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

Author:	Senior Deputy Head / DSL
Reviewer:	Deputy Head Pastoral, Safeguarding Culture Lead / Lead DDSL
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Key External Contact Details

Local Authority Designated Officer (LADO)	**Lynne Bowman, Martha Sharp, Laura Tulk** Phone: 01305 221122 Email: lado@dorsetcouncil.gov.uk
Local Authority Children's Social Services	**Dorset Family Support and Advice Line / FSAAL** (integrated front door) Phone: 01305 228558 (including out of hours) Email: familysupportandadviceline@dorsetcouncil.gov.uk
Local Authority Safeguarding Advisor	**Annabel Mitchell**, **Laura Tulk** Phone: 01305 221122 Email: safeguardingandstandardsadvisors@dorsetcouncil.gov.uk
Support and advice about extremism	**Dorset Police** Phone: non-emergency advice and referrals: 01202 222777 (or national Prevent advice line 0800 011 3764) Emergencies: 999 **Dorset FSAAL** Phone: 01305 228558 Email: familysupportandadviceline@dorsetcouncil.gov.uk **Department of Education** Phone: 020 7340 7264 Email: counter.extremism@education.gov.uk
NSPCC Whistleblowing Advice Line	Phone: 0800 028 0285 (Mon-Fri 0800-2000; Sat-Sun 0900-1800) Email: help@nspcc.org.uk
NSPCC Helpline	Phone: 0808 800 5000 (Mon-Fri 1000-1600) Email: help@nspcc.org.uk
NSPCC Report Past Abuse in Education Advice Line	Phone: 0800 136 663
Disclosure and Barring Service	Phone: 03000 200 190 Email: customerservices@dbs.gov.uk
Teaching Regulation Agency	Phone: 0207 593 5394 Email: qts.enquiries@education.gov.uk
Independent Schools Inspectorate	Phone: 0207 600 0100 Email: info@isi.net
OFSTED Safeguarding Children	Phone: 0300 123 1231 (Mon-Fri 08.00-17.00) Email: enquiries@ofsted.gov.uk

Bryanston is committed to safeguarding and promoting the welfare of children and young people. To fulfil this responsibility effectively, all staff, volunteers and visitors should make sure their approach is child centered. This means they endeavour to always act in the **best interests** of the child.

Key School Contact Details

Chair of Governors	**Eric Benedict**	ebenedict@bryanston.co.uk
Nominated Governor for Safeguarding	**Tracie Linehan**	tracie.linehan@bryanston.co.uk
Deputy Nominated Governor for Safeguarding	**Louise Soden**	lsoden@bryanston.co.uk
Bryanston Senior School		
Head	**Richard Jones**	Phone: 01258 484632 Email: head@bryanston.co.uk
DSL	**Claire Miller**	Phone: 01258 484518 / Mobile: 07515 064653 Email: clm@bryanston.co.uk
Safeguarding Culture Lead, Lead DDSL & Prevent Lead	**Richard Smallbone**	Phone: 01258 484411 / Mobile: 07562 687618 Email: rias@bryanston.co.uk
DDSL & Designated Allergy Lead	**Claire Bray**	Phone: 01258 484648 / Mobile: 07572 931971 Email: clb@bryanston.co.uk
DDSL	**Hannah Fearnley**	Phone: 01258 452411 / Mobile: 07950 217515 Email: hlf@bryanston.co.uk
DDSL: Holidays & Courses	**Richard Ball**	Phone: 01258 484564 / Mobile: 07843 355168 Email: rjb@bryanston.co.uk
DDSL: Digital Wellbeing & Online Safety Lead	**Nicholas Payne**	Phone: 01258 484734 Email: nlp@bryanston.co.uk
DDSL: Digital Safety & Systems Officer	**Matt Chambers**	Phone: 01258 452411 Email: mjc@bryanston.co.uk
SENDCo	**Katie Belassie-McCourt**	Phone: 01258 484550 Email: kgbm@bryanston.co.uk
Designated Teacher for Looked After Children	**Heidi Gaffney**	Phone: 01258 484630 Email: hg@bryanston.co.uk
Bryanston Prep School		
DSL & Designated Allergy Lead	**Liam Haynes**	Phone: 07850 308343 Email: lrh@bryanston.co.uk
Safeguarding Culture Lead & Lead DDSL	**Richard Smallbone**	Phone: 01258 484411 Mobile: 07562 687618 Email: rias@bryanston.co.uk
DDSL	**David Jones**	Phone: 01258 452065 Email: davj@bryanston.co.uk
DDSL	**Anneka Green**	Phone: 01258 452065 Email: ang@bryanston.co.uk
DDSL: Early Years and Pre-Prep	**Lisa Ashdown**	Phone: 01258 452065 Email: lia@bryanston.co.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2026) and Early Years Foundation Stage Statutory Framework (2026)		

Staff with designated responsibility in relation to allegations against staff		
Bryanston Senior School		
Designated Senior Manager	**Richard Jones** **Head**	Phone: 01258 484632 Email: head@bryanston.co.uk
Deputy Designated Senior Manager	**Claire Miller** **Senior Deputy Head / DSL**	Phone: 01258 484518 / Mobile: 07515 064653 Email: clm@bryanston.co.uk
Deputy Designated Senior Manager	**Richard Smallbone** **Safeguarding Culture Lead & Lead DDSL**	Phone: 01258 484411 / Mobile: 07562 687618 Email: rias@bryanston.co.uk
Deputy Designated Senior Manager	**Mr Richard Ball** **Director of Operations/ DDSL**	Phone: 01258 484564 / Mobile: 07843 355168 Email: rjb@bryanston.co.uk
Bryanston Prep School		
Designated Senior Manager	**Dominic Floyd** **Head**	Phone: 01258 452065 Email: head-prep@bryanston.co.uk
Deputy Designated Senior Manager	**Liam Haynes** **Deputy Head Pastoral/DSL**	Phone: 07850 308343 Email: lrh@bryanston.co.uk
Deputy Designated Senior Manager	**Mr Richard Smallbone** **Safeguarding Culture Lead & Lead DDSL**	Phone: 01258 484411 / Mobile: 07562 687618 Email: rias@bryanston.co.uk
Bryanston Governors		
Chair of Governors	**Eric Benedict**	Email: ebenedict@bryanston.co.uk
Nominated Governor for Safeguarding	**Tracie Linehan**	Email: tracie.lineham@bryanston.co.uk
Deputy Nominated Governor for Safeguarding	**Louise Soden**	Email: lsoden@bryanston.co.uk

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

The Safeguarding Policy for Bryanston School consists of two sections:

- Policy (including EYFS) Section A
- Procedures (including EYFS) Section B

SECTION A: POLICY

This policy applies to Bryanston School and Bryanston Prep School, which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the School website. It is presented and endorsed by Council in the Autumn term Council Meeting.
Bryanston School recognises that safeguarding and promoting the welfare of children is paramount and is everyone's responsibility. 'Children' means everyone under the age of 18. We take seriously our duty to keep the child's best interest at the forefront of all practice.
The School considers its obligation to review safeguarding policy and practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.
The School's safeguarding policies and procedures should be transparent, clear and easy to understand for staff, pupils, parents, guardians and carers.
If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

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1. Definitions

What is safeguarding?
Safeguarding children is everyone's responsibility.
'*Working Together to Safeguard Children' (March 2026),* and *'Keeping Children Safe in Education' (September 2026)* define safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home including online;
- 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.

What is Child in Need?
Child in Need is defined in the Children Act 1989 (s.17) as when:

- a child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority
- a child's health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services.

What is Child Protection?
Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

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 is 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).

2. Introduction

Bryanston School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Safeguarding and Child Protection Policy is one of a range of documents that set out the safeguarding responsibilities of the School. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Safeguarding information is published throughout the School, and all pupils know who they can talk to and how they can make an anonymous disclosure. We recognise that the School may provide the only stability in the lives of children who are suffering or are at risk of suffering harm. We are aware that the behaviour of a child may be impacted by their lived experiences and can range from being angry and violent to sad and withdrawn. We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Wherever the word "staff" is used, it covers all staff on site, including ancillary, supply, contractors, volunteers and Governors. It seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

At Bryanston:

- safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families, guardians and carers, has a role to play.
- in order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the best interests of the child.
- we take an 'it can happen here' approach where safeguarding is concerned.
- everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The School is committed to safeguarding and promoting the welfare of children by:

- the provision of a safe environment in which children and young people can learn.
- acting on concerns about a child's welfare immediately.
- fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

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 2026)* 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 complete and submit to the Dorset Safeguarding Children Partnership, an annual audit of its safeguarding and child protection arrangements.

Tracie Linehan is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. Louise Soden is the board-level deputy designated lead. They are both members of the governing body.

This policy is written in accordance with the Dorset Safeguarding Children Partnership. It has been developed in accordance with the principles established by the following and all action taken by the School is in accordance with:

Current legislation
(summarised within Working Together to Safeguard Children March 2026)

- Children Act 1989 and 2004
- Education Act 2002 Section 157

Statutory and national guidance. This includes:

- Working Together to Safeguard Children March 2026 [WT], which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- Keeping Children Safe in Education 2026 [KCSiE], which is statutory guidance issued by the Department of Education, which all schools must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- Early years foundation stage (EYFS) statutory framework July 2026 which is statutory guidance that sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to five.
- The Education (Independent Schools Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Information Sharing 2026
- What to do if you're worried about a child is being abused
- Gov UK: Meeting digital and technology standards in schools and colleges (Updated September 2026)
- Gov UK: Generative Artificial Intelligence (AI) in Education
- Prevent duty guidance: Guidance for specified authorities in England and Wales (December 2023).
- Restrictive interventions, including use of reasonable force in schools (April 2026)

- How social media is used to encourage travel to Syria and Iraq: Briefing note for schools (July 2015)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Children's Social Care National Framework (December 2023).
- Behaviour in schools (February 2024).
- Working together to improve school attendance July 2026
- After school clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)
- The Charity Commission guidance Safeguarding and protecting people for charities and trustees (June 2022).
- ID checking guidelines for Standard/Enhanced DBS check applications from April 2025

Local guidance from the Local Safeguarding Partnership
Dorset Safeguarding Children Partnership website.
Dorset SCP Library

This Safeguarding Policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the School.

This policy should be read in conjunction with the following school policies:
- Bryanston School Anti-Bullying Policy
- Bryanston School Attendance, Registration and Accounting for Pupils Policy
- Bryanston School Bring Your Own Device (BYOD) Policy
- Bryanston School Child-on-Child Abuse Policy
- Bryanston School Code of Conduct for Bryanston School Staff
- Bryanston School Dealing with allegations of abuse against members of staff and volunteers
- Bryanston School Digital Online Safety and Cyber Bullying Policy
- Bryanston School Health and Safety Policy
- Bryanston School Mobile Phone Policy
- Bryanston School Restrictive Interventions Policy, including the Use of Reasonable Force
- Bryanston School Relationships and Behaviour Policy
- Bryanston School Rules and Regulations
- Bryanston School Safer Recruitment Policy
- Bryanston School Search and Confiscation Policy
- Bryanston School Self-harm and Preventing Suicide Policy
- Bryanston School Whistleblowing Procedure

These policies and procedures are available on the Bryanston School website. The Head should ensure that the above policies and procedures, adopted by the Governing Body are accessible, understood and followed by all staff.
Reference should also be made to:

Appendix 1: Key Safeguarding Areas.
Appendix 2: Taking Action
Appendix 3: Safeguarding Response to Mental Health and Child-on-Child Abuse
Appendix 4: for DSLs: Part One: Record Keeping-Best Practice / Part Two – Training for DSLs
Appendix 5: Specific Roles in Safeguarding.
Appendix 6: Safeguarding Information for Visitors
Appendix 7: Expectations for Bryanston Residential Staff and their Guests/Visitors

Government guidance in relation to:

- **COVID19.** The full collection is available on the government website. The School has created an addendum to this document to reflect changes made during lockdown or in the event of further lockdown.

Equalities Statement

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

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

Details of our specific duties are published under Bryanston School Equal Opportunities Policy

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

Bryanston School also adheres to the principles of and promotes anti-oppressive practice in line with the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.
We have an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

The School also complies with its legal duties under the Equality Act 2010, including putting special provision in place to support dialogue with children who may not be able to convey their wishes and feelings as they may want to. This might include, for example, those who have communication difficulties and those who do not speak English or for whom English is not their first language.

3. Overall Aims

This policy will contribute to the safeguarding of children at Bryanston by:

- clarifying safeguarding expectations for members of the education setting's community, staff, governing body, children and their families.
- contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- supporting contextual safeguarding approaches to practise recognising that the School site can be a location where harm can occur.

- setting expectations for developing knowledge and skills within the School's community (staff, children, parents/guardians/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- early identification of need for vulnerable children and provision of proportionate interventions to promote their welfare and safety.
- working in partnership with children, parents, and other agencies in the Local Safeguarding Partnership.

Bryanston School is named as a relevant agency in the Dorset Safeguarding Children Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Dorset Safeguarding Children Partnership.

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding. This means involving everyone in the school, and ensuring that, safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been harmed or is at risk of harm.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties and this policy. The School has a DDSL Holidays and Courses.

Parents are encouraged to raise any concerns directly with the School, if necessary, using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

4. Professional expectations, roles and responsibilities

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

4.1 All staff will:

- read and understand Part 1 of statutory guidance Keeping Children Safe in Education 2026 and confirm that they have done so. Those working directly with children will also read Annex A (Further Information).
- read and understand the systems in place which support safeguarding including reading this Safeguarding Policy and Child Protection Procedures; the Digital and Online Safety Policy, the Relationships and Behaviour Policy; the Staff Code of Conduct.

- be aware of the Dorset Continuum of Need Appendix 2 - Continuum of Need.pdf, the safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead and the identity and specific responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs); the additional vulnerabilities of children who are looked after/previously looked after, children with Special Educational Needs and Disabilities and children who are young carers.
- know who and how to contact the DSL and any Deputies, the nominated Governor for Safeguarding and the Chair of Governors.
- be able to identify vulnerable children and take action to keep them safe. Information or concerns about a child will be shared with the DSL where it includes those:
  - who may need a social worker and may be experiencing abuse or neglect;
  - requiring mental health support;
  - may benefit from early help;
  - where there is a radicalisation concern;
  - where a crime may have been committed.
- be clear as to the setting's policy and procedures about child-on-child abuse, children missing from education and those requiring mental health support, and the impact of technology to online safety including online filtering and monitoring processes.
- be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable children and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Staff understand such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff are alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.
- record concerns appropriately and in a timely manner by using the MyConcern.
- keep up to date with the pupils identified within the Connect Group at levels 2, 3 and 4.
- be aware of the need to raise to the senior team any concerns they have about safeguarding practices within the School.

4.2 The Role of the Designated Safeguarding Lead (DSL)

Details of our DSL and Deputy DSLs are available on the Bryanston website and on noticeboards around the School, and in the boarding houses.

This list is not exhaustive; duties are further outlined in Appendix 4 and in KCSiE 2026 (Annex B)

The DSL:

- is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the School. This responsibility will not be delegated.
- has undertaken Level 3 Safeguarding Training provided through the Pan Dorset Children Safeguarding Partnership.
- works with the Head, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on child's attendance, engagement and achievement at school.
- has overall management of work undertaken by the Deputy DSLs.

- manages early identification of vulnerability of children and their families from staff through cause for concerns or notifications via MyConcern. This will ensure detailed, accurate, secure written records of concerns and referrals.
- manages referrals to local safeguarding partners where children with additional needs have been identified. These may include those –
    - who need a social worker and may be experiencing abuse or neglect;
    - requiring mental health support;
    - who may benefit from early help;
    - where there is a radicalisation concern;
    - where a crime may have been committed.

The DSL will also:

- work with others, acting as a point of contact for outside agencies about safeguarding.
- act as a source of support and expertise for the whole school community in regard to our safeguarding duties.
- encourage a culture of listening to children and taking account of their wishes and feelings.
- undertake multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals, but at least annually.
- undertake Prevent awareness training.
- refer a child if there are concerns about possible abuse to Dorset's Integrated Front Door Service (Family Support and Advice Line) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns.
- support and advise other staff in making referrals to other agencies.
- when required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- help promote educational outcomes by sharing information about vulnerable children with relevant staff. This includes ensuring that staff:
    - know who these children are.
    - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
    - are supported to identify the challenges that children in this group might face.
    - provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
- keep detailed, accurate records, usually in MyConcern, of all concerns about a child, even if there is no need to make an immediate referral.
- ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file.
- ensure the successful transfer of the Safeguarding or Child Protection File when a child moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- ensure appropriate safeguarding cover and availability during term time, any out of hours or out of term activities managed by the school.
- work with the Chief Commercial Officer, the DDSL Digital Safety and Systems Officer and DDSL Digital Wellbeing and Online Safety Lead who have lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Support the DDSL Digital Safety and Systems

Officer in conducting an annual review on filtering and monitoring which is presented to governors.
- Support the role and duties of the Health and Safety Officer, the Director of Operations and the Lead Security Guard.

4.3 The Role of the Governing Body

There is a senior board level lead and deputy who take responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements (Dorset Safeguarding Children Partnership).
Safeguarding is a standing item on the agenda for every meeting of the full board.

This list is not exhaustive; duties are further outlined in Appendix 5 and in KCSiE 2026 (Part 2).

- the appointed Safeguarding Governor and/or Deputy will liaise with the Head and the DSL to produce an annual report for governors and ensure the annual S175/157 safeguarding audit from Dorset Council is completed.
  - ensure that the School remedies any deficiencies or weaknesses brought to its attention without delay;
  - ensure that this document is updated annually (or when there are significant updates)
- ensure that the DSL is an appropriate senior member of the senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- ensure that the training and learning for the School community is robust and effective.
- ensure that children are taught about safeguarding in the curriculum, including online safety in compliance with statutory guidance, Relationships and sex education (RSE) and health education and Early years foundation stage (EYFS) statutory framework.
- ensure they review the DfE Filtering and Monitoring Standards in Schools to make sure the School is compliant with the requirements to meet these duties through discussions with IT staff and service providers.
- ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education 2026 (Part 3).
- ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to children, this includes having a process to manage low level concerns.
- ensure that systems are in place for children to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- ensure that the School has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the School's online safety practices including filtering and monitoring.
- receive an annual filtering and monitoring assurance report via '360 safe' and review the effectiveness of arrangements.

- appoint a Designated Lead Teacher (DLT) to promote the educational achievement for children in care and other care arrangements. This should also include those pupils with a named social worker.
- to ensure that in line with the May 2023 guidance the School has an emergency plan in place that covers all aspects of safeguarding.

4.4 The Role of the Head

The Head will ensure that:

- the Safeguarding Policy and Child Protection Procedures and related policies and procedures are implemented and followed by all staff.
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and DDSLs to carry out their roles effectively.
- systems are in place for children to express their views and give feedback, which operate with the best interests of the child at heart.
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing or managing allegations against staff procedures.
- pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, the PSHE curriculum is reviewed regularly to ensure that it remains relevant and current.
- behaviour expectations around the whole school site will be consistent with the safeguarding and relationship lessons taught in the classroom.
- they liaise with the Local Authority Designated Officer (LADO) within 24 hours before taking any action, and then on an ongoing basis, where an allegation is made against a member of staff or a volunteer

More detailed information on the School's roles and responsibilities in safeguarding is outlined in Appendix 5.

4.5 The Role of the DDSLs

A DDSL will;

- be trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the Lead Deputy will assume all of the functions above.

4.6 The Role of all Staff and Volunteers

All staff and volunteers will;

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding Policy and Child Protection Procedures and Staff Code of Conduct.
- consider at all times what is in the best interests of the child.
- know how to respond to a pupil who discloses abuse.
- refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk, to the police or the Front Door for Dorset Children's

Social Care (Family Support and Advice Line) or if a child lives out of borough, to the relevant Local Authority.
- provide a safe environment in which children can learn.

5. Safeguarding Training for Staff

5.1 the Governing Body

- In accordance with KCSiE 2026, all governors receive appropriate safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- The governing body is aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, the Data Protection Act 2018, the UK GDPR, and their local multi-agency safeguarding arrangements. Under the Human Rights Act 1998, it is unlawful for the School to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the European Convention on Human Rights (ECHR) Convention. The Data Protection Act 2018 and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- In addition, the governing body complies with the DfE's Data Protection guidance for schools, ensuring school staff and governors know how to comply with data protection law, develop their data policies and processes, what staff and pupil data to keep and the importance of good practices for preventing personal data breaches.

5.2 New staff

All new staff will be provided with induction training that includes:

- the Safeguarding Policy and Child Protection Procedures;
- the role and identity of the DSL and any DDSLs;
- the Relationships and Behaviour Policy;
- the Digital and Online safety Policy;
- the Staff Code of Conduct
- the Whistleblowing Policy
- Bring your Own Device Policy
- a copy of Part one of KCSiE.

All new staff complete online training prior to employment. They receive face-to-face training with the Lead DSL in the first few days of starting their role at the School.

5.3 All Staff

- will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).
    - All staff completed their three year mandatory safeguarding training in September 2026.

- must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- must complete Prevent awareness training. This is to ensure that they can comply with the legal expectations under the Prevent duty.
    - Staff undertook specific online training on The Prevent Duty during the Autumn Term 2024. This was provided by Educare.
- staff training includes clear reference to internal whistleblowing policy, the role of the Local Authority Designated Officer and guidance for escalating concerns.
- all staff must read Part 1 of KCSiE, September 2026 and staff who are front-facing are asked to read Annex A.
- KCSiE is updated every year. Staff receive training in the September INSET, either from the DSL or lead DDSL or via an online platform or external professional on these updates.
- 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 Child Safeguarding Practice Reviews (SPRs) when the learning becomes available.
- must complete specific online safety training including the expectations, applicable roles and responsibilities in relation to filtering and monitoring 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).
    - in September 2023, the DSL and DDSL delivered on online safety training, which, amongst other things, included an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
    - further online safety training was undertaken by all staff who are front-facing with children in the Spring term 2025. This was provided by Educare.
- receive training which includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation.
    - staff undertook training on professional behaviour in September 2026. This was delivered by a nationally recognised barrister in the field of professional regulation, in particular teachers and educational leaders.

5.4 DSLs and Deputies

- will undergo formal training to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children susceptible to radicalisation, record keeping and promoting a culture of listening to children, training in the Prevent duties and harmful sexual behaviours. The DSL also receives more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. The training will be updated at least every two years enabling the DSL to support other staff on Prevent matters and update them on relevant issues. Further details of the required training content for the DSL are set out in Annex B of KCSIE 2026.
- DDSLs will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.
- the School trains House Parents and other relevant staff to the same level as the DSL.

- the DSL, DDSL, House Parents 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 on matters such as domestic abuse, attachment and child sexual exploitation and FGM.
- safeguarding is a standing item at the weekly House Parents' meeting.

5.5 Other training considerations

- the Governing Body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- members of the Senior Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- the Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- the mental health nurse has access to appropriate training.
- training around safeguarding topics in KCSiE Annex A (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

6. Safeguarding in the Curriculum

The School is dedicated to ensuring that children are taught about safeguarding, including online safety through the curriculum and PSHE 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.

We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum. Internet safety (including when children are online at home) is an integral part of the School's ICT curriculum and is also embedded in PSHE.

This includes:

- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk); and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

- Personal, Social and Health Education (PSHE), to explore key areas such as:
    - body confidence and self-esteem
    - emotional literacy
    - building resilience to radicalisation, conspiracies, misinformation and disinformation, e-safety and bullying.
    - healthy and respectful relationships
    - boundaries and consent
    - stereotyping, prejudice and equality
    - how to recognise an abusive relationship, including coercive and controlling behaviour
    - the concepts of, and laws relating to:
        - sexual consent
        - sexual exploitation
        - abuse
        - grooming
        - harassment
        - rape
        - domestic abuse
        - so-called 'honour'-based violence such as forced marriage and FGM, and how to access support
        - what constitutes sexual harassment and sexual violence and why these are always unacceptable
- a whole school preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.
- filtering and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. The School was using Lightspeed for monitoring and Fortinet for filtering. By January 2027, the School will switch to using Securly for both filtering and monitoring. The School has a DDSL Digital Safety & System Officer.
- the curriculum will be shaped to respond to safeguarding incident patterns in the school identified by the Designated Safeguarding Lead and safeguarding team (e.g. to respond to an increase in child-on-child abuse incidents).
- providing engagement opportunities with parents, guardians and carers to consult on key aspects of the curriculum.
- children can inform the curriculum via discussions with the School Council, Prefect body, Pupil Voice, in PSHE lessons and in boarding houses.

6.1 Relationships and Sex Education or RSE

Relationships and Sex Education or RSE was made compulsory from September 2020. The School understands that preventative education is most effective in the context of a whole school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, and sexual violence/harassment. It also facilitates an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

The School will have regard to the DfE's statutory guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education'* when making arrangements for and teaching RSE.

RSE forms part of the School's PSHE programme.

- The School is currently delivering Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025.

7. Safer Recruitment and Safer Working Practice

7.1 Safer recruitment

The School pays full regard to the safer recruitment practices detailed in Keeping Children Safe in Education 2026 (Part 3) and is committed to safer recruitment processes and ensuring it maintains an accurate Single Central Register. This is to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

All applicants, including members of the teaching and non-teaching staff at the School, part-time staff, temporary and supply staff, and visiting staff, such as peripatetic musicians and sports coaches are subject to same robust processes.

Applicants must provide an application form. A CV will not be accepted as a stand-alone. Applicants are scrutinised by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.

Applicants are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (as appropriate). An enhanced DBS check with barred list information will be carried out. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.
An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026.

As part of the shortlisting process, the School will also carry out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School's wider safeguarding due diligence which aims to prevent and deter individuals who may be unsuitable to work with children from working in a school environment.
Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

All recruitment materials will include reference to the School's commitment to safeguarding and promoting the wellbeing of children.

Full details of the School's safer recruitment procedures for checking the suitability of staff, governors and volunteers to work with children and young people is set out in the School's Safer Recruitment Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in Section B of this policy.

The School's procedures for managing contractors attending the School site can be found in the School's Contractors Policy available from the Head of Estates and Operations.

The School's protocols for carrying our checks on partners or children over 16 of staff living in school accommodation can be obtained from the Head of People.

The process around how the School manages concerns where a professional may pose a risk to children and our response to low level concerns can be accessed under the heading 'Responding to allegations of abuse made against professionals, including teachers, supply staff, volunteers and contractors.'

7.2 Extended School and Off-Site Arrangements

- where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply with the relevant risk assessments undertaken and maintained in accordance with the School's Health and Safety Policy.
- if other organisations provide services or activities on our site, including when the School's premises are hired or rented to another organisation during or out of term time, we will ensure that they have appropriate procedures in place, including safer recruitment procedures to keep children safe.
- the School will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The School also ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-schools settings details the safeguarding arrangements that the School should expect these providers to have in place.
- when our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place, meaning policies such as the School's Safeguarding Policy and Child Protection Procedures remain in place during off site activities.
- where a parent/carer has expressed their intention to remove a child from the School with a view to educating at home, we will work together with the parent/carer, EHE Coordinator and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker.

7.3 Alternative Provision

- in accordance with KCSiE 2026, if a pupil who is on role at the School attends an alternative provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil.
- before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. The School will remind the provider of their duty to notify us of any staff changes or risks.
- we understand that, where possible, good practice highlights the importance of a member of school staff visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement in line with the guidance provided by Dorset Council, which can be found here.
- an accurate record will be kept of where the child is.
- when a child who is on roll at the School is attending an alternative provision, online 1-2-1 tutor meetings will be undertaken by the pupil's tutor to see that child and to ensure the safety and suitability of the provision. Where possible, a member of school staff will visit the child at the alternative provision setting at least once every half term.
- if a safeguarding concern arises for a child within their alternative provision, the School will look to immediately review or end the placement.
- the School has regard of the following two pieces of statutory guidance that relate to alternative provision.
    - Alternative provision DfE statutory guidance and
    - Education for children with health needs who cannot attend school – GOV.UK – DfE statutory guidance.

7.4 Work Experience

- Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested (Keeping Children Safe in Education 2026 p98).

- The School cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, the School will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place to protect children from harm, before any placement begins (Keeping Children Safe in Education 2026 p98).

- As part of the placement planning process, good practice for all pupils, the School will explore with the placement provider, whether they are aware of any individual within their employment, or otherwise connected with the placement, who may pose a risk to children. The School understands that placement providers may be unable to disclose detailed information about individuals who may pose a risk to children due to data protection, confidentiality or employment law considerations. However, the School will seek appropriate assurance that any known risks have been assessed and are being effectively managed, and that robust safeguarding arrangements are in place to protect children throughout the placement. The School will only proceed

with a placement where it is satisfied that appropriate measures are in place to mitigate identified risks.

7.5 Off-site and Exchange Visits

- We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
- Prior to any overseas visit by our pupils, we work with partner schools abroad to ensure that suitable safeguarding assurances are undertaken, the equivalent to a DBS check for any adult over 18 who may be living in the household of a host family.
- The School does not appoint educational guardians for its overseas pupils. These are organised by the parent/carer. In line with NMS (May 2026) Standard 22.3, the School takes appropriate steps to ensure that guardianship arrangements are promoting the welfare, physical wellbeing, and emotional wellbeing of the boarding pupil.

7.6 Visitors

- All visitors complete a signing in/out process at the Gate Lodge. They wear a School ID badge and are provided with key safeguarding information including the contact details of safeguarding team in the School. An example of this information can be seen in Appendix 6.

- Scheduled visitors in a professional role (e.g. guardian, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.

- If the visit is unscheduled and the visitor is unknown to the School, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

- The School has a robust policy for residential staff and their guests, including the Code of Conduct for Visitors. A copy of this policy can be found in Appendix 7.

7.7 Media recordings, audio, image and video (including digital files)

The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place, to protect pupils. The School will seek pupil consent and parental consent for photographs to be taken or published for example, on our website, in social media posts, in newspapers or other publications.

8.6 Use of restrictive interventions

Our aim is to create a safe, secure and supportive environment for all our pupils and staff. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. These are extremely rare at Bryanston and are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance Use of reasonable force and other restrictive interventions guidance
- There is robust recording and reporting of any incident where restrictive interventions including reasonable force and seclusion have been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.
- Further details can be found in Restrictive Interventions Policy.

8.5 Whistleblowing Procedures

The School has a Whistleblowing Procedure which can be found here. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

The School works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the School's safeguarding arrangements.

In the first instance this should be raised with the Head, the DSL, the nominated Safeguarding Governor or their Deputy or the Chair of Governors. If it becomes necessary to consult outside the School, staff should speak to the LADO for further guidance and support.

Further, staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior team or feel that their genuine concerns are not being addressed:

- general guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing.

- the NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 08.00-20.00, Monday to Friday or 09.00-18.00, Saturday and Sunday. Email: help@nspcc.org.uk.

- the above channels are clearly accessible to all staff (in the Code of Conduct and in the Whistleblowing Policy).

8. Early Years settings including reception age children

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is:

DDSL: Early Years and Pre-Prep	**Ms Lisa Ashdown**	Phone: 01258 452065 /Email: lia@bryanston.co.uk

8.1 Legal and policy framework

- As an early years provider delivering the Early Years Foundation Stage (EYFS), the School is required to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 , the Early years foundation stage (EYFS) statutory framework - GOV.UK and other related statutory guidance.
- The School will ensure that children taught in nursery/preschool and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

8.2 Suitable people

- When employing early years staff, the School follows its Safer Recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.
- We will not allow anyone to start working or volunteering in a regulated activity with children in EYFS including Reception classes until their suitability has been checked. This includes obtaining an enhanced DBS plus barred list check.
- Staff policies will apply equally to staff and volunteers in the early years settings, and the School will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the School's expectations regarding conduct and safe teaching practice.
- Whenever an allegation is made against a member of staff (including support staff) in the early years setting, the School follows policy. The School will inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.
- Where early years staff are taking medication that may affect their ability to care for young children, they need to notify the Head of Prep and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

8.3 Staff training, skills and supervision

The School ensures that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- All early years staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns and identify solutions to address issues as they arise.
- All early years staff are able to communicate effectively in English both orally and in writing.
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips.

- Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

8.4 Staff ratios

The School ensures that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe.
- Parents are kept informed of staff members and numbers.
- Children are kept within staff sight and hearing at all times.
- For before and after school provision, the School will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

8.5 Health

The School will:

- Promote the health of children attending the early years provision.
- Take necessary steps to stop the spread of infection.
- Administer medicines only in line with School policy.
- Take appropriate action where children are ill.
- Ensure any meals provided are nutritious and prepared in a hygienic manner.
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

8.6 Health and Safety and suitability of premises

The School will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with School policies and standards for site safety and health and safety. Additionally, the School will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The School has specific procedures for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

8.7 Managing behaviour

The School takes all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school policy, local procedures and any plans which will be specific for each child depending on their situation. The School will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

8.8 Attendance

Although statutory attendance requirements apply from the term after a child turns five, the School recognises the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

9.8.1 Expectations and Responsibilities

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- The School will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

9.8.2 Safeguarding and Early Intervention

- In line with Keeping Children Safe in Education 2026 and the EYFS statutory framework 2026, persistent or unexplained absence in early years may be treated as a safeguarding concern.
- The School will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

9.8.3 Promoting Positive Attendance

- The School will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.

9. Key Safeguarding Areas

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Additional information on these safeguarding issues and information on other safeguarding issues is included in Appendix 1 or can be found in KCSiE 2026 Annex A.

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the School has statutory responsibilities to address. These are hyperlinked or underlined:

1. Child abuse
2. Child abduction and community safety incidents
3. Child criminal exploitation (including both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE))
4. Child-on-child abuse
5. County lines
6. Children and the court system

7. Children with family members on prison.
8. Children who are absent from education
9. Children with Special Educational Needs, disabilities (SEND) or health issues
10. Cybercrime
11. Domestic abuse
12. Homelessness
13. 'Honour' or faith-based abuse (including Female Genital Mutilation and Forced Marriage)
14. Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex and Asexual (LGBTQIA)
15. Mental health
16. Modern day slavery and trafficking and the National Referral Mechanism
17. Online safety
18. Preventing radicalisation (The Prevent duty)
19. Private fostering
20. Pupils engaging in underage sexual activity
21. Serious violence
22. Sexual violence and sexual harassment between children
23. Substance Misuse (parents)
24. Young carers

Additional information about key safeguarding areas can be found in Appendix 1, in Keeping Children Safe in Education 2026 (Annex A); the NSPCC website - Types of Abuse.

All Bryanston staff should read Part 1 of Keeping Children safe in Education 2026 and Appendix 1 of this policy to gain further knowledge of these key safeguarding areas.

SECTION B: PROCEDURES

These procedures should be read in conjunction with:
Keeping Children Safe in Education (September 2026)

- Part 1: Safeguarding Information for All Staff;
- Annex A: Further Information
- Part 5: Child-on-child sexual violence and sexual harassment

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.

CONTENTS

1. What to do if you have concerns about a child
2. Responding to the child who discloses abuse
3. Reporting Concerns
   3.1 Reporting concerns (staff)
   3.2 Reporting concerns (children)
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17.1 Additional considerations
17.2 Early help
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21. Dealing with safeguarding concerns and allegations about organisations or individuals using School premises.
22. Raising concerns about safeguarding practices at Bryanston
23. Use of Mobile Phones and Cameras
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24. The safeguarding and welfare requirements for the Early Years Foundation Stage (EYFS)
24.1 Disqualification from working in childcare
24.2 Use of mobile phones and cameras in the EYFS
24.3 Duty to notify Ofsted
24.4 Additional arrangements
25. Arrangements for Visiting Speakers
26. Arrangement for use of School premises for non-school activities
27. Information for parents, guardians and carers
28.

September 2026

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

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.

If staff have any concerns about a child's welfare, they should act on them immediately, following the procedures in this policy.

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 FSAAL), for example, if the child might be in need, or in need or suffering, or likely to suffer harm.

It is good practice to consider support before statutory intervention. The School is fortunate to have a number of human resources that be called to provide additional support for its pupils such as specialist mental health nurses and counsellors.

2. Responding to the child who discloses abuse

Staff are asked to remember the following:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you and you will help them.
- Reassure the child that what has happened is not their fault.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Do not insist on having somebody else present.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Allow the child to continue at their own pace, do not interrupt if they are speaking freely.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- Ask the child not to repeat the disclosure to anyone else in school for the time being.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Do not inform parents.
- Do not in investigate yourself.
- Contact the DSL or DDSL.

It is not staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- The 5 'R's are helpful in understanding what our professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

3. Reporting Concerns

3.1 Reporting concerns (staff)

- all staff are clear about recording and reporting concerns to the DSL or DDSL in a timely way. In the case a child is in immediate danger, staff should phone the police themselves.
- all staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix 3. This includes responses to child-on-child harm and children who present with a mental health need.
- 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.
- when recording what was said, use the child's own words, noting any names mentioned.
- 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.
- do retain copies of the report or hand them to the DSL or DDSL. 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 should consider seeking support for themselves and is encouraged to discuss this with the DSL.

3.2 Reporting concerns (children)

At the School children can raise their concerns via their House Parent or Tutor, via their House Council or School Council, via a prefect or older pupil or anonymously via Whisper and they will be treated seriously. There are a variety of other staff available to any child, the details of which are outlined on page 8 of the 'Bryanston Guide for Pupils'.

4. 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.

If in doubt about recording requirement, staff should discuss with the DSL or DDSL.

5. Information Sharing

The School is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data Protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

The School recognises that effective safeguarding relies upon timely and appropriate information sharing. Information will be shared where necessary to safeguard and promote the welfare of children and in accordance with safeguarding duties set out in Information Sharing Duty Statutory Guidance for Safeguarding organisation and their practitioners 2026

All information sharing decisions will be made on a case-by-case basis, ensuring that any information shared is necessary, proportionate and relevant to the safeguarding purpose for which it is shared.

Staff are aware that:

- Data protection legislation provides lawful bases and conditions for the sharing of personal and special category data where this is necessary for safeguarding and promoting the welfare of children.
- The Information Sharing Duty under section 16LA of the Children Act 2004 requires relevant organisations to share information where it may help another organisation or practitioner exercise their safeguarding and child welfare functions, including assessing need, making decisions, providing support, or taking action to safeguard and promote the welfare of a child.
- Information relevant to safeguarding and promoting welfare may include contextual, historical, partial or pattern-based information where this contributes to understanding a child's circumstances, needs or risks.
- Data protection legislation does not prevent the sharing of information for safeguarding and child welfare purposes.

The School will be transparent with children and parent/carers about information sharing wherever it is appropriate and safe to do so, ensuring that there is transparency around why information is being shared, what might be shared and how it will be used. The School will ensure it accurately records in MyConcern what has been shared, who with and why. However, consent is not required where there is a lawful basis to share information for the purpose of safeguarding and promoting the welfare of children.

There may be circumstances where information is shared without notifying children and parent/carers, including where:

- seeking consent would place a child at risk of harm;
- obtaining consent would prejudice the prevention, detection or prosecution of a crime;
- it is not reasonable or practicable to obtain consent;
- timely information sharing may assist another organisation to assess need, provide support or take action to safeguard and promote the welfare of a child; or
- there is a statutory duty or other legal basis requiring information to be shared.

The School recognises that, under the Information Sharing Duty, information should ordinarily be shared where it may help another organisation or practitioner to assess need, make decisions, provide support or take action to safeguard and promote the welfare of a child, including where a child may present a risk to others. The School may also request information from other organisations with safeguarding responsibilities, and the receiving organisation must determine if the information sharing duty applies and decide what information is appropriate to share.

Information will ordinarily be shared where the Information Sharing Duty applies. It will only be withheld in exceptional circumstances where, having exercised professional judgement, a practitioner concludes that sharing would be likely to cause greater detriment to the child than not sharing it, or where another lawful exemption applies.

In complex cases, the School will seek advice from the Designated Safeguarding Lead, Data Protection Officer and/or legal services as appropriate.

The School recognises that concerns about data protection, confidentiality or information governance must never prevent the sharing of information where this is necessary to safeguard and promote the welfare of children.

5.1 Data Protection Act 2018 and the UK GDPR

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See Information Commission's guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

In addition, see the DfE Data Protection guidance for schools, which will help school staff and governors understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

6. Specific actions to take on key safeguarding areas:

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.
The '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).

If it is considered the child is at risk of immediate harm, the DSL should make a referral to the FSAAL 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.
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.

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 them when parents or carers should be contacted and by whom. The reason for the decision not to contact parents first will be recorded in MyConcern. A child protection referral from a professional cannot be treated as anonymous. 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.

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.
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 or the police. It is good practice to seek consent from the family prior to contacting 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.

6.1 Taking action in relation to incidents of child-on-child abuse
To be read in conjunction with the School's Child-on-Child Abuse policy.

All staff should recognise that children can abuse other children (including online). It is important that incidents of abuse and harm are treated under the safeguarding policy in conjunction with the Relationship and Behaviour policy. However, concerns regarding the welfare of children requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm can be found in Appendix 2. It is recognised that child-on-child abuse can happen inside and outside of the School or online.

The School has a 'zero tolerance' approach to abuse. Incidents are taken seriously. They will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children. Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

Even with a zero-tolerance approach, the School takes steps to educate and takes action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.

The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- 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.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex of those involved (KCSIE 2026, paragraph 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site.

Sexual harassment and violence between children can be linked to wider cultures of misogyny; the School will consider this link when planning its curriculum and pastoral response.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the Relationships and Behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the setting's safeguarding team and pastoral system and the support will be regularly monitored and reviewed.
- The School will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- The School acknowledges that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse knowing their concerns will be treated seriously. The School will handle initial reports of harm by:

- Securing the immediate safety of children involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider setting cohort.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education,
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern,
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school DSL or DDSL.

It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

6.2 Taking action in relation to sexual violence and sexual harassment

The DSL will follow local and national guidance when there has been signs, reports or concerns of Harmful Sexual Behaviour (HSB), child-on-child sexual harassment and sexual violence having due regard to Part 5 of Keeping Children Safe in Education. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

The Dorset Harmful Sexual Behaviour Protocol – Dorset Safeguarding Children Partnership should be utilised to inform assessment of risk and what actions to subsequently take. Any assessments need to take an extra-familial safeguarding approach to consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The DSL will consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made. A strategy discussion can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.

Where a report includes an online element, we will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- The Lucy Faithfull Foundation can provide support to anyone with concerns about child sexual abuse Helpline - Stop It Now
- The Lucy Faithfull Foundation's, Shore Space, offers a confidential chat service for teenagers worried about sexual behaviour. Home - Shore

- incidents will be reported immediately to the DSL or DDSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The DSL will refer to the Child-on Child Abuse Policy and Hackett's Sexual behaviours continuum model. The Brook - Sexual Behaviours Traffic Light Assessment Tool may also be utilised to inform assessment of risk and what actions to subsequently take.
- the DSL or DDSL will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the guidance on Multi-agency working.
- when the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents or carers and address contextual risks.
-

6.3 Taking action in relation to the sharing of nudes and semi-nude images

All members of staff understand they have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by persons under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which

works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats or via closed social media accounts. The images, videos or live streams may include more than one child. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

Many professionals may refer to 'nudes and semi-nudes' as:

- youth produced sexual imagery or 'youth involved' sexual imagery
- indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18.
- 'sexting'. Many adults may use this term, however some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images
- image-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes

Terms such as 'revenge porn' and 'upskirting' are also used to refer to specific incidents of nudes and semi-nudes being shared. However, these terms are more often used in the context of adult-to-adult non-consensual image sharing offences outlined in s.33-35 of the Criminal Justice and Courts Act 2015, Voyeurism (Offences) Act 2019 and s.67A of the Sexual Offences Act 2003. Terms such as 'deep fakes' and 'deep nudes' may also be used by adults and young people to refer to digitally manipulated and AI-generated nudes and semi-nudes. Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance '*Sharing nudes and semi-nudes: advice for education settings working with children and young people*' (February 2024) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- carrying out interviews with the children involved (if appropriate).
- informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's services or the police, who would take the lead in deciding when they should be informed.
- carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

An immediate referral to police and/or Children's Services through the Dorset FSAAL will be made if any of the following points apply:

- the incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.

- there is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- the images involve sexual acts and any child or young person in the images or videos is under 13.
- there is reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the School may decide to respond to the incident without involving the police or Children's Services. All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. The decision to respond to an incident without involving the police or Children's Services will only be made in cases where the DSL (or equivalent) is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the School's pastoral support and disciplinary framework. Any decision in this regard will be made by the DSL (or equivalent) with input from the Head. The decision will be made and recorded in line with this Policy and with the School's Child-on-Child Abuse and Relationship and Behaviour Policies and will be based on consideration of the best interests of any child or young person involved. Any decision will take into account proportionality as well as the welfare and protection of any child or young person. The decision will be reviewed throughout the process of responding to the incident. If doubts remain local safeguarding arrangements will be followed.

This guidance does not apply to the sharing of images of persons under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency. Further details can be found in the School's Child-on-child Abuse Policy.

6.4 Contextual safeguarding approach to child-on-child harm

The School will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur. This can include the school environment itself, peer groups and the neighbourhood.
Following any incidents of child-on-child harm, the DSL or DDSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

6.5 Taking action in relation to Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

The School will ensure that early help intervention is provided as soon as a concern of exploitation is identified.

- If the pupil is at risk of CSE or there is intelligence which indicates that the pupil or peer group are at risk of CSE, the School will share information with the relevant police force. This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the pupil is at risk of CCE information should be shared with the police. Targeted support maybe available to disrupt pupils from getting involved with criminality.

Further support and information can be found here: Preventing Child Sexual Exploitation | The Children's Society

6.6 Taking action in relation to risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be susceptible to radicalisation into terrorism. This may include a Prevent referral or referral to Children's Services depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or Dorset Police on 101. Advice and support can also be sought from Dorset FSAAL.

The School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) which assess how their learners or staff may be at risk of being radicalised into terrorism, including online. Such risk assessments are discussed with the Head, DSL, Lead DDSL and nominated governor for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support is provided and is regularly revised as needed.

6.6.1 The Prevent Duty

All schools are subject to a duty under section 26 of the Counterterrorism 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". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools.

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training,
- IT policies.

6.7 Taking action in relation to Female Genital Mutilation (FGM)

This is a mandatory reporting duty: Click here for government guidance

There is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

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

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

6.8 Taking action in relation to concerns over weapons and serious violence
We recognise that success in learning is one of the most powerful indicators in the prevention of youth crime.

All staff are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in educational 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.

- Any member of staff who becomes aware that a pupil is carrying a weapon, has used a weapon, is in possession of a weapon, or has expressed an intention to use a weapon must report this immediately to the DSL or DDSL.
- Concerns relating to weapons will be treated as safeguarding concerns and assessed by the DSL in line with the School's child protection procedures.
- The DSL will consider appropriate action, including risk assessment, parental involvement, referrals to children's social care, Early Help, and/or liaison with the police where appropriate.
- The School recognises that possession or use of a weapon may be an indicator of serious violence, child criminal exploitation, gang involvement, or other safeguarding concerns and will respond accordingly.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to Dorset FSAAL.

6.9 Taking action in relation to concerns of domestic abuse
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. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child 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 or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident of domestic abuse. Education Settings will be notified when the police have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse they should consider seeking further advice and completing an Early Help Assessment or DASH to support the family.

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Homepage - National Domestic Abuse Helpline provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- How to Protect Children From Domestic Abuse | NSPCC
- What is domestic abuse? - Refuge
- Safe Young Lives | Young people & domestic abuse - SafeLives
- Domestic abuse: specialist sources of support - GOV.UK
- Home : Operation Encompass
- Dorset Domestic Abuse

6.10 Taking action in relation to concerns of child sexual abuse

This is a mandatory reporting duty:

There is a legal duty for those taking part in regulated activity to report if they:

- are told that a child (person under the age of 18) has been sexually abused, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

6.11 Taking action to concerns reported by parents or others in the community

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.

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.

It is preferable if the parent or community member who witnessed or knows about the concerns or incident makes a call to Children's 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.

If the parent or 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.

This process also applies to parents or 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.

7. Mental health and wellbeing

(A flow diagram is available in Appendix 4 to illustrate this section)

The School has an important role to play in supporting the mental health and wellbeing of its children. 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, and or may require early help support.

The School will commit to undertake the following:

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of children. This colleague will have sufficient training in mental health and safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that children can report and share concerns in line with page 33: 'Reporting concerns (children)' of this policy.
- Staff will follow a safeguarding process in terms of reporting mental health concerns so the DSL or DDSL (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a child who is displaying acute mental health distress. This may require support from emergency services via 999 if the pupil is at risk of immediate harm.
- DSL or DDSL will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 17: Multi-agency working.
- The setting will communicate and work with the child and parents or carers to ensure that interventions are in the best interests of the child.
- DSL or DDSL will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. DSLs and the senior team should be able to access specialist advice through targeted services.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE '*Mental Health and Behaviour in Schools'* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.

7.1 Contextual safeguarding approach to mental health

The School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for children to identify when they may need help, and to develop resilience.

The School will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing on the curriculum
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;

- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing;
- being committed to pupil and parent participation.

8. Online Safety and Generative AI

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the DDSL Digital Wellbeing and Online Safety Lead and the DDSL Digital Safety and Systems Officer.

The School is committed to addressing online safety issues around content (including misinformation, disinformation and conspiracies), contact, conduct and commerce.
This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Recognising concerns of harmful content through AI imagery and impersonation through for example, voice cloning, deepfakes and generated image(s) of one pupil by another.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for children.
- Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 6, taking action in relation to child-on-child and read in conjunction with the Digital Communications Policy.
- Provision of education via remote learning will comply with current governmental advice Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk) and Providing remote education: guidance for schools - GOV.UK (www.gov.uk).

8.1 Filtering and monitoring

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the Schools IT system.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm - for example making, sending and receiving explicit images.

The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected.

The School ensures compliance with the DfE's 'filtering and monitoring standards for schools by;

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- reviewing the filtering and monitoring provision at least annually.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet our safeguarding needs.

Further detail of the School's policy and procedures in relation to online safety can be found in the School's ICT Policy which also includes detail on the use of mobile and smart technology in school, including the School's management of the associated risks, and the School's filtering and monitoring arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems.

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the School their child is going to be interacting with online.

The effectiveness of the School's ability to safeguard children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually in line with the digital and technology standards in schools and colleges Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

8.2 Generative AI

The School recognises the safeguarding, data protection and intellectual property considerations arising from the use of Generative AI (whether teacher-facing or pupil-facing) in education. Staff will have regard to the Department for Education's guidance on Generative artificial intelligence in education, and to related sector resources on identifying and mitigating the associated safeguarding risks, when considering the use of AI tools in the school (KCSIE 2026, paras 165-166).

Staff should also be aware that images or videos of a sexual nature generated using AI are treated in the same way as other nudes and semi-nudes for safeguarding purposes.

9. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

The School considers cases of private fostering for overseas pupils when they stay with their guardians for more than 28 days.

Cases of private fostering arrangements must be reported to children's social care to ensure that an assessment of need is undertaken and the child's needs are being adequately met.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

10. Young carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Support for Young Carers can be accessed by completing an EHA.

11. Sport and single-sex provision

KCSiE 2026 sets out that schools may separate children by biological sex for single-sex sport and competitive activity where physical strength, stamina or physique would otherwise create a safety or fairness disadvantage. Some sports may need to be single-sex from a certain age for safety reasons, in which case there must be no exceptions.

Requests relating to how a child participates will be considered against the guidance on 'considering requests for support with social transition', taking into account the best interests of the child, the impact on other children, and the aim of creating a safe and fair environment (KCSiE 2026, paragraphs 95-98).

12. Toilets, changing rooms and boarding accommodation

The School will not allow children into toilets, changing rooms or boarding accommodation designated for the opposite biological sex, including in response to a request to support social transition.

Separate toilets are provided for boys and girls aged 8 and over, and separate changing accommodation for pupils aged 11 and over, in line with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014.

Where a gender-questioning child does not wish to use the facilities designated for their biological sex, the School will endeavour to offer an alternative, self-contained facility provided it can be facilitated without compromising single-sex provision for other children. Any such arrangements will be recorded, communicated appropriately, and reviewed regularly. KCSiE 2026 (paragraphs 105-116 and 197-202).

13. Identifying and Monitoring the Needs of Vulnerable Children

The DSL and DDSL will regularly review and monitor those pupils who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.

- Information about vulnerable children is shared with teachers and school and college leadership staff to promote educational outcomes.
- Children who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

14. Children at greater risk of harm

Whilst all children should be protected, all staff and governors recognise that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups.

- Children who need a social worker
- Children who are absent from education
- Elective home Education
- Children requiring mental health support
- Looked after children and previously looked after children
- Care leavers
- Young carers
- Children in the court system
- Children affected by parental offending/imprisonment.
- Children in Kinship Care
- Children with special educational needs, disabilities or health issues
- Children with medical conditions
- Children who are lesbian, gay or bisexual
- Children who are questioning their gender

There are also specific areas of safeguarding that can impact on children and families and their ability to keep safe:

- Child Exploitation- including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking
- Cybercrime
- Domestic Abuse
- Homelessness
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child on child abuse
- Radicalisation
- Serious Youth Violence
- Substance Misuse
- Private Fostering

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education 2026 Annex A, in Appendix 1 and the NSPCC website - Types of Abuse.

Localised resources can be accessed through Dorset Safeguarding Children's Partnership and Dorset Education Safeguarding Service.

15. Suspensions and permanent exclusions (to be read in conjunction with the Relationship and Behaviour Policy)

The School recognises that children who are suspended or permanently excluded may be vulnerable to a range of safeguarding concerns and that such actions can increase a child's risk of harm, exploitation, poor mental health, serious violence, criminal involvement, and becoming missing from education.

The School will ensure that safeguarding remains central to all decision-making relating to suspensions and permanent exclusions. Staff will consider whether a child's behaviour may be an indicator of unmet safeguarding needs, abuse, neglect, exploitation, trauma, mental health concerns, family difficulties, or special educational needs and disabilities (SEND).

When the School is considering suspending or permanently excluding a child where additional vulnerability is identified it is important that the child's welfare is a paramount consideration.

The Head will consider their legal duty of care when sending a child home. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the child's rights under the Human Rights Act 1998
- interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk).

15.1 Actions to take

- Ensure safeguarding considerations form part of all decision-making processes.
- Consider whether behaviour is linked to an underlying safeguarding concern or unmet need.
- Involve the Designated Safeguarding Lead (DSL) where safeguarding concerns are identified, suspected, or known.
- Consider whether Early Help, Children's Social Care, mental health support, or other multi-agency interventions are required.
- Notify the Statutory Virtual School of a suspension or permanent exclusion of a Looked After Child as appropriate.
- Remain alert to the heightened risk of children who are suspended or permanently excluded becoming missing from education, experiencing child criminal exploitation, child sexual exploitation, or becoming involved in serious violence.
- Work collaboratively with parents/carers, the local authority, alternative providers, and other relevant agencies to promote the child's safety and welfare as appropriate.
- Ensure that safeguarding arrangements remain effective throughout any suspension period and during transitions to alternative provision or other educational settings.
- Transfer child protection records, safeguarding files, risk assessments, and any other relevant welfare information securely and without delay when a child moves to another education provider following permanent exclusion.

The School acknowledges that a permanent exclusion should never be viewed solely as a behaviour matter and will take all reasonable steps to identify, assess, and address any underlying safeguarding vulnerabilities affecting the child.

16. Looked After Children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.
Heidi Gaffney is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

17. Multi-Agency Working

The School is a relevant agency in the Dorset Safeguarding Children Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2026.

All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, for when a case should be referred to Family Help support and services provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)

- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

Referrals in these cases should be made by the DSL or DDSL to Children's Social Care in the Local Authority in which that child resides. In the case of boarding pupils this is likely to be outside Dorset. For international pupils, the School will seek advice from the Dorset Front Door Service.

The School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

17.1 Additional considerations:

- Where a child and/or their family is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the School will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to a reduced timetable, the School will consult with relevant agencies, including the virtual school, as appropriate.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the School will liaise with the Police who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact the local Sager Schools Officer.
- In the rare event that a child death occurs, or a child is seriously harmed, the School will notify the Dorset Safeguarding Children Partnership as soon as is reasonably possible.

17.2 Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for children who are at greater risk of harm (see section 10).

Early help is support for children of all ages that improves resilience and outcomes or reduces the chance of a problem getting worse. Early help may be appropriate for children who have several needs, or whose circumstances might make them more vulnerable.

The School has effective measures in place to identify emerging problems and potential unmet needs of individual pupils. All staff undertake appropriate training to ensure that they know when to share information with other agencies and what action to take to support early identification and assessments.

In the first instance, staff who identify a pupil who may benefit from early help should discuss this with the DSL. If appropriate, the DSL will work with the Dorset FSAAL to undertake an assessment of the need for early help. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children 2026 and by using the Dorset Safeguarding Children Partnership's Continuum of Need.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Services if the pupil's situation does not appear to be improving

17.3 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 or a DDSL should always be available 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 FSAAL. Details in Appendix 1. Anyone can make a referral to Children's Services, not just the DSLs.

Concerns about a child's welfare should be referred to the Dorset FSAAL. 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.
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.

17.4 Response from Children's Services to a school referral
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 2026 provides details of the assessment process
- further specialist assessments are required to help the local authority to decide what further action to take.

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

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.

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.

18. Children Missing from Education

To be read in conjunction with the School's Attendance, Registration and Accounting for Pupils Policy)

All staff understand that children who are absent from education particularly on repeat occasions and/or for prolonged periods, and children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect and child sexual and/or criminal exploitation, particularly county lines. It is important that the School's response to persistently absent pupils and children missing education supports identifying such abuse,

and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Staff should follow procedures for unauthorised absence and for dealing with children that go missing or are absent from education, particularly on repeat occasions. These should be reported to the DSL

18.1 Taking action in relation to a child who is absent on repeat occasions and/or for prolonged periods

The School's procedures for unauthorised absence and for dealing with children who are absent, repeatedly or for prolonged periods, and children missing from education are outlined in the School's Attendance, Registration and Accounting for Pupils policy and in the Attendance, Registration and Accounting for Pupils: Guide to Houses document.
Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child who is repeatedly absent or absent for prolonged periods is also identified as a welfare or safeguarding concern.

The School will follow the guidance detailed in Children Missing Education (2016) and Working together to improve school attendance 2026 and Dorset Council's policy for Children Missing from Education Children Missing Education Policy 2026.pdf. The School will comply with submitting attendance returns to the Local Authority within the agreed timescales.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more,
- or who has been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

18.2 Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the School and other key professionals will work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child is subject to a child protection plan or has an Education, Health and Care plan this will need to be reviewed with the local authority, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 the School will notify the Local Authority when a pupil's name is deleted from the admission register. Safeguarding concerns will be shared with Dorset Attendance and Inclusion Service and where required the School will contact the Family Support and Advice Line for additional support from children's services in line with the Children Act 1989.

19. Responding to allegations of abuse made against professionals, including teachers, supply staff, volunteers and contractors

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, contractors and those from organisations or individuals using the school premises) where they may have:

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

On being advised of an allegation which meets any or all of the above criteria, the DSL or case manager should contact the Local Authority Designated Officer (LADO) within one working day/24 hours.

19.1 Immediate action that must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues, visitors, volunteers and contractors must be reported directly to the Head who will follow guidance in Keeping Children Safe in Education 2026 (Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors) as set out in the Dealing with Allegations of Abuse Raised in Relation to Staff Policy. 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. 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.
- If the concern relates to Head, it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the School will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

Rigorous recruitment and selection procedures are outlined in detail in The Safer Recruitment Policy.

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.

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.

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.

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.

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

This section should be read in conjunction with the staff Code of Conduct, Dealing with Allegations of Abuse Raised in Relation to Staff Policy and Keeping Children Safe in Education 2026 (Part 4).

Low level 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.

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 at the beginning of this section and in KCSiE September 2026. 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 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.

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 the School from potential false allegations or misunderstandings.

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, recorded and dealt

with appropriately, is critical. If implemented correctly, this encourages an open and transparent culture that:

- enables the School to identify concerning, problematic or inappropriate behaviour early.
- minimises the risk of abuse
- 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 School.

Low level concerns about a member of staff, supply staff, volunteer or contractor should be reported. 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.
This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made in accordance with the School's low level concerns information, which is set within the Dealing with Allegations of Abuse Raised in Relation to Staff Policy that can be found on the School intranet.
- The School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the setting's safeguarding system.

Full details of how the School responds to low level concerns is set within the Dealing with Allegations of Abuse Raised in relation to Staff Policy, which can be found on the School intranet.

21. Dealing with safeguarding concerns and allegations about organisations or individuals using School premises

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policy and procedures, including informing the LADO.

When services or activities at the School are provided under the direct supervision or management of School staff, this Policy will apply in relation to any safeguarding concerns or allegations. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. The School will expect, where appropriate, providers to fully comply with the DfE guidance *After school clubs, community activities, and tuition (safeguarding guidance for providers)* (September 2023) and will seek assurance in this regard.

The School has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL (Holidays and Courses) and how they can be contacted.

22. Raising concerns about safeguarding practices at Bryanston

The School promotes a culture where any staff feels 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 team.

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

23. Use of Mobile Phones and Cameras

The School's policy on the use of mobile phones and cameras 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.

23.1 Mobile phone policy

To be read in conjunction with the School's Mobile Phone Policy available of the website.

The Schools is mobile phone-free environment for pupils during the working day other than by exception only. The School follows the DfE statutory guidance on mobile phones in whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

24. The safeguarding and welfare requirement for the Early Years Foundation Stage (EYFS)

24.1 Disqualification from working in childcare

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

24.2 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. 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 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.
Staff who act in breach of this may be subject to disciplinary action.
Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the DSL or DDSL (Early Years and Pre-prep).

24.3 Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. The School will inform Ofsted of these allegations as soon as reasonably practicable but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.
The School will notify Ofsted within 14 days of any allegation of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

24.4 Additional arrangements

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.

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.'

Staff supervise children when they are eating.

25. 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 of democracy.

The School will undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.
Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the School site, will be supervised by a School employee.

26. Expectations for Residential Staff and their Visitors

The School permits staff living in school accommodation to have guests/visitors, including for overnight stays. There are specific guidelines that must be adhered to.
For full details; see Appendix 7.

27. Arrangements for use of School Premises for Non-school Activities
When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place and the School will inspect these as needed; and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The School will ensure that the DDSL (Holidays and Courses) can be contacted and/or is available at all times the school premises is in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

DDSL: Holidays and Courses	**Mr Richard Ball**	Phone: 01258 484564 / Mobile: 07843 355168 Email: rjb@bryanston.co.uk

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises, such as a lease or hire agreement, as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.

When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance '*Keeping children safe in out-of-school settings'* (April 2022) and *'After school clubs, community activities, and tuition; safeguarding guidance for providers'* (September 2023).

28. Information for Parents, Guardians and Carers
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 or inviting parents to listen to talks.

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.

Our responsibilities are set out in this policy. It reflects statutory guidance and the Inter-Agency Safeguarding Procedures, which can be found on the Dorset Safeguarding Children Partnership website.

September 2026

APPENDIX 1: INFORMATION ON KEY SAFEGUARDING AREAS

All staff should be aware that abuse, neglect, exploitation and other 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 other children 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.
The following information is not designed to turn school staff into experts, but it will help them to be aware of key safeguarding areas and be more alert to the signs of possible abuse.

For more detailed information, staff will find it helpful to refer to:

1. Government advice:
   Keeping Children Safe in Education (Annex A)
   What to do if you are worried about a child being abused (2015)

2. The inter-agency safeguarding procedures on the Dorset Safeguarding Children Partnership website (https://pandorsetscb.proceduresonline.com/index.html)

The following information relates to the key safeguarding areas outlined in Section A, number 10 of this policy.

1. Child Abuse

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
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. All staff should be aware of indicators of abuse, neglect and child sexual and child criminal exploitation.

The following definitions are based on references in KCSiE September 2026:

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. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible indicators of 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 most common 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

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.

Possible indicators of 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

Sexual abuse

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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 as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Possible indicators of 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 Child-on-Child 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
- 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)

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.

Possible indicators of 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

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 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.

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.

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 other children. 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 Dorset Safeguarding Children Partnership website (https://pdscp.co.uk/working-with-children/child-neglect/neglect-assessment-toolkit/).

2. Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. All schools are required to teach about personal safety through the RSHE curriculum. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

3. Child Criminal Exploitation – both CCE and CSE

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an 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. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE 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. This may constitute modern slavery.

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Whatever form it takes, exploitation and modern slavery is child abuse and relevant child protection procedures must be followed if modern slavery or trafficking is suspected, as per the Modern Slavery: statutory guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and non-statutory guidance for Scotland and Northern Ireland (accessible version) - GOV.UK

Some children will also have access to an Independent Child Trafficking Guardian. Independent child trafficking guardians provide advocacy for children and help to promote and support their recovery.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or 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, having a physical or learning disability, or being neurodivergent, communication ability, physical strength, status, and access to economic or other resources.

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

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

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 professionals 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.

Child sexual exploitation (CSE)
CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network13 and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

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.

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.
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 Dorset Safeguarding Children Partnership (CSP) Policies and Procedures Manual (pandorsetscb.proceduresonline.com).

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 which 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 and sexual exploitation,
- 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.

Further information on signs of a child's involvement in sexual exploitation is available in the DfE guidance: Child sexual exploitation: guide for practitioners.

4. Child-on-Child Abuse

Children can abuse other children. This was previously 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 child-on-child abuse and know how to identify it and respond to reports.

Staff should understand that even if there are no reports of child-on-child 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 child-on-child abuse they should speak to the DSL or DDSL.

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.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents;
- abuse in intimate personal relationships between children;

- 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-nude 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).

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

Staff should know that all forms of child-on-child 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'.

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.

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.

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 DSL should always be consulted.

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.

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.

The process for managing harmful sexual behaviour can be found in the inter-agency safeguarding procedures on the 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.

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

Issues relating to child-on-child abuse 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 school and colleges: responding to incidents and safeguarding children*, December 2020.

In addition, House Parents and/or Deputy House Parents 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 Child-on-Child Abuse Policy. 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.

The School has a separate Child-on-Child Abuse Policy.

5. County Lines

As county lines is a form of criminal exploitation, a First Responder who identifies any potential victim of county lines exploitation should complete the relevant child protection and modern slavery referrals as detailed in the Modern Slavery statutory guidance.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (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 any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above 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 (from school or home) and are subsequently found in areas away from their home,
- have been the victim, perpetrator or alleged 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, and
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office Child exploitation disruption toolkit (accessible) - GOV.UK and The Children's Society County Lines Toolkit For Professionals | The Children's Society.

6. Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice provides an information service which helps parents make child arrangements, without going to court and for them to understand alternative resolution options. They have also launched an online child arrangements plan tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

7. Children with family members in prison

Approximately 193,000 children in England and Wales have a parent in prison each year. They are at risk of poor outcomes as a result of poverty, stigma, isolation and poor mental health. The Prisoners' Families Helpline offers free, confidential support and advice for families in England and Wales who are in contact with the criminal justice system.

School and college staff should be aware that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. Staff should understand the need for tailored, trauma-informed and sensitive support that can help mitigate potential harm and help encourage stability

8. Children who are absent from education

We recognise that a child being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. This may include neglect, sexual abuse and 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. It is important the School's response to persistently absent pupils and children missing education supports such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes

when problems are first emerging but also where children are already known to Dorset Children's Services and need a social worker (such as a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

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.

Further information and support includes:

- The department's statutory guidance on school attendance Working together to improve school attendance which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.
- general information and advice for schools can be found in the Government's Missing Children and Adults Strategy.

9. Children with Special Educational Needs, Disabilities or Health Issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (or a deputy) and the special educational needs coordinator (SENCO).
The School considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the Department's:

- SEND Code of Practice 0 to 25 years
- Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service:
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND)
- NSPCC - Safeguarding child protection/deaf and disabled children and young people.

10. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) 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 skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or deputy), should consider referring into 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 online and child sexual abuse and exploitation, nor other areas of concern such as online 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.

11. Domestic Abuse

The Domestic Abuse Act 2021 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 government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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 child-on-child 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.

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 Richard Smallbone (DDSL) who have attended an Operation Encompass local briefing as well as national online training.

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**.

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.

12. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: here.

13. 'Honour' or faith-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.

Honour- or faith-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. 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.

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, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack.

Female Genital Mutilation (FGM)
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 and Wales, 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 or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. 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.158 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority 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, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced Marriage
Forced Marriage (FM) is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into 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.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 focuses on the role of schools) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

14. Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex and Asexual (LGBTQIA)
Children who identify as LGBTQIA can be targeted by other children on account of their sexual orientation or gender identity. In some cases, a pupil who is perceived by other children to be LGBTQIA (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA.

N.B. The rest of this section remains under review, pending the revised guidance on gender questioning children, and final gender questioning guidance documents being published.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, the School takes a cautious approach and considers the broad range of the individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

The School refers to the DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

15. Mental Health

Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education 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. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping, • withdrawing from social situations,
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools and colleges should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or

deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

16. Modern day slavery and trafficking and the National Referral Mechanism

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs. Further information and training for professionals on exploitation and modern slavery is available here - Modern slavery training: resource page - GOV.UK

The National Referral Mechanism is the system used within the UK to support potential victims of exploitation and modern slavery. Further information on the signs that someone may be a victim of exploitation and modern slavery, the support available to victims and how to refer them to the NRM is available in statutory guidance Modern slavery: how to identify and support victims - GOV.UK. Children who are referred into the NRM in England and Wales may also have access to an Independent Child Trafficking Guardian (ICTG)1. ICTGs provide advocacy for children and help to promote and support their recovery.

17. Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL has overall responsibility for online safety but the DDSL: Digital Wellbeing and Online Safety Lead takes a lead on ensuring that appropriate education is provided and interventions are effective. This means coordinating support and engaging with the DDSL: Digital Safety and Systems Officer.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying,

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If the School feels pupils or staff are at risk, the DSL and DPO are informed and the incident is reported to the Anti-Phishing Working Group (https://apwg.org/).

The governing body ensures online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and DDSLs and any parental engagement.

Digital Online Safety Policy

Online safety and the School's approach to it is reflected in this policy and which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) will provide the basis of an effective online policy. The School has a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The School carefully considers how this is managed on the premises and reflects this in their policies.

Remote Education

Guidance to support the School to understand how to help keep pupils and staff safe whilst learning remotely can be found at Safeguarding and remote education - GOV.UK (www.gov.uk) and Providing remote education: guidance for schools - GOV.UK (www.gov.uk). The NSPCC also provides helpful advice - Undertaking remote teaching safely.

The School tries to be in regular contact with parents and carers. These communications are used to reinforce the importance of children being safe online and the School hopes parents and carers find it helpful to understand what systems the School uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the School their child is going to be interacting with online.

Filtering and Monitoring

Whilst considering the School's responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body does all that it reasonably can to limit children's exposure to the above risks from the School's IT system. As part of this process, the governing body ensures the School has appropriate filtering and monitoring systems in place and regularly reviews their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The governing body considers the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring systems are informed in part, by the risk assessment required by the Prevent Duty.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's filtering systems are based on Fortinet advanced threat protection firewall and filtering products with additional layers provided by Aruba Clearpass. The School's monitoring system is Lightspeed. 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, 4G and 5G technology on School premises), 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.

To support the School to meet this duty, the Department for Education has published filtering and monitoring standards which set out that the School

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet the safeguarding needs.
- the School considers the DfE's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The governing body reviews the standards and discusses with IT staff and service providers what more needs to be done to support the Schools in meeting this standard.

Additional guidance on "appropriate" filtering and monitoring can be found at:

- UK Safer Internet Centre: https://www.saferinternet.org.uk/advice-centre/teachers-and-schoolstaff/appropriate-filtering-and-monitoring. The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at Filtering and monitoring webinars available – UK Safer Internet Centre.
- South West Grid for Learning (swgfl.org.uk) has created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).
- Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.
- The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Information security and access management

The School is directly responsible for ensuring it has the appropriate level of security protection procedures in place in order to safeguard the systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK. Guidance on e-security is available from the National Education Network. In addition, the School works to meet the Cyber security standards for schools and colleges.GOV.UK.

Reviewing online safety
Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe website or LGfL online safety audit.

UKCIS has published Online safety in schools and colleges: Questions from the governing board. The questions are used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

When reviewing online safety provision, the UKCIS external visitors guidance highlights a range of resources which can support the School to develop a whole school approach towards online safety.

18. Preventing Radicalisation (The Prevent Duty)
Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn into terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) Making a Prevent referral.

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.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially

paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The School's curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

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

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

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police. Following this, a multi-agency assessment meeting may be called.

The Lead DDSL is also the Prevent Lead and is aware of the local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance.

Educate Against Hate is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

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

19. Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. There are a variety of reasons why a parent may be unable to care for their own child on a short or long term basis and a private fostering arrangement can be a positive response from friends and the local community to a family in need of support. However, any child separated from their parents is potentially vulnerable and we all have responsibilities to ensure the alternative care they receive meets their welfare and safety needs.

The School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

Here are some typical examples of private fostering arrangements that may be relevant to the School (the list is not intended to be exhaustive):

- children sent to this country, for education or health care, by parents who live overseas
- a teenager living with a friend's family because they don't get on with their own family or due to other family circumstances
- children staying with another family because of a family crisis such as parents' ill health or parent's separation
- pupils who stay with a host family during holidays for more than 28 consecutive days
- forces families where children stay with another family while their parents are deployed

Further details on Private Fostering can be found on the Dorset Children Safeguarding Partnership website.

20. Pupils Engaging in Underage Sexual Activity

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.

However, where a child is under the age of 13, penetrative sex is classified as rape under the Sexual Offences Act 2003 so will be reported to social workers and the police in every case. The inter-agency safeguarding procedures, on the Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual have more information about underage sexual activity.

21. Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the "what works" centre for preventing violence).

Staff should be aware of the risks and understand the measures in place to manage these. A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.
Advice for schools is provided by the Home Office's Criminal exploitation of children and vulnerable adults: county lines.

22. 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.
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.

What is sexual violence?
It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children 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.

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 a 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.

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-nude 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.

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.

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 26.

23. Substance Misuse

24. Young Carers
A young carer is someone who is under the age of 18 who helps look after someone in their family who is ill, disabled or misuses drugs or alcohol.

There are currently 800,000 Young Carers in the UK, some as young as 5, but many are hidden because they do not realise they are a young carer, or because of fears of stigma/external involvement.

As a young carer you might:
- carry out practical tasks, such as cooking, housework and shopping.
- provide physical care, such as helping someone out of bed.
- offer emotional support, such as talking to someone who is distressed.
- provide personal care, such as helping someone dress.
- manage the family budget and collecting prescriptions.
- help to give medicine.
- help someone communicate.
- look after brothers and sisters.

Being a young carer can have a big impact on the child as they are growing up. It can affect their health, self-confidence and social life. Many young carers also struggle to juggle their education and caring.

In a survey:

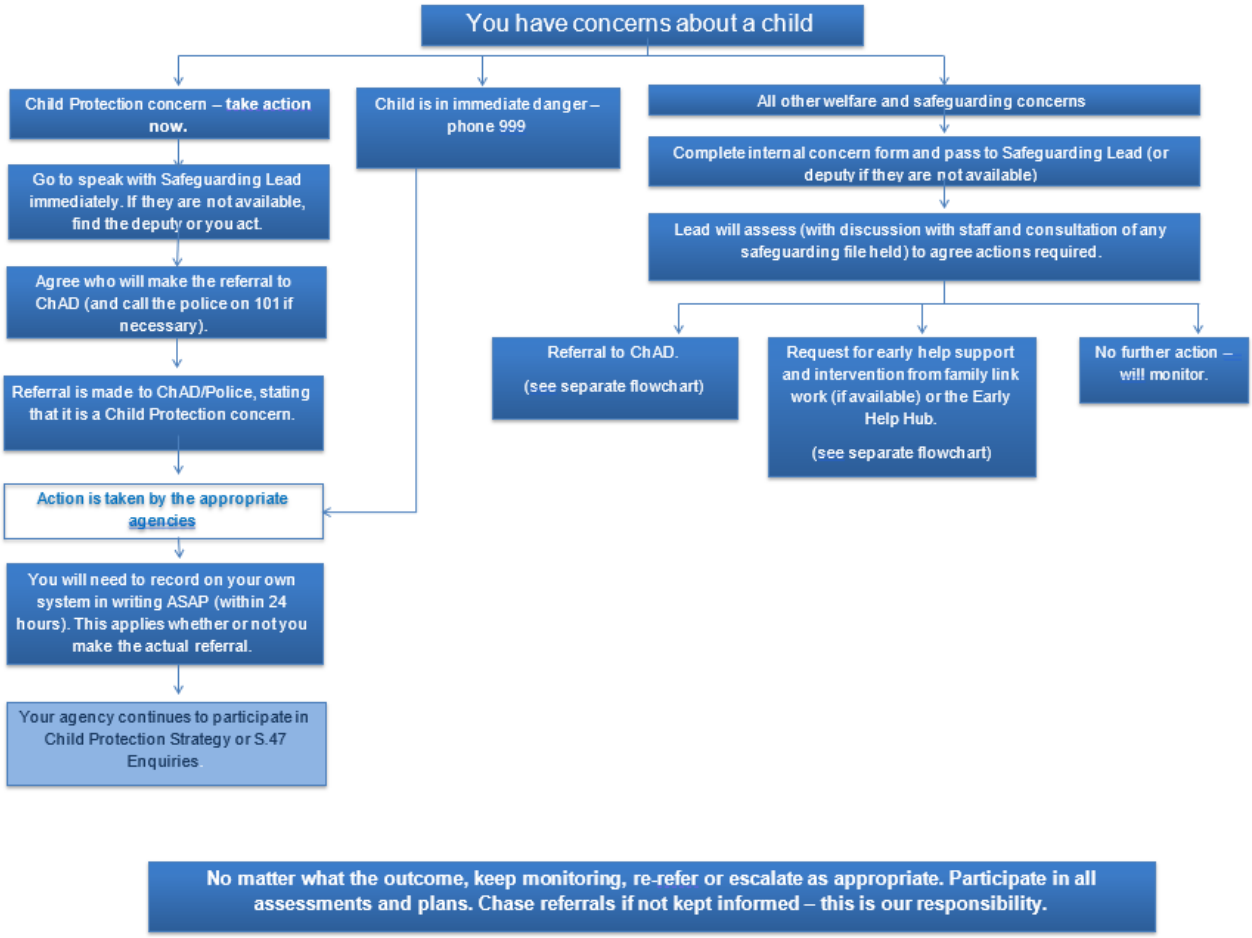
- 39% said that nobody in their school was aware of their caring role.
- 26% have been bullied at school because of their caring role.
- 1 in 20 miss school because of their caring role.

But young people can learn lots of useful skills by being a young carer.

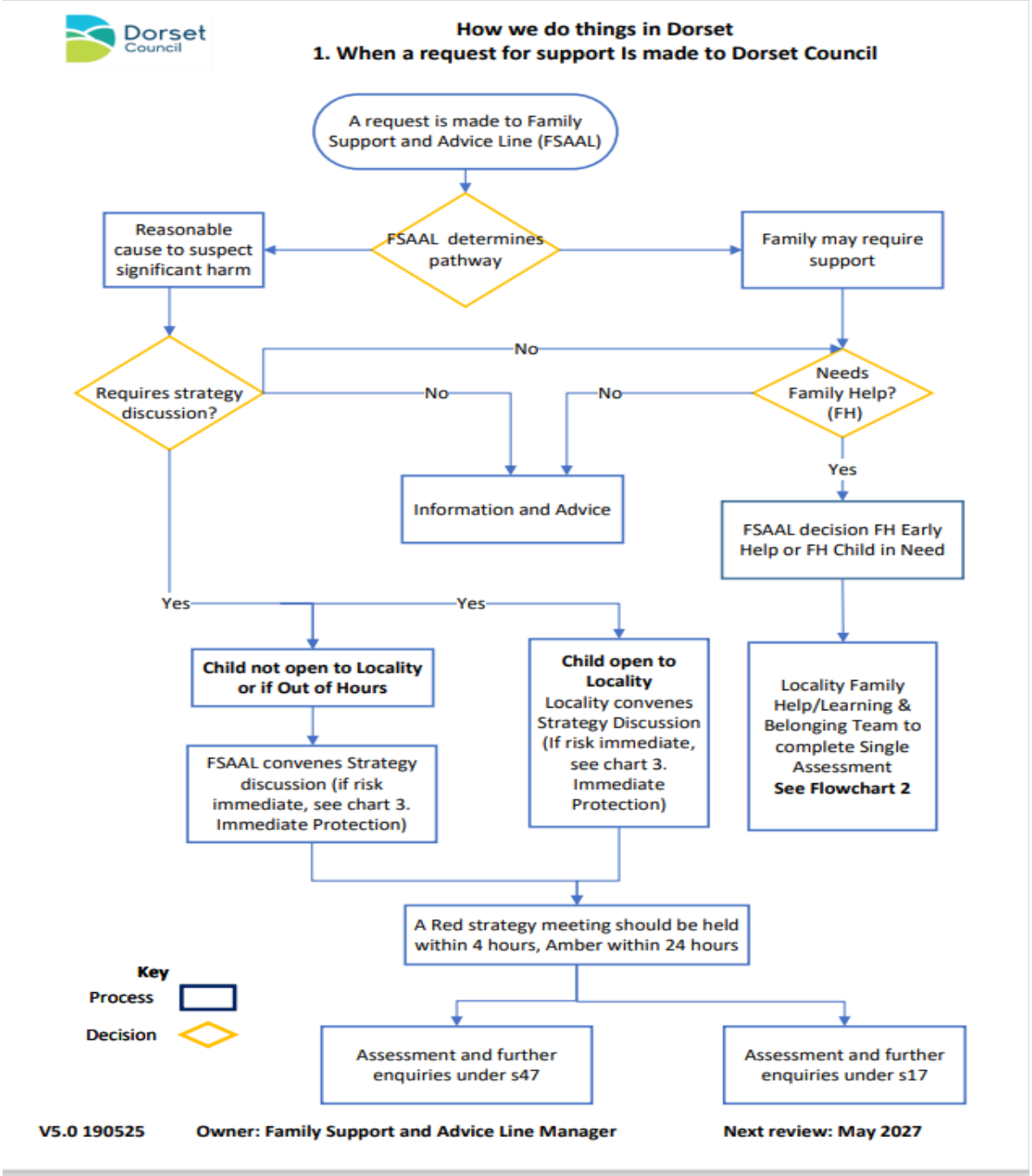
Further details on Young Carers can be found on the Dorset Children Partnership website.

APPENDIX 2: TAKING ACTION

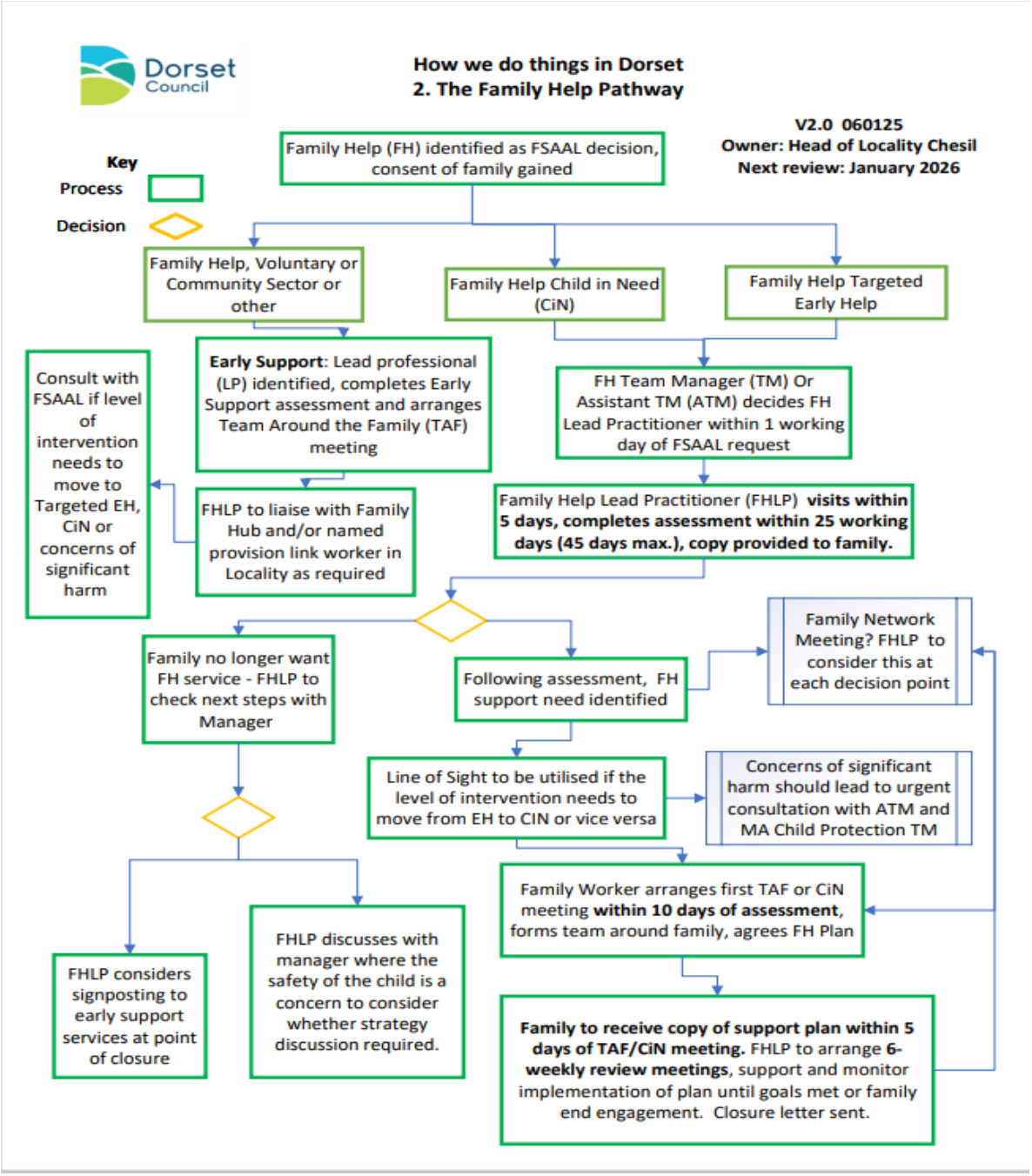
1. Action taken if you have concerns about a child.



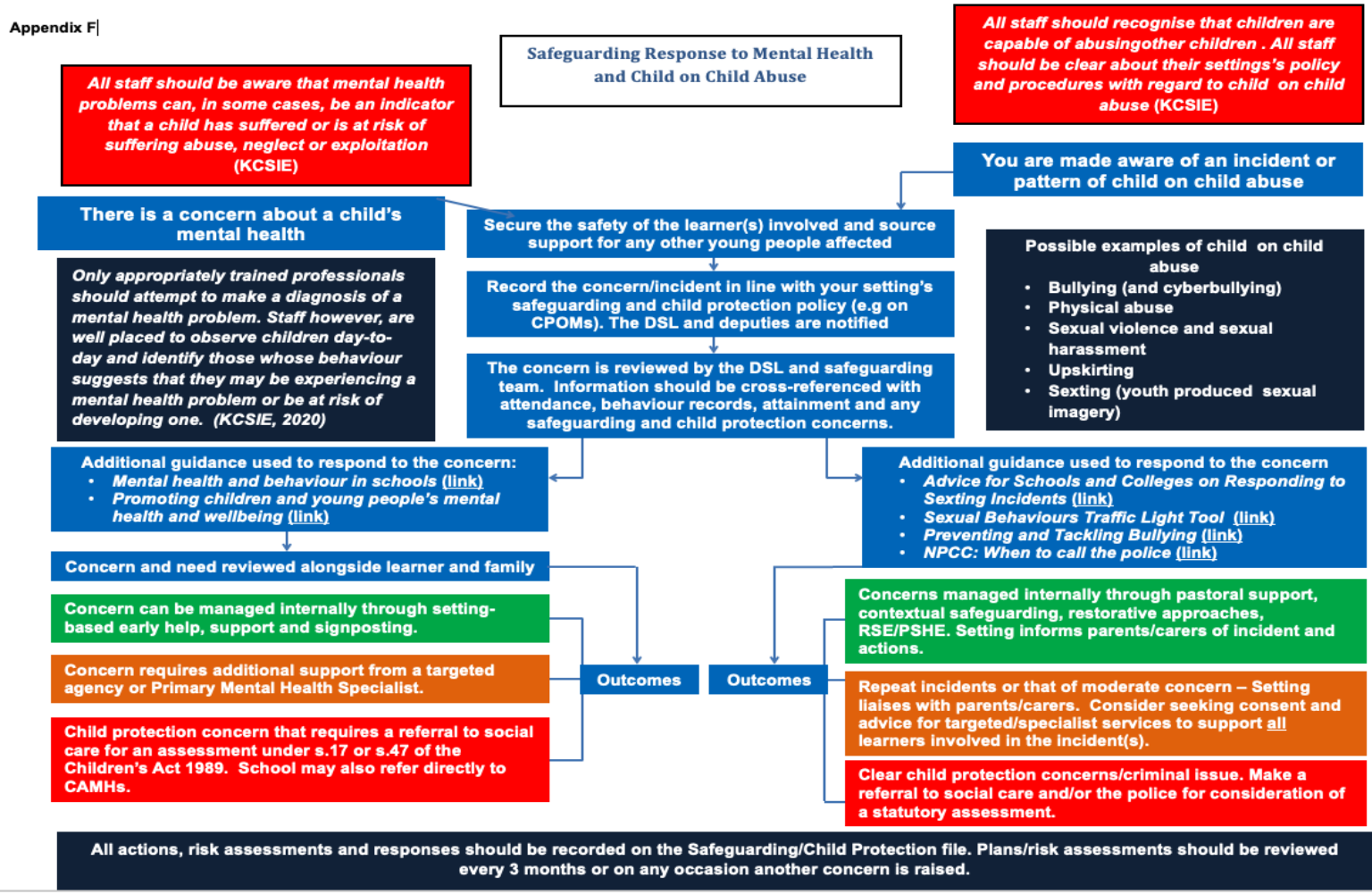
2. Action taken when a child is referred to Dorset Children's Services.



3. Family Help pathway



APPENDIX 3: Safeguarding Response to Mental Health and Child-on-Child Abuse



APPENDIX 4: For DSLs PART ONE: RECORD KEEPING - BEST PRACTICE

1. Introduction

a. The importance of good, clear child welfare and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.
b. 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.
c. 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.
d. 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

a. 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.
b. The record should be completed in accordance with section 22 of this document and using MyConcern.
c. The record about a disclosure of abuse is important as it could be used as evidence in court proceedings.
d. 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)

a. 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.
b. Once the DSL receives 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.
c. 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.

d. 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 formal referral is made by the school to Children's Social Care on an inter-agency referral form or
    - Children's Social Care inform the school they have commenced an assessment in relation to a pupil resulting from information from another source or
    - a child protection file is forwarded to the school by a previous school or pre-school attended by the pupil or
    - a child who is in care/looked after transfers into the school or
    - a pupil is privately fostered.
e. 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.
f. If two (or more) pupils at the school are referred to Social Care for the same concern (for example, an allegation of sexually harmful behaviour), then child protection files will be started on both/all pupils.
g. 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.
h. 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

a. 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.
b. 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.
c. 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.
d. 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**.
e. The overhauled file should only contain the new chronology and any information that has originated from within school (for example concern forms). This file should now be in the child's new name, contain no information which identifies the birth name or birth family, will be held in the school as long as the child remains or sent onto a new school as described (at 9) below.

f. 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

Files in MyConcern are of the required standard in terms of format.
In addition:

a. 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).
b. 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.
c. 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.
d. 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.
e. Once a chronology is started it should be updated as appropriate even if Social Care later cease involvement.
f. 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.

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

a. 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.
b. 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.

d. 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.)
e. 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.
f. 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.
g. 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.
h. 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.
i. 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 (Mrs Janine Roderick), should not access the records.
j. 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

a. 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.
b. 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.
c. 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.
d. 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.

e. 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.
f. 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.
g. 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

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

a. The school should retain the record for as long as the pupil remains in school and then transferred as described above.
b. 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.
c. 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 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.
- A copy of Part 1 of KCSiE and/or Annex A and Annex B where appropriate.

APPENDIX 5: SPECIFIC ROLES IN SAFEGUARDING

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
  - 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.
- 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.

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 Nick Payne, Deputy DSL - Digital Wellbeing & Online Safety Lead and Matt Chambers, Deputy DSL - Digital Safety & Systems Officer.

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 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.

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 6: Safeguarding and Child Protection Advice for Visitors, Contractors and Volunteers (Bifold leaflet)

This School has a document:

"Safeguarding Policy and Child Protection Procedures", and a copy of this document is available on the School website.

The nominated Governor for Safeguarding is:
Tracie Linehan
E: tracie.linehan@bryanston.co.uk

Head
Richard G Jones
E: head@bryanston.co.uk

Chair of Governors
Eric Benedict
E: ebenedict@bryanston.co.uk

CONTACTS

The Designated Safeguarding Lead is:
Claire Miller
Senior Deputy Head
Tel: 01258 484516
E: clm@bryanston.co.uk

The Deputy Designated Safeguarding Leads are:
Richard Smallbone
Lead DDSL & Safeguarding Coordinator
Tel: 01259 484727
E: rias@bryanston.co.uk
Claire Bray
Deputy Head Pastoral
Tel: 01258 484648
E: clb@bryanston.co.uk
Hannah Fearnley
Assistant Head Pupils
E: hlf@bryanston.co.uk
Nicholas Payne
Digital Wellbeing & Online Safety
E: nlp@bryanston.co.uk
Richard Ball
Director of Operations
(Courses & School Holidays)
Tel: 01258 484564
E: rjb@bryanston.co.uk

BRYANSTON SCHOOL

Safeguarding and Child Protection Advice for Visitors, Contractors and Volunteers

Bryanston School
Blandford
Dorset
DT11 0PX
Tel: 01258 452411
www.bryanston.co.uk

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 must sign out at the Gatehouse.

Bryanston is committed to safeguarding and promoting the welfare of children and young people. To fulfil this responsibility effectively, we require all visitors, contractors and volunteers and visitors to make sure their approach is child centered. This means they endeavour to always act in the **best interests** of the child.

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

- **Claire Miller**

Or one of the Deputy Designated Safeguarding Leads (DDSL):

- **Richard Smallbone**
- **Claire Bray**
- **Hannah Fearnley**
- **Nicholas Payne**
- **Richard Ball**

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

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

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 in this leaflet or on your visitor's badge.

If the behaviour of another adult in the School gives you cause for concern, you must report it to the Head or DSL.

If the behaviour of the Head gives you cause for concern, you must report it to the Chair of Governors.

Fold to here

The likelihood of a child disclosing to a visitor that they are being harmed 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 on the information, but only to those who need to know so that they can help them;
- listen carefully without interruption, particularly if they are recalling freely significant events;
- only ask 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 ask 'open'questions only. (e.g. tell me about .../ talk me through ...);
- 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 to, but definitely on the same day; date it, sign it and give it to the DSL.

DO NOT:

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

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; children rarely lie about such matters.

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.

September 2026

APPENDIX 7: EXPECTATIONS FOR BRYANSTON RESIDENTIAL STAFF AND THEIR GUESTS/VISITORS

Overview
The school permits staff living in school accommodation to have guests/visitors, including for overnight stays, subject to satisfactory risk assessments. There are specific guidelines that must be adhered to; the most fundamental of which are that:
Visitors must not have unsupervised access to pupils under any circumstances.
Visitors are strictly prohibited from taking any photographs or recordings on school premises that include pupils, whether intentionally or incidentally in the background.

Licence to Occupy Agreement
All staff living in school accommodation are required to read, agree and adhere to the school's Licence to Occupy Agreement. A copy of which is issued by HR at the beginning of occupancy.

Adults, not employed by the school, who occupy school accommodation as their primary residence
A member of staff's spouse or partner and unmarried children under the age of 18 years or, under the age of 21 years if still in full-time education, fall into this category. Occupation by these adults is conditional upon:

- A satisfactory DBS check, which **MUST** be checked and confirmed by HR and entered into the Single Central Register.
- Continued suitability to occupy the accommodation.
- Completion of a written agreement confirming the basis of their occupation of the premises.
- A face-to-face meeting with the Senior Deputy Head or Lead DDSL.
- Completion of online safeguarding awareness training.
- Any reasonable requirements the school may from time to time impose.
-

Staff must not, without the prior written consent of the Senior Deputy Head, permit any other person to occupy the accommodation with them as their primary residence other than those that fall into the categories listed above.

Regular Visitors
The school defines regular visitors as adults who visit staff on a repeated or extended basis during term time, specifically:

- Visit staff (during the day) for more than 2 days in a 30-day period.
- Stay in the school accommodation for more than 2 nights in a 30-day period.

Staff who have visitors who fall into one of these categories:

- Must share details of these visitors at the earliest opportunity with HR, who will complete a DBS check; HR require full name and the date of birth of the visitor.
- Must provide the Senior Deputy Head with details of the visitor, including their relationship to them.
- Must arrange for the Senior Deputy Head or Lead DDSL to meet with their visitor.
- Must have evidence of permission being sought and granted by the House Parent on every visit.

- Until HR confirm a satisfactory DBS has been returned, must provide the Senior Deputy Head with the exact dates and timings of their visit with HR copied in and have written approval from the Senior Deputy Head in advance of each visit.
- Ensure that their visitor, until HR confirm a satisfactory DBS has been returned signs in with the Security team on arrival and wears the school-issued visitor's badge at all times when visible in and around the school premises.
- Ensure all instructions for 'occasional visitors' are followed (except the need to wear a red visitor's badge once DBS has been returned).
- **Ensure visitors do not have unsupervised access to pupils under any circumstances**.
- **Ensure visitors are aware they are strictly prohibited from taking any photographs or recordings on school premises that include pupils, whether intentionally or incidentally in the background.**

Occasional Visitors
The school defines occasional visitors as any visitor to school accommodation during term time who does not fall into the categories that describe a 'regular visitor'.

Staff who have 'occasional visitors':
- Must have written approval from the Senior Deputy Head in advance with HR copied in.
- Must have evidence of permission being sought and granted by the House Parent.
- For each visit, staff must provide the Senior Deputy Head with details of their visitor, including their relationship to them and the exact dates and timings of their visit.
- Where possible, try to avoid arranging these visits when they are likely to be on duty.
- Must log the name and expected arrival time of their visitor with the Gate Lodge.
- Must ensure their visitor signs in at the Gate Lodge on arrival and wears the school-issued visitor's badge at all times when visible in and around the school premises.
- Must ensure their visitor signs out at the Gate Lodge on departure.
- Must accept that they are responsible for the behaviour and conduct of their visitor and accept that the school has the right to require any person to leave the accommodation at any time.
- Must ensure their visitor is restricted to staff-only accommodation and, as far as reasonably possible, is unable to access pupil areas, including dorms, common room areas and bathrooms.
- Must keep any doors between staff and pupil accommodation locked.
- Must not issue or share any keys, keycards or codes that allow access beyond their immediate staff accommodation.
- **Must ensure their visitor does not leave the accommodation unless supervised by them or another member of staff at all times.**
- Must ensure that any other staff on duty during their visitor's stay are aware of their visitor's presence.
- Must understand that duty staff have authority to challenge and remove unauthorised adults from the boarding house.
- Must not invite their visitor to eat meals in the Dining Hall, unless in an exceptional circumstance for which permission has been granted from the Senior Deputy Head and the Catering Manager.

- **Ensure visitors do not have unsupervised access to pupils under any circumstances**.
- **Ensure visitors are aware they are strictly prohibited from taking any photographs or recordings on school premises that include pupils, whether intentionally or incidentally in the background.**
- Must confirm in writing with the Senior Head that they understand and will adhere to the stipulations above.
- Must share the 'Visitor's Code of Conduct' with their visitor.
- Must ensure that any concerns surrounding their visitors' stay, however minor, are logged with the Senior Deputy Head, and form part of a post-visit review.

CLM
September 2026

Bryanston School
Visitor's Code of Conduct

Bryanston permits visitors to staff who reside in school accommodation. These can be daytime or overnight visits, regular visits or occasional visits. The school expects all visitors to understand that the safeguarding of Bryanston pupils is our number one priority and, as such, there is a Code of Conduct that is expected of all adults visiting the school site.

Without wanting to appear unwelcoming, we ask that all visitors read and abide by the following expectations for the duration of their stay:

Visitors must not have unsupervised access to pupils under any circumstances.

Visitors are strictly prohibited from taking any photographs or recordings on school premises that include pupils, whether intentionally or incidentally in the background.

- **Visitors must sign in at the Gate Lodge on arrival** to be issued with a school visitor's badge and the 'Bryanston School Safeguarding and Child Protection Advice for Visitors, Contractors and Volunteers' leaflet.
- Visitors must wear the school-issued visitor's badge at all times when visible in and around the school premises. The only exception to this is if the visitor is a regular visitor and the school has completed a DBS check.
- **Visitors must sign out at the Gate Lodge on departure**.
- Visitors must ensure that their behaviour and conduct is of a professional standard at all times.
- Visitors are explicitly prohibited from leaving staff accommodation unaccompanied at any time (unless they have a school DBS).
- Visitors are required to remain in the staff accommodation overnight unless instructed otherwise by the member of staff they are visiting.
- Visitors are restricted to staff-only accommodation and, under no circumstances can access pupil areas, including dorms, common room areas and bathrooms.
- Visitors cannot eat meals in the school Dining Hall, unless permission has been sought by the member of staff they are visiting.

Any breach of the above may result in the school requiring the visitor to leave the site. Any breach that poses a safeguarding risk will result in immediate removal and a potential police referral.

CLM
September 2026

BRYANSTON

OUR SAFEGUARDING TEAM

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

If you have any concerns, please speak to one of the staff below

DSL



Claire Miller
Senior Deputy Head

Lead DDSL



Richard Smallbone
Safeguarding Culture Lead

DSL
Prep School



Liam Haynes
Acting Deputy Head - Pastoral

Deputy DSL
Courses & Holidays



Richard Ball
Director of Operations

Deputy DSL



Claire Bray
Deputy Head - Pastoral

Deputy DSL



Hannah Fearnley
Assistant Head (Pupils)

Deputy DSL
Digital Wellbeing & Online Safety Lead



Nicholas Payne
Teacher of Business & Economics

Deputy DSL
Digital Safety and Systems Officer



Matt Chambers
Head of Cyber Security & Systems

Deputy DSL
Prep School



David Jones
Boarding Lead

Deputy DSL
Prep School



Anneka Green
Head of Lower Prep

Deputy DSL
Pre-Prep School



Lisa Ashdown
EYFS / Pre-Prep