children, in respect of recognising abuse and neglect. These can include:
 - 18.2.1 Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - 18.2.2 Children with SEND and who are disabled can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
 - 18.2.3 Communication barriers and difficulties in overcoming these barriers
- 18.3 These child protection procedures will be followed if a child with special educational needs and who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for such children.
- 18.4 Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

20. Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex and Asexual(LGBTQIA)

Children who identify as LGBTQIA can be targeted by their peers on account of their sexual orientation or gender identity. In some cases, a pupil who is perceived by their peers to be LGBTQIA (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA. Please refer to the School's LGBT+ Policy.

21. What to do if staff have concerns about a child

- 21.1 Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- 21.2 If staff have any concerns about a child's welfare, they should act on them immediately, following the procedures in this policy and speaking to the DSL or DDSL.



21.3 Options will then include:

- managing any support for the child internally via the school's own pastoral support processes;
- undertaking an early help assessment;
- making a referral to Dorset Children's Services (the ChAD), for example if the child might be in need, or in need or suffering, or likely to suffer harm.

22 Responding to the child who discloses abuse

Staff/volunteers are asked to:

- listen carefully to what is said.
- observe the child's demeanour.
- find an appropriate opportunity to explain that it is likely that the information will need to be shared with others, i.e. do not promise confidentiality
- reassure the child that they are doing the right thing in telling you and you will help them.
- allow the child to continue at their own pace, do not interrupt if they are speaking freely.
- do clarify the facts if necessary with open questions but do not ask too much.
- remember TED: tell me, explain, describe.
- try not to appear shocked or upset.
- reassure the child that what has happened is not their fault.
- do not make judgements about whether the child is telling the truth.
- do not criticise the alleged perpetrator.
- do not insist on having somebody else present.
- do not inform parents.
- do not investigate yourself.
- ask the child not to repeat the disclosure to anyone else in school for the time being.
- explain what will happen next and with whom the information will be shared.
- contact the DSL or DDSL.

22.1 Reporting and recording the incident

- any disclosure or indicators of abuse will be reported directly and immediately to the DSL or DDSL. This will enable them to notify the appropriate agencies with immediate effect.
- initiate a concern on MyConcern.
- when recording what was said, use the child's own words – noting any names mentioned.
- record any noticeable non-verbal behaviour.
- record statements and observations rather than interpretations or assumptions.
- if appropriate, use the body map to indicate the position of any bruising or injury.
- where physical injuries have been observed, these will be carefully noted but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the child's body.
- any disclosure or indicators of abuse will be reported verbally to the DSL or Deputy DSL straight away or, where they are not available and concerns are immediate,



ensure a referral is made without delay to the Children's Advice and Duty Service (See Appendix 1 for contact numbers).

- all records should be recorded on MyConcern immediately after contacting the DSL.
- do not retain copies of the report. This includes the original notes as these constitute prima facie evidence and may be needed by a court.
- the record will be stored securely on MyConcern.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the DSL and Child Protection Agencies, following a referral from the DSL.

A member of staff who reports concerns to the DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome they can press for reconsideration and if following this, they still believe the correct action has not been taken, they can refer their concerns directly to Children's Services.

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

23 Taking Action

- 23.1 The DSL or DDSL will lead on the case from this point. They will decide whether the support for the child can be managed internally via the School's pastoral support processes or whether a referral needs to be made to Dorset Children's Service and/or the police.
- 23.2 The 'Pan-Dorset Safeguarding Children Partnership's Threshold Document' should be used to help clarify the pathway required for the child: whether concerns will be managed within the School; or with the help of other agencies as part of early help; or whether they require specialised support such as a social work assessment or referral to Child and Adolescent Mental Health Services (CAMHS).
- 23.3 If it is considered the child is at risk of immediate harm, the DSL should make a referral to the ChAD and/or the police immediately or if this is not possible, the child must be safeguarded and the relevant agencies contacted within one working day/24 hours.
A child at risk is a child is suffering or likely to suffer significant harm. The child is experiencing or is at risk of abuse, neglect or other kinds of harm and has needs for care and support (whether or not the authority is meeting any of these needs). Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is at risk. Such enquiries enable them to decide whether they should take any action to safeguard or promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour



based abuse, and extra-familial threats like radicalisation and sexual exploitation.

- 23.4 Where the concern involves a ‘child in need’ where the child already has an allocated social worker, the DSL will contact that person or a manager or duty worker in the same team immediately or if this is not possible, the child must be safeguarded and the relevant person contacted within one working day/24 hours.
A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.
- 23.5 The DSL will decide whether to contact parents at this stage, judging whether to do so is likely to place the child at risk of harm from their actions or reactions - for example in circumstances where there are concerns that a serious crime such as sexual abuse, domestic violence or induced illness has taken place. If in any doubt, the DSL or staff member will call the duty worker first and agree with him/her when parents/carers should be contacted and by whom. The reason for the decision not to contact parents first will be recorded in MyConcern. If this is the advice of the ChAD will be sought by the DSL about when communication with the individual involved and the parents/carers involved should take place and by whom. A child protection referral from a professional cannot be treated as anonymous.
- 23.6 If the child can understand the significance and consequences of making a referral to social workers, they will be asked for their views. It will be explained that whilst their view will be taken into account, the School has a responsibility to take whatever action is required to ensure the child’s safety and that of other children.
- 23.7. Where there is no disclosure by a child but concerns are accumulating, such as in relation to neglect or emotional abuse, the DSL will ensure that all information is brought together and that they make a professional judgement about whether to refer to outside agencies.
- 23.8. In the unusual event that the DSL and DDSL are not available or in other exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken, any member of staff can speak directly to Children’s Services and/or the police. It is good practice to seek consent from the family prior to contact them unless you believe the child is at risk of harm in doing so. Always keep a record of the contact you have made, the discussion and any decisions made.
- 23.9 A member of staff who reports concerns to the DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he can press for reconsideration and



if following this, s/he still believes the correct action has not been taken, will refer the concerns directly to social workers.

24 Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing on MyConcern. Information is kept confidential and stored securely on that platform.

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

Further guidance is given in 21.1. If in doubt about recording requirement, staff should discuss with the DSL or DDSL.

25 Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory EHCP);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

If early help is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

26 Responding to concerns reported by parents or others in the community

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



- 26.2 If the incident or concern relates to *child protection*, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way.
- 26.3 It is preferable if the parent/community member who witnessed or knows about the concerns or incident makes a call to Family Support (Social Care) themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.
- 26.4 If the parent/community member refuses to make the referral, the DSL will clarify that they have a responsibility to do so and will also need to pass on to social workers how they are aware of the information.
- 26.5 This process also applies to parents/community members who are also school staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

27 Statutory children's social care assessments and services

Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST** be acted on immediately. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy DSL. During term time the DSL and/or a Deputy DSL should always be available (during school hours) for staff to discuss any safeguarding concerns. However, if for whatever reason they are not available the staff member will discuss their concerns as soon as possible with either

- another senior member of staff or
- the Dorset ChAD. Details in Appendix 1. Anyone can make a referral to Children's Services, not just the DSLs.

27.1 Concerns about a child's welfare should be referred to the Dorset ChAD. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care and/or the police is made immediately.

27.2 Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that the School provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

27.3 Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes



of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

27.4 Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

28 Response from Children's Services to a school referral

28.1 Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of 'Working Together to Safeguard Children' provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of 'Working Together to Safeguard Children' provides details of the assessment process;
- further specialist assessments are required to help the local authority to decide what further action to take.

28.2 The referrer should follow up if this information is not forthcoming.

28.3 If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment, supported by the DSL or DDSL as required.

28.4 If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

29 Responding to allegations or concerns about staff including teachers, supply staff, volunteers and contractors

29.1 The Code of Conduct is designed to give clear guidance on the standards of behaviour all staff are expected to observe. The code applies to all individuals working for the school and includes Governors, supply teachers, volunteers, contractors or any other person associated with us. The full policy can be accessed on the Bryanston website.



29.2 The Governors of Bryanston have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 157 of the Education Act 2002). Schools should identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

29.3 Rigorous recruitment and selection procedures are outlined in detail in The Safer Recruitment Policy in Appendix 5. A copy of this policy can be obtained from HR. Further, adhering to the School's Code of Conduct and safer working practice guidance will mean that there are relatively few allegations against or concerns about teachers, supply staff, volunteers and contractors. However, if a member of staff, or any other person, has any reason to believe that another adult in school has acted inappropriately or abused a child or young person, they will take action by reporting to the Head. Even though it may seem difficult to believe that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

29.4 If the allegation/concern is about the Head, the person with concerns will contact the Chair of Governors (Julian Greenhill, jgreenhill@bryanston.co.uk) or the Local Authority Designated Officer (LADO) in the Local Authority Safeguarding and Standards Team. Please refer to Appendix 1 below for LADO contact details.

29.5 Supply teachers and all contracted staff

In some circumstances, the School may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers or bank nurses provided by an employment agency or business. Irrespective of this, allegations will be dealt with properly. The School will not decide to cease the use of a supply teacher due to a safeguarding concern, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Governing Body should discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the School, whilst they carry out their investigation. The agency will be fully involved and co-operate with any enquiries from the LADO, police and/or children's services. The School will take the lead because the agency will not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the School, are under the supervision, direction and control of the Governing Body when working in the School. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account. When using a supply agency, the School should inform them of its process for managing allegations, but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information.



29.6 In all cases of allegations against teachers, supply staff, volunteers or contractors, that meet the harm threshold, the Head will contact the LADO without delay and follow the correct procedures as set out in the separate school policy. This must comply with Part Four of 'Keeping Children Safe in Education' September 2021.

29.7 The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

29.8 This policy should be read in conjunction with the Whistleblowing Policy, the Code of Conduct for Bryanston School Staff and the Dealing with Allegations of Abuse Against Staff Members. These policies are available on the School website or from HR.

29.9 If the allegation is substantiated and the member of staff is dismissed or the School ceases to use the person's services, the School will need to discuss with all case managers the decision to make a referral to the DBS for consideration of whether inclusion in the barred lists is required and, in the case of a member of teaching staff at the School, whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

29.10 There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

30 Managing concerns about staff that do not meet the harm threshold / low level concerns

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out in paragraph 338 of KCSiE September 2021. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the School; or as a result of vetting checks undertaken.

30.1 Low level concerns

The School ensures that it promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

30.2 Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person. That they are recorded and dealt with appropriately. If implemented correctly, this encourages an open and transparent culture; enables the School to identify concerning, problematic or inappropriate behaviour early; minimises the risk of abuse; and ensures that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.



30.3 What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold set out in paragraph 338 of KCSiE September 2021. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

30.4 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

30.5 Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported as per section 29. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. The School will ensure it creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Full details of how the school responds to low level concerns is set within the Code of Conduct, which can be found on the School website.

31 Raising concerns about safeguarding practices at Bryanston

31.1 We promote a culture where any staff or volunteers feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Such concerns will be taken seriously by the Senior Leadership Team.



31.2 Where a staff member feels unable to raise an issue internally, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by the School. Staff can call 0800 028 0285. The line is available from 08.00-20.00, Monday to Friday or staff can email: help@nspcc.org.uk.
- alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A3NH.

31.3 Staff should refer to the School's Whistleblowing Policy for more information.

32 Teaching children how to keep safe

The School ensures that all pupils are taught about safeguarding, including on-line, through the curriculum and PSRE to help children to adjust their behaviours in order to reduce risks and build resilience, including against the risk of radicalisation and sexual violence or harassment. This includes teaching pupils about the safe use of electronic equipment and the internet (including whilst at home) and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

32.1 Internet safety is an integral part of the School's ICT curriculum and is also embedded within the PSRE and relationships and sex education curriculum (RSE).

32.2 The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are based on Fortinet advanced threat protection firewall and filtering products with additional layers provided by Aruba Clearpass. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the Digital Communications Policy for pupils which includes detail on the use of mobile technology in School (and accessing 3G and 4G technology on School premises), the Guided Learning Programme and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

33 Cybercrime

33.1 Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's



- computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
 - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

33.2 If there are concerns about a child in this area, the DSL or DDSL will consider referring to the 'Cyber Choices' programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

33.1 **Use of Mobile Phones and Cameras, including in the Early Years Foundation Stage (EYFS)**

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Digital Communications Policy, Bring Your Own Device and Taking, Storing and Using Images of Pupils Policy and ICT Policy. For example, staff are not permitted to use their personal mobile phone or any other personal device to photograph or record images of pupils. Staff who act in breach of these policies may be subject to disciplinary action.

34.2 Use of mobile phones and cameras in the EYFS

All personal cameras and mobile phones are locked away and never used in the presence of children. (A risk assessment is in place for staff to carry their phone when in the school grounds or on a trip for the sole purpose of calling for assistance should it be required.)

34.3 Other school staff are required to undergo a risk assessment if wishing to use personal mobile equipment or cameras and should speak to the DSL, Deputy DSL or Head of ICT for guidance. Cameras and mobile technology must not be used in pupil changing areas under any circumstances. Images taken in the EYFS on school equipment, are stored in school and never shared without first obtaining parental/carers permission.

35 **The safeguarding and welfare requirement for the Early Years Foundation Stage (EYFS):**

35. 1 *The School will inform Ofsted and ISI, of any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of those allegations. The School will inform Ofsted and ISI of these*



allegations as soon as reasonably practicable but in any event within 14 days of the allegations being made and action being taken in respect of the allegations. The practitioner with responsibility for safeguarding in the Early Years setting is the Designated Safeguarding Lead.

35.2 The School will notify Ofsted of any serious accident, illness or injury to or death of any child whilst in their care and of the action taken. Notification will be made as soon as reasonably practicable but in any event within 14 days of the incident. The School will also notify local child protection agencies of any serious accident or injury to or the death of any child whilst in their care and will act on any advice.

35.3 At least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present and will accompany children on outings. A first aid box is accessible at all times and written records are kept of accidents or injuries and first aid treatment. Staff inform parents of any accident or injury sustained by a child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

35.4 All personal cameras and mobile phones are locked away and never used in the presence of children. A risk assessment is in place for staff to carry their phone when in the school grounds or on a trip for the sole purpose of calling for assistance should it be required. Other school staff are required to undergo a risk assessment if wishing to use personal mobile equipment or cameras and should speak to the DSL, Deputy DSL or Head of ICT for guidance. Cameras and mobile technology must not be used in pupil changing areas under any circumstances. Images taken in the EYFS on school equipment, are stored in school and never shared without first obtaining parental/carer permission.

35.5 To safeguard children and staff online, and to ensure compliance with the most up to date advice, the School refers to 'Safeguarding children and protecting professionals in early years settings: online safety considerations.' A link to this document can be found [here](#).

35.6 Staff supervise children when eating.

36 Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves and that the information is aligned to the ethos and values of the School and British values.

37 Safer Working Practice

37.3 All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and prevents allegations being made. Detailed advice on safer working practice can be found in the Code of Conduct for Bryanston School Staff.

37.4 Staff receive regular online training on this important part of safeguarding.

38 Training

38.1 All staff who are front facing with children must read at least Part 1 of KCSiE, September



2021 and Annex B. Staff who do not have front facing contact with the children must read Part one or Annex A of KCSiE September 2021.

38.2 KCSiE is updated every year. Staff receive training in the September INSET, either from the DSL or an external provider or online on these updates. on Thursday 2 September 2021, the main areas delivered were:

- a refresher on the central safeguarding team, which was particularly important this year due to merger with BKH and the importance of reporting any concern about the welfare of a child to the DSL or DDSL.
- zero tolerance to peer on peer abuse (paragraphs 46-50 in KCSiE 2021)
 - including highlighting sexual violence and sexual harassment between children, Part 5 of KCSiE 2021 and the separate DfE guidance document.
- supporting and reassuring children who report abuse (paragraph 18)
- online safety especially in relation to the sharing of nudes and semi-nude images and videos (paragraphs 117-118 and 123-135)
- Child exploitation, including CSE and CCE (paragraphs 33-39)
- Mental health (paragraphs 41-45)
- Serious violence (paragraphs 51-52)
- Low level concerns linked to safer working practice (paragraphs 407-412)

38.3 The DSL, DDSL, Houseparents and other key staff receive enhanced (inter-agency working [Level 3]) training – provided through the Pan-Dorset Safeguarding Children Partnership multi-agency course. This includes multi-agency working protocols and training in the safeguarding partners approach to the Prevent Duty and is updated at two yearly intervals after that. DSLs and Deputy DSLs will attend other training and webinars as appropriate. updated child protection training at least every two years in line with local requirements.

38.4 DSL, DDSL, Houseparents and other key staff will keep their knowledge and skills updated regularly. These individuals are expected to take responsibility for their own learning about safeguarding and child protection by, for example: undertaking further online courses as appropriate, taking time to read and digest newsletters and relevant research articles; attending training offered by the Pan-Dorset Safeguarding Children Partnership on matters such as domestic abuse, attachment and child sexual exploitation and FGM and also attending local DSL forums etc.

38.5 All staff undertake regular training in The Prevent Duty and online safety every few years. This is usually delivered online but sometimes via an external provider.

- Staff received online safety training in April 2020, delivered by SWGfL (South West Grid for Learning).
- Staff undertook online training on The Prevent Duty during the second half of the Autumn Term 2021. This was provided by Educare.



38.6 Other updates or reminders of key safeguarding principles are delivered informally throughout the year in meetings or via email. This will include learning from local and national serious cases when the learning becomes available.

38.7 Safeguarding forms part of the induction for all staff new to the school. This training includes the following:

- Bryanston School Safeguarding Policy and Child Protection Procedures. including:
 - the role of the DSL and DDSL.
 - the school's response to children who go missing from education
- The Staff Code of Conduct policy, the Whistleblowing policy, the Digital Communication Policy, the Taking, Storing and Using Images of Children Policy and the Bring Your Own Device (BYOD) Policy.
- The Behaviour Policy, Anti-bullying Policy, Cyberbullying Policy.

The policies listed above are provided to all staff during induction.

The policies listed above are uploaded onto MyBry annually and staff are requested to indicate that they have read some of these.

The key safeguarding policies and other relevant material are uploaded into the safeguarding area on the Staff Hub for ongoing reference as required.

38.8 The Designated Teacher for Looked After Children will undertake appropriate training where relevant. In Dorset this is provided by the Virtual School for Children in Care.

38.9 The Head and a number of senior staff have completed safer recruitment training.

38.10 It is recommended by the Pan-Dorset Safeguarding Children Partnership that all members of the Governing Body attend training, briefings or other input which equips them to understand fully and comply with their safeguarding duties as governors as set out in 'Keeping Children safe in Education' 2021.

39 Information for parents and carers

39.1 The School's DSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on the School and staff for safeguarding children. This will generally be carried out through publication of information on the School's website.

39.2 We are committed to keeping pupils safe. Our first priority is our pupils' welfare and we will usually discuss with parents any concerns we have about their child. There might be rare occasions, however, when we have to provide information to or consult other agencies such as Children's Services before we contact parents. This will include situations where we judge that to tell parents first will or might put the child at risk of significant harm. Where a strategy discussion is required, or Police or Children's Social Care Services need to be involved, the DSL or Head will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of



significant harm. Parents or carers will be informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

- 39.3 Our responsibilities are set out in this policy. It reflects statutory guidance and the Inter-Agency Safeguarding Procedures, which can be found on the Pan-Dorset Safeguarding Children Partnership website (<https://pandorsetscb.proceduresonline.com/>).
- 39.4 If you have any questions about this please speak to the Designated Safeguarding Leads: Claire Miller – Acting Second Master at Bryanston, Charlotte Weatherley - Assistant Head at Bryanston Knighton House.

September 2021
(Revised January 2022)



USEFUL CONTACTS

Reporting a concern

If you have concerns about a child's welfare or worried they are being abused you should discuss this with the Designated Safeguarding Lead or Deputy Safeguarding Lead. If you still have concerns you should:

Contact the: **Children's Advice & Duty Service (ChAD) Professionals – Tel: 01305 228558**

The Dorset ChAD includes an Early Help Hub and a multi-agency safeguarding hub (MASH). It is the single point of contact and acts as a 'front door' for all safeguarding concerns and early help referrals. This is a professionals-only number to discuss your concerns, you do not need to complete an inter-agency referral form, and all referrals will be taken following a professional discussion. You should have sought consent from the family prior to contacting the ChAD unless you believe it would place the child at increased risk of significant harm.

All phone calls will be confirmed in writing by the consultant social worker, but it is also best practice that you keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent for the referral and if not, why not.

Children's Advice and Duty Service

If you're a professional and have concerns about a child, call us and talk to one of our consultant social workers. We will:

- talk through your concerns
- discuss what action is needed
- help make sure the child receives the right support, at the right time

You won't be asked to fill out a referral form. We will talk through your worries and agree with you the best way to meet the needs of the child and support their family.

Call our dedicated line for professionals:
01305 228558

Dorset Council

Any significant information received about a child who is currently open to a Social Care Team should be passed to the child's allocated worker.

In all other cases, at the point when an initial contact is made, the ChAD will establish whether the enquiry can be dealt with by the provision of information and advice or re-direction to other agencies or services.



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Further information on the Dorset ChAD can be found [here](#).

To inform your contact or referral, please refer to the following local document: **Pan-Dorset Continuum of Need 2019**.

A PDF of the Pan-Dorset Continuum of Need 2019 can be found [here](#).

<https://pdscp.co.uk/wp-content/uploads/2019/09/Pan-Dorset-Continuum-of-Need-2019-V1.0-1.pdf>



POSSIBLE INDICATORS OF ABUSE

The following information is not designed to turn school staff into experts but it will help them to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to Government advice 'What to do if you are worried about a child being abused' (2015) and the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website (<https://pandorsetscb.proceduresonline.com/index.html>) for more detailed information.

i) **Physical Abuse**

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

Bruising may be more or less noticeable on children with different skin tones or from different ethnic groups and specialist advice may need to be taken.

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

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

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

Other physical signs of abuse can include:

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



Changes in behaviour which can also indicate physical abuse:

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

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ii) Emotional Abuse

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

The physical signs of emotional abuse can include:

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

Changes in behaviour which can also indicate emotional abuse include:

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

iii) Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. It is important to remember that children can also be sexually abused by other children (i.e. those under 18). Please also refer to Peer-on-Peer Abuse Policy.

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

The physical signs of sexual abuse can include:

- pain or itching in the genital/anal areas



- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection

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- stomach pains
- discomfort when walking or sitting down
- pregnancy

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

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

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached
- acting in a sexually explicit way towards adults or other children

iv) Neglect

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

The physical signs of neglect can include:

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



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Changes in behaviour which can also indicate neglect can include:

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

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

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the

assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect. School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the Pan-Dorset Safeguarding Children Partnership website (<https://pdscp.co.uk/working-with-children/child-neglect/neglect-assessment-toolkit/>).

Possible indicators of child exploitation:

Some of the following can be indicators of CCE and CSE:

- children who appear with unexplained gifts, money or new possessions;
- children who associate with other children involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

In addition, the following can be indicators of CSE:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.



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Possible indicators of domestic abuse:

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying;
- anti-social behaviour, like vandalism;
- Anxiety, depression or suicidal thoughts;
- attention seeking;
- bed-wetting, nightmares or insomnia;
- constant or regular sickness, like colds, headaches and mouth ulcers;
- drug or alcohol abuse;
- eating disorders;
- problems in school or trouble learning;
- tantrums;
- withdrawal.

Possible indicators of involvement in county lines:

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.



PART ONE: RECORD KEEPING - BEST PRACTICE

1. Introduction

- 1.1 The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.
- 1.2 It is the DSL's responsibility to ensure that child protection files, access, storage and transfer meet the required professional standards as detailed in this document.
- 1.3 Confidentiality, data protection and human rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information/records. In summary, the General Data Protection Regulation requires personal data to be processed; (i) lawfully (ii) collected for specified, explicit and legitimate purposes, (iii) adequate and relevant to what is necessary, (iv) accurate and where necessary kept up to date, and (v) retained only for as long as is necessary and processed in a manner to maintain security. The GDPR and the Data Protection Act 2018 should not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children. Extra care should be taken when processing special category personal data, however 'safeguarding of children and individuals at risk' is a processing condition that allows for the sharing of special category personal data. This includes allowing information to be shared 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.
- 1.4 Any electronic record keeping system should comply with the general standards set out below.

2. Record to be made by an adult receiving a disclosure of abuse

- 2.1 This record should be made as soon as possible **after** the individual hearing the disclosure has reported it verbally to the DSL. The facts, not opinions (unless of particular relevance), should be accurately recorded in a non-judgemental way. It is important to remember that expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds.
- 2.2 The record should be completed in accordance with section 22 of this document and using MyConcern.



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- 2.3 The record about a disclosure of abuse is important as it could be used as evidence in court proceedings.
- 2.4 Schools should never ask pupils, regardless of their involvement in a child protection matter (i.e. the subject of an allegation, a witness or the alleged ‘perpetrator’), to write out their ‘statements’ of what has happened. In some cases, this could have the unintended consequence of jeopardising a child protection investigation. This applies regardless of whether the incident(s) took place within or outside school.
- 3. Records kept by the Designated Safeguarding Lead (DSL)**
- 3.1 All welfare and child protection concern records are kept on the MyConcern platform and shared with relevant staff. Records are updated regularly and MyConcern is managed by the DSL.
- 3.2 Once the DSL received a concern, they will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures, using the Threshold Tool, if necessary. The decision about any action, whether or not a referral is made to Social Care, will be recorded clearly by the DSL.
- 3.3 Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the DSL with the Houseparent or parent, or, at the other end of the scale, could lead to matters being heard in a court.
- 3.4 It is the responsibility of the DSL to start or update a school child protection file on MyConcern when a social worker is or was involved, e.g.: -
- a) a formal referral is made by the school to Children’s Social Care on an inter-agency referral form or
 - b) Children’s Social Care inform the school they have commenced an assessment in relation to a pupil resulting from information from another source or
 - c) a child protection file is forwarded to the school by a previous school or pre-school attended by the pupil or
 - d) a child who is in care/looked after transfers into the school or
 - e) a pupil is privately fostered
- 3.5 Each child has their own record which includes information specific to them and which will be sent to the next school at the time of transfer. The names of siblings and/or other children who live in the household who also attend the school are clearly noted on individual files.
- 3.6 If two (or more) pupils at the school are referred to Social Care for the same concern



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(for example, an allegation of sexually harmful behaviour), then child protection files will be started on both/all pupils.

- 3.7 School child protection files are never 'closed' or de-categorised. Once a school has started a child protection file, it is always a school child protection file and the chronology is maintained so that any future concerns can be considered in the context of past events.
- 3.8 If there is an allocated social worker because a child is disabled or a young carer and there are no child protection concerns, then a child protection file should not be started.

4. Adopted children

- 4.1 When a pupil is admitted to a school in Reception class (this does not, of course apply to Bryanston School) and parents provide the information that s/he was adopted prior to commencing education, this should be recorded with their permission on the main school file in order that appropriate support can be provided in future if necessary. In these situations it is not necessary to start a child protection file **unless** the criteria described above (at 4.2a and 4.2b) also apply.
- 4.2 Some older adopted children will have school child protection files because they were initially in care/looked after and were subsequently adopted. During the period when the child is 'placed for adoption' (prior to an adoption order being made) any file that contains information that identifies both the birth family and the adoptive family must be classed as highly sensitive and this information should only be shared on a strictly 'need to know' basis.
- 4.3 Once the adoption order has been made the DSL in the school that holds the child protection file must overhaul the file. The principle is that there must be nothing that identifies the child's birth name or the birth family. In sifting the file it is acceptable to destroy documents that will continue to be held by other agencies: for example, child protection conference minutes and LAC review minutes which will be in Social Care records.
- 4.4 A chronology should be prepared that gives an overview of the information previously held in the file but **without giving the child's birth name or any details which would identify the birth family.**
- 4.5 The overhauled file should only contain the new chronology and any information that has originated from within school (for example concern forms). This file should now be in the child's new name, contain no information which identifies the birth name or birth family, will be held in the school as long as the child remains or sent onto a new



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school as described (at 9) below.

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

5. The format of child protection files

- 5.1 Files in MyConcern are of the required standard in terms of format.

In addition:

- 5.2 If the child is Looked-After information should include legal status, parental responsibility, arrangements for contact with birth parents and extended family, levels of authority delegated to carers (and the name of the virtual school head in the authority that looks after the child).
- 5.3 If a pupil is or was subject of a child protection plan or in care/looked after, this is flagged to make it immediately obvious to anyone accessing the record.
- 5.4 Maintaining the chronology is an important part of the DSL role; it aids the DSL, Deputy and others to see the central issues 'at a glance' and helps to identify patterns of events and behaviours.
- 5.5 It should make sense as a 'stand alone' document: anyone else reading the chronology should be able to follow easily what the concerns are/have been, whether the concerns have escalated and the actions taken by the school to support and protect the child. This will be particularly useful for DSLs in receiving schools when pupils transfer, for professionals involved in collating information for Serious Case Reviews and for parents/pupils/ex-pupils if they view the record.
- 5.6 Once a chronology is started it should be updated as appropriate even if Social Care later cease involvement.
- 5.7 The record should include, as appropriate, school 'concern forms', copies of correspondence, school reports to and minutes of child protection conferences, documents relating to children in care/'looked after' etc. The DSL will decide which relevant information which pre- dates the starting of the child protection file, such as CAF or other pastoral care documentation, will also be included.



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6. Storage

All records relating to child protection concerns are sensitive and confidential. They are stored on the MyConcern platform. Records that existed prior to the School using MyConcern are kept in a secure (i.e. locked at all times) filing cabinet, separate from other school files, and accessible through the DSL or the DDSL.

7. Sharing of and access to child protection records

- 7.1 It is highly unlikely that all members of staff need to know the details of a child's situation, or that there should be widespread access to the records. Access to, and sharing of, information should be on a need-to-know basis, decided case by case and when believed appropriate after receiving legal advice. The DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared. The closer the day-to-day contact with the child, the more likely the need to have some information.
- 7.2 The child who is the subject of a child protection record has the right to access the file, unless to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment (which relates to significant harm) under the Children Act 1989.
- 7.3 Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record. Note that an older pupil may be entitled to refuse access to the record by their parents. As a guide, this applies to pupils who are 13 years of age or above, if they are of normal development or maturity. Someone making an access request purportedly on behalf of the child could be refused access if the child has expressly stated that they did not want the requester to see their records and the record relates to the carrying out of the social work function. (Also if the requester might be implicated in the abuse of the child).
- 7.4 References by name to children other than the pupil who is the subject of the file should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parents/carer on their behalf). Care must be taken to ensure all identifying information is removed from the copy of the record to be shared.
- 7.5 Always seek advice from your legal adviser if there are any concerns or doubt about a child or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child or any other person at risk of harm. Any requests to see the child's record should be made in writing.



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- 7.6 Should the request only seek access to a child protection file, access should be granted within one calendar month. There is no fee to make such a request unless the request is manifestly unfounded or excessive in which case a reasonable fee will be charged.
- 7.7 If the record to be disclosed contains information about an adult professional, that information can be disclosed if it relates to the performance by that person of their job or other official duties e.g. a reference to a teacher in their teaching role or a school nurse in their nursing role. However, if the reference refers to that individual's private life, it should be removed, unless this relates to a child protection matter which is relevant to the record to be disclosed.
- 7.8 Child protection information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. ISI, OfSTED and other school inspectors can view individual child protection files. Information should not be released to parents' solicitors on request; advice should be sought from the school's legal adviser in such cases. The Governing Body, including the Nominated Governor (Dr Hannah Pharaoh), should not access the records.
- 7.9 Any requests from a pupil or parent for the disclosure of child protection records must be directed to the Data Protection Officer dpo@bryanston.co.uk without delay.

8. Transfer of child protection records

- 8.1 When a pupil transfers to another school (including to a Learning Centre because of permanent exclusion) the DSL should inform the receiving school as soon as possible in person or by telephone that child protection records exist. This should happen within 5 days for an in-year transfer or within the first 5 days of the start of a new term. If the new school or college uses MyConcern, the record will be transferred electronically. If not, a PDF of the child's file will be passed on either by hand or sent by recorded delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.
- 8.2 Whether child protection files are passed on by hand or posted, there should be written evidence of the transfer, such as a form or slip of paper signed and dated by a member of staff at the receiving school. This receipt should be retained by the originating school for 6 years, in line with guidance from the Records Management Society.
- 8.3 If the pupil is removed from the roll to be home educated, the school should pass the child protection file to the LA EHE Administrator and a receipt obtained as described above.



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- 8.4 If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from a new school the DSL should follow the school's Child Missing Education (CME) procedures. If there is reason to suspect the pupil is suffering harm then the DSL will refer to Social Care in the usual way.
- 8.5 If a child arrives in the school in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school for a discussion with the DSL. There might be a cp file which has not been passed on.
- 8.6 Some school welfare or pastoral records, also recorded on MyConcern, should also be passed on to the next school for their information and can be included in the main school file, for example. In respect of data protection, parents/carers should be made aware that information is transferred in this way to enable the next school to properly support their child. Most parents will understand the reason for this, but if for whatever reason a parent disagrees with the passing on of the non-child protection documents, this should not be done.
- 8.7 Lack of information about a child's circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would appropriate to share any additional information with the new school or college in advance of the child leaving to help them put in place the right support to safeguard the child and to help the child thrive.
- 9. 'Dual registered' pupils**
- 9.1 Where a pupil is on roll at the school and starts to attend a Learning Centre (LC), the chronology and other relevant information in the child protection file should be copied and passed to the DSL at the LC at the earliest opportunity. Because of the nature of such 'bespoke' arrangements for individual pupils, the two DSLs should agree on which one of them will keep the chronology updated and how best to communicate to each other significant events and issues in relation to that pupil.
- 10. Retention of records**
- 10.1 The school should retain the record for as long as the pupil remains in school and then transferred as described above.
- 10.2 Guidance from the Records Management Society is that when a pupil with a child protection record reaches statutory school leaving age, or where the pupil completed sixth form studies, the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded/deleted from MyConcern.
- 10.3 The Independent Inquiry into Child Sexual Abuse has instructed relevant organisations, including schools, that they should NOT destroy, for the foreseeable future, any of their records that could potentially come within the scope of the inquiry,



i.e. any records relating to sexual abuse.

PART TWO – TRAINING FOR THE DSL AND DDSL

The DSL and DDSL will receive appropriate training from Pan-Dorset Safeguarding Children Partnership. The training will be repeated at least every two years and in order to meet current statutory requirements and its objectives will be that the DSL:

- understands the assessment process for providing early help and intervention.
- has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- is skilled in contributing to inter-agency procedures.
- is able to attend and contribute to the above effectively when required to
- knows how to contact a range of local agencies and how to work with them in resolving issues.
- is alert to the specific needs of children in need, those with special educational needs and young carers.
- understands how to maintain detailed, accurate, secure written records of concerns and referrals.
- knows how to access a range of resources.
- attends any relevant or refresher training courses.
- encourages staff to increase their skill in listening to children and taking account of their wishes and feelings.
- ensures that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- ensures that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- ensures that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures.
- ensures that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe.
- supports the work and training of the Deputy DSLs.
- ensures that induction training for all staff, including supply staff, temporary staff and volunteers includes;
 - Bryanston School Safeguarding Policy and Child Protection Procedures.
 - including:
 - the role of the DSL and DDSL.
 - the school's response to children who go missing from education
 - The Staff Code of Conduct policy, the Whistleblowing policy, the Digital Communication Policy, the Taking, Storing and Using Images of Children Policy and the Bring Your Own Device (BYOD) Policy.
 - The Behaviour Policy, Anti-bullying Policy, Cyberbullying Policy.
 - A copy of Part 1 of KCSiE and/or Annex A and Annex B where appropriate.



SPECIFIC ROLES IN SAFEGUARDING

1. The role and responsibilities of the Designated Safeguarding Lead (DSL)

- maintain an overview of safeguarding within the school.
- open channels and communicate effectively with local statutory agencies.
- communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings.
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions.
- adapt swiftly to changing regulations.
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures.
- be an effective member of a multi-agency, local authority team.
- listen objectively, actively and non-judgementally.
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- the Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:
 - The local authority children’s social care unit
 - The local authority designated officer (LADO) for child protection concerns, particularly all cases which concern a staff member, with reference to the Head.
 - The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
 - In consultation with the Head, and informing the safeguarding governor, consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to decide whether the matter is sufficiently serious to be referred to the TRA.
 - The police (cases where a crime may have been committed).
- ensure that the school operates within legislative frameworks and recommended guidance.
- liaise with the Head regarding:
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - referring of cases of suspected abuse regarding children in need to the



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local authority children's social care unit.

- referring child protection concerns (all cases involving a staff member) to the Local Authority Designated Officer (LADO).
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
- referring cases where a crime may have been committed to the police.
- liaise with parents, informing the Head (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions.
- ensure records of all meetings are clear, comprehensive and dated.
- act as a source of advice and expertise to staff on matters of safety and safeguarding.
- when deciding whether to make a referral always liaise with relevant agencies for advice.
- cooperate with the Safeguarding Governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
- be aware of any changes in statutory requirements and alter school documentation accordingly, informing Governors and staff of any changes.
- ensure school records in relation to Safeguarding are comprehensive, updated and accessible.
- ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating.
- understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve.
- monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative.
- act as a support to pupils and staff, follow up and document progress in relation to all concerns regularly.
- ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file.
- ensure child protection files are full, informative and contain all the information, duly dated, pertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files.
- submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- ensure any actions to be taken in relation to children on the register are performed efficiently and the results monitored, recorded and evaluated.
- maintain an overview of safeguarding within the school.



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- ensure Safeguarding maintains a high profile at staff meetings.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- ensure the school and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

2. The role and responsibilities of the Deputy Designated Safeguarding Lead (DDSL)

- be fully conversant with the role and expectations of the DSL.
- be available to support the DSL in whatever capacity is required.
- have the knowledge and skill to perform the duties of the DSL when requested.
- assume the role of DSL whenever requested and when the DSL is not on the premises.
- attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.
- support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse.
- assist the DSL in producing reports for senior managers and governors, as appropriate.
- understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- support the DSL in attending child protection and case conferences, as appropriate.
- in the absence of the DSL, be responsible for dealing with all matters relating to safeguarding and will follow the school procedures accurately.
- share information on all matters brought to their notice with the Head and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, share any concerns that are reported and involve the Head with the Chair of Governors as well as the LADO.
- support staff at all levels in their implementation of the school's child protection procedures.
- be observant and a good communicator.
- although the responsibility for all safeguarding matters remains with the DSL, specific responsibility for e-safety has been given to Preetpal Bachra, Deputy DSL, Acting Deputy Head - Pupil Development.



3. The role and responsibilities of the Safeguarding Governor

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

When ensuring school provision meets requirements the safeguarding governor will:

- be familiar with local authority policy relating to Safeguarding and Child Protection and associated issues.
- attend training for nominated Safeguarding and Child Protection governors.
- ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- be aware of occasions when a referral to the Teaching Regulation Agency (TRA) is required when a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.
- where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to decide whether the matter is sufficiently serious to be referred to the TRA.
- ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding.
- regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the Head.
- direct staff on what to do if they have a concern about a child or where one child is abusing another child.
- ensure the school has up-to-date information on how to recognise abuse.
- monitor the Code of Conduct for Bryanston School Staff and recruitment procedures.
- review the management of safeguarding including the appointment of the DSL and the job description of the designated personnel.
- monitor the training of the designated person, staff, volunteers and the Head.
- make arrangements for reviewing the school's Safeguarding Policy and Child Protection



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Procedures annually.

- check the School's arrangements to fulfil other safeguarding and welfare responsibilities.
- ensure the DSL who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- ensure there is at least one Deputy DSL who has responsibility for responding to and
- oversee safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- ensure that the DSL supervises and supports the work, development and training of the Deputy DSL.
- ensure that there are clear lines of accountability regarding safeguarding procedures.
- ensure that procedures are in place so that all staff know:
 - who are the Designated Safeguarding personnel.
 - what the Safeguarding Policy and Child Protection Procedures contain.
 - how to identify a child protection concern.
 - what they do if they have any child protection concern.
- ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- liaise with the Head about general child protection and broader safeguarding issues within the school.
- meet regularly with the DSL in order to monitor the effectiveness of the implementation of the school's Safeguarding Policy and Child Protection Procedures.
- provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- ensure that the training of all staff is up to date.
- recommend governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- ensure interview panels are convened appropriately and safer recruitment practices are followed.
- have oversight of the single central record, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- take account of how safe pupils feel when in school.
- ensure the school regularly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos
- ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit.



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

- the date and manner in which the annual audit was completed
- the arrangements that are in place for ensuring that the School's Safeguarding Policy and Child Protection Procedures is communicated to, understood and implemented by, all staff and how effective they are in practice.
- judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection.
- information on the training attended by the DSL and Deputy DSL over the year.
- information on the training in safeguarding undertaken by all staff (covering teaching staff, support staff and temporary staff).
- information on the effectiveness of the child protection procedures in the induction programme for all new staff and volunteers in the school.
- the effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- the number of pupils currently on the Child Protection Plan.
- how effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- information on how well child protection issues are addressed through the curriculum.
- the accuracy of the central register with regard to the most recent regulation.



4. The role and responsibilities of the governing body

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

The Governing Body ensures that:

- an effective “Safeguarding Policy and Child Protection Procedures” is in place and such arrangements are implemented fully in practice.
- the School follows safe recruitment procedures (see Safer Recruitment Policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
- School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
- the DSL is of suitable ‘status and authority’ to take responsibility and carry out the role.
- staff /volunteers attend relevant child protection training that is in line with local authority procedures.
- allegations are managed swiftly, correctly and safely.
- any information required by the local authority regarding safeguarding is passed to them swiftly.
- a member of the Governing Body (the Chair of Governors) is responsible in the event of an allegation of abuse being made against the Head.
- safeguarding matters are placed on governors’ agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the nominated governor.
- the safeguarding governor meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.
- staff follow requirements of the Code of Conduct for Bryanston School Staff.



APPENDIX 5

SAFER RECRUITMENT POLICY

INTRODUCTION

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education.

Bryanston School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff and volunteers to share this commitment.

In line with recent legislation including The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009, Keeping Children Safe in Education (September 2021), Working Together to Safeguard Children (July 2018), The Independent Schools Inspection Regulations (September 2021) (Part 4), and the Equality Act 2010, the School takes very seriously its duty of care for all pupils.

In order to help safeguard and promote the welfare of all its pupils the school is committed to a thorough and consistent Safer Recruitment Policy.

AIMS AND OBJECTIVES

The aim of the Safer Recruitment policy is to help deter, reject or identify people who might abuse pupils, or are otherwise unsuited to working with them, by having appropriate procedures for appointing staff.

Bryanston has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job, recognising the particular contributions to the achievement of its educational purposes that can be made by individuals from a wide range of backgrounds and experiences.

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

The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation. The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be taken into account. Carefully selected and validated skills and/or psychometric tests may be used as part of the selection process.

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant they must declare it as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision-making process.



The objectives of this policy are to operate this procedure consistently and thoroughly while obtaining, collating, analysing and evaluating information from and about applicants applying for job vacancies at Bryanston School.

ROLES AND RESPONSIBILITIES

It is the responsibility of the governing body to:

1. Ensure the School has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DFE guidance and legal requirements.
2. Monitor the School's compliance with them.

It is the responsibility of the Headmaster, the Chief Operating Officer, the Human Resources Director and other managers involved in recruitment to:

1. Ensure that the School operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the School.
2. To monitor contractors' and agencies' compliance with this document.
3. Promote welfare of children and young people at every stage of the procedure.

In accordance with the School Staffing Regulations, the governing body has delegated responsibility to the Headmaster (academic staff) and Chief Operating Officer (support staff) to lead in all appointments. School governors may be involved in staff appointments but the final decision will rest with the Headmaster or Chief Operating Officer.

DEFINITION OF REGULATED ACTIVITY AND FREQUENCY

Regulated activity for children is any activity undertaken on a frequent basis in a school, for example, teaching, training, care or supervision, advice or guidance on well-being or driving a vehicle with children as passengers.

Frequent is more than two days in any period of 30 days or any frequency overnight between the hours of 02.00 and 06.00.

RECRUITMENT AND SELECTION PROCEDURE

The following will apply to the recruitment and appointment of all staff directly recruited and employed by the School. In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that it has carried out the appropriate checks.



ADVERTISING

To ensure equality of opportunity, the School will advertise all vacant posts to encourage as wide a field of applicant as possible; this will normally entail external advertisement.

Any advertisement will refer to the skills, abilities, experience, attitude, and behaviours required for the post and make clear the School's commitment to safeguarding and promoting the welfare of children, and will also refer to the need for the successful applicant to undertake an enhanced criminal record check. In addition, it will include the safeguarding responsibilities of the post as per the job description and personal specification, and whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

All documentation relating to applicants will be treated confidentially in accordance with the General Data Protection Regulations (GDPR).

APPLICATION

Bryanston School uses its own application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history, the reason for leaving their current or most recent post and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

Candidates should be aware that all posts within the School will have some degree of responsibility for safeguarding children. The individual job description and person specification for the post will provide specific information about the extent of this responsibility and safeguarding training will be given.

The application form includes the applicant's declaration regarding convictions and working with children and makes it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

CVs will not be accepted. Upfront disclosure of a criminal record may not debar an applicant from appointment (see Dealing with Convictions below). Information should be submitted in a separate sealed envelope, marked confidential, addressed to the Human Resources Director.

Applicants will be made aware that providing false information or failure to declare any convictions (that are not subject to DBS filtering) may disqualify a candidate for appointment or result in summary dismissal, and possible referral to the police and / or the Disclosure and Barring Service (DBS).

SHORTLISTING

Shortlisted candidates will be asked to complete and sign a hard copy self-declaration form of their criminal record or information that would make them unsuitable to work with children prior to interview. The purpose of this self-declaration is so that candidates have the opportunity to share



relevant information, which will then be discussed and considered at interview and any potential concerns explored.

The School will ensure that at least two people carry out the shortlisting exercise and, where possible, the same people will be involved in the interview process to ensure a consistent approach.

JOB DESCRIPTIONS AND PERSON SPECIFICATIONS

The job description is a key document in the recruitment process and will be finalised prior to taking any other steps in the recruitment process. It will clearly and accurately set out the duties and responsibilities of the job role.

The person specification is of equal importance and informs the selection decision. It details the skills, experience, abilities and expertise that are required to do the job. The person specification will include a specific reference to suitability to work with children.

REFERENCES

Having regard to the requirements of KCSIE (September 2021), a minimum of two references will be sought by the School, one of which will be from the appointee's current or most recent employer, or educational establishment, if currently in full-time education. One of which will also be a reference from the relevant employer from the last time the applicant worked with children if applicable.

We will ensure that references obtained from the candidate's current employer will be completed by a senior person with appropriate authority.

In addition, if the referee is school or college based, the reference will be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations and the applicants suitability to work with children, including the facts of any substantiated safeguarding allegations. All references will also be verified upon receipt to ensure the source is legitimate.

References will be sought prior to interview on short-listed candidates wherever possible. In a case whereby an applicant has indicated on their application form that they do not wish their current employer to be contacted prior to interview, this reference will be sought immediately after interview and prior to the person's appointment being confirmed and s/he starts in the role.

The School will ask all referees if the candidate is suitable to work with children. If the candidate is not currently working with children but has done so within the last five years, the School will contact the candidate's previous employer where s/he was working with children for a reference.

References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions. The School will compare any information provided by the referee with that provided by the candidate on the Application Form and any discrepancies or anomalies will be followed up.



The School does not accept open references, testimonials or references from relatives or someone known to the applicant solely as a friend.

Candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or DBS.

INTERVIEWS

Interviews will be face-to-face wherever possible and the same people will see all the short-listed applicants. The interview process will explore the applicant's skills and experience relevant to the job description and person specification.

Candidates will be interviewed by at least two people and at least one person conducting the interview will have undertaken safer recruitment training. Candidates may also be interviewed individually by a number of colleagues.

Any anomalies or gaps that have been identified together with any information concerning past disciplinary action or allegations, cautions or convictions will be discussed and considered during the interview process in order to satisfy the interviewers that the chosen applicant can meet the safeguarding criteria.

For teaching positions, pupils will be involved in the selection process in a meaningful way, most commonly in the form of a lesson observation, which will be overseen by a member of the recruiting panel.

Applicants invited to an interview will be required to bring evidence of their identity, address and qualifications. Original documents only will be accepted and the School will take photocopies.

If successful and an appointment is made, copies will be retained on the candidate's personnel file in order to demonstrate compliance with the ISI regulatory requirements, Keeping Children Safe in Education, the National Minimum Standards for Boarding Schools and UK Border Agency regulations.

Information provided to the School by unsuccessful applicants for recruitment purposes will be retained securely for a period of two years, after which time it will be destroyed. Information will not be shared with third parties without the express permission of the applicant. Applicants may request that their information is destroyed earlier by contacting the HR department.

The School will, upon request, provide feedback to those applicants who reach the interview stage of the recruitment process.

OFFER OF EMPLOYMENT

The appointment of all new employees is conditional upon and subject to:

- Receipt of at least two satisfactory references (if these have not already been received), one



- of which must be from the candidate's current or most recent employer;
- Verification of identity and qualifications including evidence of the right to work in the UK;
- A satisfactory enhanced DBS check and, if in regulated activity, a check of the Barred List maintained by the DBS;
- For teaching positions, a check that the candidate is not subject to a prohibition order issued by the Secretary of State and, for qualified teachers, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999);
- Where the successful candidate has worked or been resident overseas from the UK for continuous period(s) of 3 months or more in the 5 years prior to appointment, such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered;
- For staff appointed to management positions after 12 August 2015, a check to determine whether they are subject to a section 128 prohibition from management of independent schools direction 277. From 1 September 2018, this also applies to staff promoted internally to management positions.
- Satisfactory medical fitness.

A personnel file checklist will be used to track and audit paperwork obtained in accordance with the Safer Recruitment Training. The checklist will be retained on personnel files.

No one may start work until all relevant all checks are satisfactorily completed and no post confirmed until the completion of a satisfactory probationary period, details of which can be found in the contract of employment.

DBS (Disclosure and Barring Service) Certificate (formerly known as CRB)

The School will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

Successful applicants will be required to undertake an Enhanced Level Criminal Record check with the Disclosure and Barring Service (DBS) and the Certificate obtained prior to commencement of employment.

The DBS no longer issues Disclosure Certificates to employers. New employees must bring their Certificate to the Human Resources Department before they commence work so that the details can be noted for our records.

Until the school has had sight of the original disclosure certificate, the applicant will be treated as unchecked and subject to the safeguards set out below. This requirement arises from both the DBS Employer Guidance and KCSIE. The School may allow the candidate appointed to commence work providing the appointment is not formally confirmed and:

- the DBS application has been made in advance;
- a satisfactory check of the barred list, plus vetting and other relevant checks have been completed satisfactorily;



- appropriate safeguards are in place (for example, monitored supervision) and reviewed at least every two weeks;
- the person in question is informed what these safeguards are, and a note is added to the single central register and evidence kept of the measures put in place.

No member of staff can have access to boarding houses or take up employment in boarding houses until the School has seen a satisfactory, enhanced DBS Certificate.

THE REHABILITATION OF OFFENDERS ACT 1974

The Rehabilitation of Offenders Act 1974 does not apply to positions that involve working with, or having access to pupils. Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School. However, amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

DEALING WITH CONVICTIONS

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability.

If an applicant has a criminal record, this will not automatically bar him/her from employment. Instead, each case will be decided on its merits in accordance with the objective assessment criteria and guidance current at the time of application.

The School operates a formal procedure if a DBS Certificate is returned with details of convictions. Consideration will be given to the Rehabilitation of Offenders Act 1974 and the School shall consider:

- the nature, seriousness and relevance of the offence;
- how long ago and at what age it was committed;
- whether the applicant has a pattern of offending behavior;
- other relevant factors to include changes in circumstances and the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

A formal meeting with either the Designated Safeguarding Lead or the Human Resources Director will take place to establish the facts and a decision made following this meeting.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, class A drug related offences, robbery, burglary, theft, deception or fraud.



If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the school's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

If an applicant wishes to dispute any information contained in a disclosure, s/he can do so by contacting the DBS direct. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the School will, where practicable and at its discretion, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

RETENTION AND SECURITY OF DISCLOSURE INFORMATION

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request [or accessed here: <https://www.gov.uk/government/publications/dbs-code-of-practice>].

PORTABILITY OF DBS CERTIFICATES

Staff may elect to join the DBS Update Service if they are likely to require frequent future checks for a small fee, which is payable by the applicant. Applicants can register online using the application form reference number. Alternatively, once the DBS certificate has been received they can, within 19 days of the certificate being issued, register with the certificate number.

PROHIBITION CHECK

Having regard for an order made by the National College of Teaching and Leadership (NCTL) on behalf of the Secretary of State, barring a person from carrying out “teaching work”, the School will carry out a Prohibition Check (from April 2012) in addition to the check of the children’s barred list, DBS check and other checks set out in the Independent School Standards. (‘Teaching work’ is defined as planning, preparing and delivering lessons for pupils, which includes distance learning and learning through computer aided techniques, and assessing and reporting on pupils’ development, attainment and progress).

OVERSEAS CHECKS

DBS checks will be requested for applicants with recent periods of overseas residence from the UK exceeding 3 months or more in the last 5 years immediately prior to appointment and those with little or no previous UK residence. These applicants may also be asked to provide further information, including the equivalent of a disclosure, if one is available in the relevant jurisdiction(s). In addition, advice on obtaining criminal record information from overseas police forces, published by the Home Office on GOV.UK will be followed. The School will also have regard to Department for Education guidance on the employment of overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the US.



PROOF OF IDENTITY, RIGHT TO WORK IN THE UK & VERIFICATION OF QUALIFICATIONS AND/OR PROFESSIONAL STATUS

All applicants invited to attend an interview at the School will be required to bring their identification documentation such as passport, birth certificate, driving licence etc. with them as proof of identity/eligibility to work in UK in accordance with those set out in the Immigration, Asylum and Nationality Act 2006 and DBS Code of Practice Regulations. A birth certificate will be sought as proof of any name changes that have occurred.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification legally required for the position and claimed in their application form or upon request from the School.

CERTIFICATES OF SPONSORSHIP (CoS)

If an applicant is a national of a non-EEA country, a CoS and Visa is likely to be required, enabling the applicant to work in the UK. Before any offer of employment is made, the HR department is to be consulted to establish whether the school can apply for a Sponsorship Certificate.

Criteria for issuing a CoS is:

- The job is in a “designated shortage” occupation, or;
- It passes the Resident Labour Market Test (RLMT);
- The job is at NQF6 Level or above;
- Minimum salary levels are met.

In addition, the applicant must apply for entry clearance/leave to remain through UK Visas and Immigration and provide personal evidence of competence in English and ongoing maintenance. The process can take up to three months and staff must not, under any circumstances, be employed until permission is given.

MEDICAL FITNESS

The School is aware of its duties under the Equality Act 2010. Anyone appointed to a post involving regular contact with children must possess the appropriate level of physical and mental fitness before any appointment offer is confirmed. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

ARRANGEMENTS FOR VISITING SPEAKERS

The Prevent statutory guidance requires the school to have clear protocols for ensuring that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised. Further information about the school’s protocol for visiting speakers can be found in the Contractors – Detailed Procedures Policy.



NEW EMPLOYEE PROCESS

Induction Programme

All new employees will be given an induction programme which will clearly identify the School policies and procedures, including the Safeguarding Policy and Child Protection Procedures and will make clear the expectation and Code of Conduct that govern how staff carry out their roles and responsibilities.

Single Centralised Register of Members of Staff

In addition to the various staff records kept in school and on individual personnel files, a single, centralised record of recruitment and vetting checks is kept in accordance with legal requirements and ISI regulations.

All individuals who work in regular contact with children, including governors, volunteers and those employed by third parties (such as supply agencies) are included. The register is kept up to date and retained by the HR Department.

A designated Governor will be responsible for overseeing and randomly auditing the Single Centralised Register and reporting his/her findings to the full Governing Body.

Record Retention / Data Protection

The School will retain any relevant information provided on the application form (together with any attachments) on the personnel file of candidates who are offered and accept the position for which they have applied and digitally with the online recruitment portal. Personnel files are kept in the HR Office in a locked and secure cabinet.

From April 2014, DfE guidance requires that Schools retain copies of identity documents, right to work, medical fitness and qualifications. The Immigration (Restrictions on Employment) Order 2007 requires employers in England and Wales to check and retain copies of passports, or alternatively birth/adoption certificates, belonging to people appointed on or after 29 February 2008.

The School will retain all application forms and interview notes for unsuccessful applicants for a minimum period of six months after which time the notes will be securely destroyed. The retention period is in accordance with the School's Records Management Policy and will allow the school to deal with any subject access requests, recruitment complaints or to respond to any complaints made. If the School wishes to retain the name and details of unsuccessful candidates on file for future vacancies, the candidates will be informed and offered the opportunity to remove their details from the School's records.

Ongoing Employment

Bryanston recognises that safer recruitment and selection is not just about the start of employment, but should be part of a wider policy framework for all staff. The School will therefore



provide ongoing training and support for all staff, including, but not limited to, three yearly Safeguarding training.

Leaving Employment

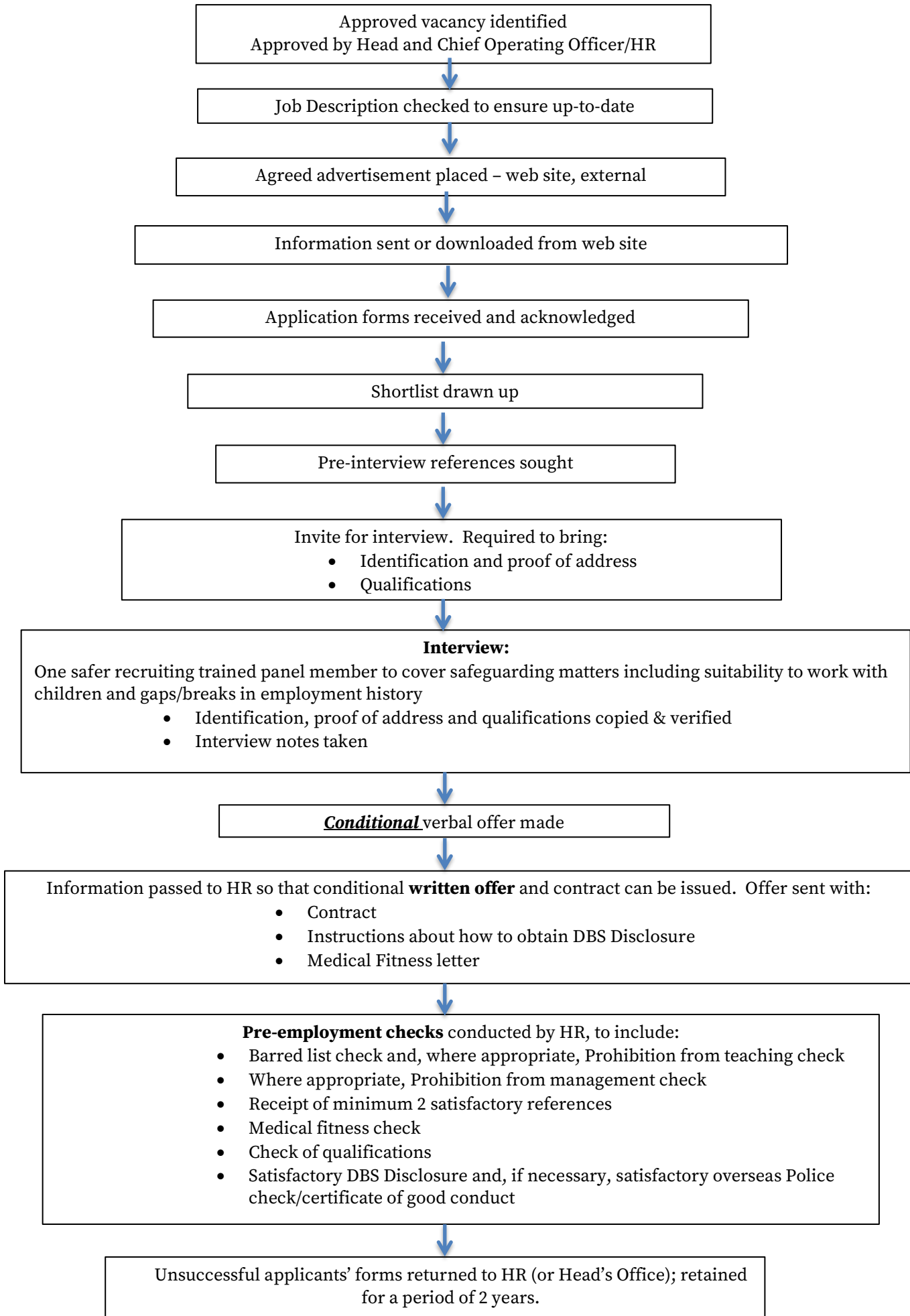
Despite the best efforts to recruit safely there may be occasions when allegations of abuse against children and young people are raised. Where it is alleged that a member of staff or a volunteer in the School has behaved in a way that has harmed a child, or may have harmed a child, or possibly committed a criminal offence against or related to a child, or behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children, the school's policy on 'Dealing with Allegations of Abuse against Members of Staff and Volunteers' will apply.

Monitoring and Evaluation

The Human Resources Director will be responsible for ensuring that this policy is monitored and evaluated throughout the school. This will be undertaken through formal audits of job vacancies and an annual Safer Recruitment Evaluation audit, which will be presented to the Governor responsible for recruitment.

Reviewed: September 2021
Reviewer: Chief Operating Officer
Next Review: September 2022
Author: Human Resources Director

RECRUITMENT FLOW CHART





SAFEGUARDING UPDATE SUMMARY SHEET FOR ALL STAFF

Safeguarding is everybody's business, everybody's concern, everybody's responsibility.

1. The document 'Bryanston School Safeguarding Policy and Child Protection Procedures' was updated in the light of changes in 'Keeping Children Safe in Education (KCSiE) September 2021'. This document helps staff understand clearly what they are required to do by law and what they are strongly advised to do to meet their safeguarding responsibilities. The 'Safeguarding Policy and Child Protection Procedures' document is found on the Staff Hub under 'Safeguarding'. The policy will be presented to Governors for their approval later this term.
2. In addition to 'Bryanston School Safeguarding Policy and Child Protection Procedures' and 'KCSiE September 2021', staff are reminded of the following documents:
 - Working Together to Safeguard Children (July 2018).
 - Sexual Violence and Sexual Harassment in Schools and Colleges (September 2021).
 - Statutory framework for the Early Years Foundation (September 2021)These documents are found on the Staff Hub under 'Safeguarding', together with other relevant resources.
3. Statutory child protection training is mandatory every three years. Two statutory training sessions for all Common Room, Medical Centre and Boarding House staff took place on 04.09.20. These were: 'Post pandemic and KCSiE 2020' and 'Safer Working Practice'. Both were delivered by an external provider, Alison Gadd. Non-teaching staff completed this statutory training online via Educare in the Summer Term 2021. The DSL delivered KCSiE 2021 update training to all teaching staff on 02.09.21 and other key messages and reminders are delivered during the year. All teaching staff new to the school were trained at the equivalent to level 2 on Thursday 7 September 2021.
4. The main messages coming from KCSiE 2021, include:
 - Staff to have awareness of the signs of peer-on-peer abuse, show zero tolerance to it and report concerns to DSL.
 - Pupils who report abuse, sexual violence or sexual harassment must be given support and reassurance.
 - The following behaviours can be a sign that a child is at risk: drug taking; alcohol misuse; deliberately missing education; consensual and non-consensual sharing of nude and semi-nude images and videos.
 - Staff to know where to find support for mental health issues via the DSL.
 - Staff to be mindful that the pandemic and increased use of technology has put young people at risk and is a significant component in safeguarding and mental health issues.



5. Reminder of other main safeguarding issues:

- The four types of child abuse are physical, emotional, sexual and neglect.
- Child exploitation is also a form of abuse.
- The following are key current safeguarding issues that staff should be familiar with:

- | | | |
|-------------------------------------|--|---------------------------------|
| ○ child sexual exploitation (CSE) | ○ radicalisation, extremism, terrorism | ○ underage sexual activity |
| ○ child criminal exploitation (CCE) | ○ domestic violence | ○ upskirting |
| ○ honour based abuse | ○ mental health issues | ○ serious violence |
| ○ female genital mutilation (FGM) | ○ sexual violence | ○ online safety |
| ○ forced marriage (FM) | ○ sexual harassment | ○ fabricated or induced illness |
| ○ peer-on-peer abuse | | |

6. The Counter Terrorism and Security Act 2015 applied with effect from 1 July 2015. As part of this, schools are required to actively promote 'British Values and to respond to the Prevent Duty. Prevent training will be offered to all staff via Educare during this academic year.

7. Staff receive an email from HR that asks them to sign to acknowledge that they have received, read and understood four important safeguarding documents. These are:

1. Bryanston School Safeguarding Policy and Child Protection Procedures (September 2021)
2. Keeping Children Safe in Education (September 2021)
3. Safeguarding memo (September 2021)
4. Safeguarding update (September 2021)

Staff are asked to do this via MyBry and will receive instructions on how to do this.

8. Staff are reminded to refresh their memories of the content of the following documents that can be found on the school website.

- Code of Conduct for Bryanston School Staff.
- Whistleblowing Policy.
- Digital Communication Policy.
- Taking, Storing and Using Images of Children Policy.
- Bring Your Own Device (BYOD) Policy.
- Behaviour Policy.
- Anti-bullying Policy.
- Cyberbullying Policy.



9. All staff are welcome to discuss any aspect of safeguarding with the DSL or one of the DDSs at any time.



BRYANSTON SCHOOL SAFEGUARDING AND CHILD PROTECTION ADVICE FOR ALL VISITORS, CONTRACTORS AND VOLUNTEERS

(The information in this section is included in the “Bryanston School Safeguarding and Child Protection Advice for Visitors, Contractors and Volunteers” leaflet, which is issued with a Visitors’ badge at the Gatehouse).

All visitors must report to the Gatehouse on arrival and sign in, showing proof of identity. All visitors will be issued with a visitor’s badge, which must be worn at all times. When leaving the School site, all visitors sign out at the Gatehouse.

Bryanston School is committed to safeguarding and promoting the welfare of young people and requires all visitors, contractors and volunteers to share this commitment.

If you have a concern about a child, particularly if you think they may be suffering or at risk of suffering harm, you must report the information promptly to:

At Bryanston School, the:

Designated Safeguarding Lead (DSL) Claire Miller

Tel: 01258 484516 / email: clm@bryanston.co.uk

or one of the Deputy Designated Safeguarding Leads (DDSL);

- Preetpal Bachra (Acting Deputy Head - Pupil Development)
Tel: 01258 484518 / email: psb@bryanston.co.uk
- Andrew Murfin (Deputy Head Co-Curricular)
Tel: 01258 484509 / email: accm@bryanston.co.uk
- Richard Ball (Director of Operations)
Tel: 01258 484564 / email: rjb@bryanston.co.uk

At Bryanston Knighton House, the:

Designated Safeguarding Lead (DSL) Charlotte Weatherley

Tel: 01258 452065 / email: cepw@bryanstonkh.co.uk

or the Deputy Designated Safeguarding Lead (DDSL) Will Lockett

Tel: 01258 452065 / email wjl@bryanstonkh.co.uk

The following is not an exhaustive list but whilst at Bryanston a concern about a child may be due to:

- comments made by a child.
- observing marks or bruising on a child, which you believe to be non-accidental.
- the behaviour, demeanour or appearance of a child.



In any of these circumstances you should report your concerns to a member of staff at the Gatehouse, who will pass the information on to the School's DSL or DDSL or you can contact the DSL or DDSL directly, using the contact details included on your visitor's badge.

If the behaviour of another adult in the School gives rise to concern you must report it to the Head or in the same way as outlined above

If the behaviour of the Head gives rise to concern you must report it to the Chair of Governors.

The likelihood of a child disclosing that they are being harmed to a visitor is small, but the following offers advice on how to manage this if it does occur:

DO:

- reassure the child, but do not make promises that might not be possible to keep.
- make it clear you are obliged to pass the information on, but only to those who need to know so that they can help them.
- listen carefully without interruption, particularly if they are freely recalling significant events.
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions.
- reassure the child that it is not their fault and they have done the right thing in telling you.
- tell the DSL or DDSL without delay.
- write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

DO NOT:

- ask the child to repeat the disclosure to anyone else in school.
- ask the child to write a 'statement'.
- inform parents.
- criticise the alleged perpetrator.
- investigate yourself.



REMEMBER

- share any concerns, do not keep them to yourself.
- you are not expected to make a judgement about whether the child is telling the truth.

Code of conduct for visitors

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

Appropriate relationships with children should be based on mutual trust and respect. Unprofessional contact with pupils (e.g. through a social networking site) may leave you vulnerable to an allegation of abuse being made against you.

Always:

- maintain a professional approach towards pupils wherever and whenever you have contact with them.
- let your supervisor or line manager know if a pupil seeks to talk to you on a regular basis.
- avoid social contacts with pupils outside of the School.
- avoid using the same social venues as pupils.
- avoid, as far as possible, being alone or isolated with a pupil.
- try to keep a door open or ensure you are visible to others if you are working with a pupil in their own.

This School has a document: “Safeguarding Policy and Child Protection Procedures”, and a copy of this document is available on the School website: www.bryanston.co.uk.