



Child Protection Policy

September 2023

(statutory policy reviewed annually and based on a model policy)

Prepared for Governors by HAYLEY YATES

Ratified by Board of Governors: September 2023



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1 Policy statement

At Priestlands we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in this school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We will always act in the best interests of the child.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

2 Definitions

Safeguarding and promoting the welfare of children means:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes. (KCSIE 2023, paragraph 4)

2.1 Child Protection is an aspect of safeguarding and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm, and how we will respond if children have been harmed.

2.2 The term “**staff**” applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

2.3 “**Child**” refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to children of our school; however the policy will extend to visiting children and children from other establishments.

2.4 “**Parent**” refers to birth parents and other adults in a parenting role, for example adoptive parents, step parents, guardians and foster carers.

2.5 “**Abuse**” could mean neglect, physical, emotional or sexual abuse or any combination of these. It could also mean children witnessing domestic abuse. Explanations of these are given in Appendix 3.

2.6 ‘DSL’ refers to the Designated Safeguarding Lead. In the absence of the DSL or deputy DSL it refers to any one of the team of senior staff who have undertaken Designated Lead training. The DSL at Priestlands is Hayley Yates. The Deputy DSL is Rob Kelly.

3 Rationale, principles and values

3.1 The school recognises that children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact

Children’s Social Care or the police without notifying parents, if this is deemed to be in the child’s best interests.

- 3.2 The school recognises that because of their day to day contact with children, our staff are well placed to observe the outward signs of abuse. We recognise that all adults, including temporary staff, self-employed staff, contractors, volunteers working with children, and governors have a full and active part to play in protecting our children from harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm. The child’s welfare is our paramount concern.
- 3.3 The school recognises what is said in KSCIE 2023 (paragraph 19) – that sometimes children will 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.

The Prevent Duty

- 3.4 The school recognises the Prevent Duty on schools to “have due regard to the need to prevent people from being drawn into terrorism” (Counter Terrorism and Security Act 2015) and will treat any concerns around radicalisation or extremism as a safeguarding children issue, to be raised through the school’s normal safeguarding procedures. Our policy for preventing [Extremism and Radicalisation](#) sets out our principles and practice to protect the Priestlands community from being radicalised or exposed to extremist views.

4 Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education 2023](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners in the Hampshire Safeguarding Children Partnership [HSCP].

The policy is written in line with the Hampshire County Council Manual of Personnel Practice and has links with the school’s policies on: Safeguarding; Security & Safety; Behaviour Management; Anti-Bullying; Looked After Children; Reducing the risk of and managing allegations of child on child abuse; E-Safety; Whistleblowing; Acceptable Use of ICT; Data Protection and Information Security, Policy for Preventing Extremism and Radicalisation, Positive Handling, Searching Students and Staff Code of Conduct.

This policy is also based on the following legislation:

- 4.1 Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- 4.2 [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- 4.3 Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- 4.4 [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- 4.5 [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- 4.6 Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- 4.7 [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- 4.8 [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- 4.9 [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment
- 4.10 [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

5 Aims and objectives for safe children, safe staff, safe school

5.1 Our aims for all children are:

- to prevent children from being abused/harmed;
- to support children whom we know to have been abused/harmed or have reason to believe might have been abused/harmed; and

5.2 To safeguard and promote the welfare of children at this school.

Our objectives for all children are:

- 5.3 To establish and maintain an environment in which children can learn and develop independently, and in which they feel safe, secure, valued and respected.
- 5.4 To establish and maintain an environment in which children are encouraged to talk, knowing that there are adults in the school who they can approach if they are worried about anything and they will be listened to.
- 5.5 To remember that sometimes children will not feel ready or know how to tell someone that they are being abused and may not recognise their experiences as harmful.
- 5.6 To include opportunities in the curriculum and beyond for children to develop the skills they need to recognise and stay safe from abuse.
- 5.7 To have in place a systematic means of monitoring children known or thought to be at risk of harm, ensuring that we contribute to assessments of need, support packages, Early Help Plans, Child in Need Plans or Child Protection Plans as appropriate.

Contextual Safeguarding

- 5.8 The school assesses the risks and issues in the wider community when considering the well-being and safety of students, always building into an assessment a consideration of any known wider environmental factors present in a child’s life, which may be a threat to their safety and welfare. Extra-familial harms (as detailed in KCSIE 2023, paragraph 23) includes sexual abuse/harassment/exploitation, serious youth violence, county lines, radicalisation and abuse in their own teenage relationships. (Further details in school’s Safeguarding Policy).

Children with SEN and Disabilities

- 5.9 To be aware that children with Special Educational Needs and Disabilities may be at particular risk due to additional barriers existing, such as: cognitive difficulties; communication difficulties and, in the cases of some children with a disability; a higher risk of peer group and physical isolation; the disproportionate impact of bullying; an inequality of power; limited mobility or an increased reliance on others for personal care. To be aware that behaviour, mood and injury may relate to possible abuse and not necessarily to a SEN or disability. To consider additional pastoral support where needed.
- 5.10 To be aware that children who are (or are perceived to be) LGBTQ can be targeted by other children and risks can be compounded where the child feels they lack a trusted adult. We aim to reduce barriers by ensuring Priestlands is a community where vulnerable students feel safe in reporting abuse or harassment and get the support they need. There are also areas in the school where students can speak out and share their concerns with members of staff e.g. pastoral team.

Safe Recruitment

- 5.11 To ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children (see Safeguarding Policy for details). A Single Central Record is kept for audit purposes.

Allegations

- 5.12 To ensure that allegations or concerns against staff are dealt with in accordance with procedures set out by Department for Education (DfE) and Hampshire County Council's Local Safeguarding Children Partnership (HSCP).

Disclosures

- 5.13 To treat all disclosures with strictest confidence

Parents

- 5.14 To ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus, and that parents are offered a copy of the policy on request.
- 5.15 To notify parents of our concerns, and provide them with opportunities to change the situation where this does not place the child at greater risk.
- 5.16 To ensure that the school policy and ethos respects parents' and children's needs for privacy and confidentiality. Reassurance will be given by the Headteacher / DSL that information will be kept private, or an honest explanation given to parents if another member of staff needs to know some information in order to help the child; sometimes this may need to be negotiated with the parent.
- 5.17 To endeavour to quickly establish a cooperative relationship with parents, whatever the outcome of a disclosure or investigation.

The Site and its Community Users

- 5.18 To take all practical steps to ensure that the school premises are as secure as circumstances permit.
- 5.19 To ensure that community users conduct their own safeguarding checks on employees. Our Lettings Policy will seek to ensure the suitability of adults working on the school site at any time. Users will receive the appropriate Health & Safety leaflet and safeguarding briefing literature.

Visitors

- 5.19 To ensure that visiting speakers/providers receive the appropriate safeguarding briefing literature and are accompanied at all times by a member of staff. Safeguarding checks will be carried out in line with the Visiting Speakers' Procedures in the Security & Safety Policy.

Volunteers

5.20 To ensure that an appropriate individual risk assessment has been carried out, to establish what level of official checks may be needed, before a volunteer has contact with children.

Links with Agencies

5.21 To notify the allocated social worker on the first day of absence of a child protection plan.

5.22 To develop effective links with police and Children's Social Care and co-operate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.

5.23 Liaise with other agencies that support children such as Child and Adolescent Mental Health Service, Early Help Hub and the Educational Psychology Service, through normal referral routes and the Early Help Assessment process.

5.24 Ensure that there is a senior member of staff in place as Designated Safeguarding Lead (DSL).

6 Leadership and management

6.1 We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

6.2 In this school any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy DSL (DDSL) if they have concerns about a child.

6.3 The DSL is **Hayley Yates** and the deputy DSL is **Rob Kelly**. In addition, all members of the Senior Leadership Team and the Special Educational Needs Co-ordinator [SENCo] and the Alternative Provision Manager have undertaken the training necessary [followed by biannual updates] to take on the DSL role.

6.4 There is a nominated governor for Safeguarding and Child Protection, **Polly Thornton**.

6.5 The Chair of Governors will receive reports of allegations against the headteacher and act on the behalf of the governing body.

6.6 As an employer we follow safer recruitment guidance as set out in KCSiE 2023 including informing shortlisted candidates that online searches will be carried out.

7 Training

7.1 All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided annually. Separate training is provided to all new staff on appointment The DSL will attend training at least every other year to enable them to fulfil their role.

7.2 Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

7.3 Governor training is provided as required by KCSiE 2023.

8 Governing Body responsibilities

7.1 Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.

7.2 Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.

- 7.3 Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- 7.4 Allegations against staff are dealt with by the headteacher. Allegations against the headteacher are dealt with by the Chair of Governors.
- 7.5 A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description.
- 7.6 Staff, including Governors, have been trained appropriately and this is updated in line with guidance.
- 7.7 Any safeguarding deficiencies or weaknesses are remedied without delay.
- 7.8 A nominated governor for safeguarding is identified.

9 Senior Leadership Team responsibilities

- 8.1 Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- 8.2 Provide a co-ordinated offer of early help when additional needs of children are identified.
- 8.3 Ensure staff are alert to the various factors that can increase the need for early help (*para 20 KCSIE 2023*).
- 8.4 Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
- 8.5 Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- 8.6 Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- 8.7 Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- 8.8 Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the Hampshire Safeguarding Children Partnership (HSCP) procedures.
- 8.9 Determine if a concern about a member of staff is a 'low level concern' or an allegation. (See Keeping Children Safe in Education 2023 Part 4 section 2 paragraph 399).

9 The Designated Safeguarding Lead

- 9.1 In this school the Designated Safeguarding Lead (DSL) is **Hayley Yates**. The deputy DSL is **Rob Kelly**. The role of the Designated Safeguarding Lead, as set out in Keeping Children Safe in Education [2023], is included in Appendix 6 in this policy.
- 9.2 At Priestlands the DSL will ensure that:
- 9.3 They take lead responsibility for safeguarding and child protection including online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.
- 9.4 The Board of Governors is advised of its responsibilities under s175 of the Education Act 2002 and will work closely with the nominated governor for Safeguarding.
- 9.5 The DSL attends initial training for the role, refresher training bi-annually and can demonstrate evidence of continuing professional development.

- 9.6 Every member of staff, all governors and volunteers are advised of the name of the Designated Safeguarding Lead and their contact details
- 9.7 Every member of staff, all governors and volunteers are advised of how to respond to a child who discloses abuse
- 9.8 All staff and volunteers are advised of their responsibility:
 - a. to be alert to the signs of abuse (see Recognising Signs of Child Abuse, Appendix 3); and
 - b. to refer any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- 9.9 Whole school training occurs annually, in the form of an interactive session during September INSET followed by online assessment, so that every member of staff can fulfil their child protection responsibilities effectively, and to comply with the requirements set out in “Keeping Children Safe in Education” (DfE, 2023)
- 9.10 All governors and new members of staff receive a briefing and complete an online module and assessment at induction. Volunteers are provided with a briefing so that they know with whom to discuss a concern.
- 9.11 Temporary [supply] staff receive a briefing sheet outlining their responsibilities and the school’s procedures [see Appendix 7].
- 9.12 All members of staff are trained in and receive regular updates in online-safety and reporting concerns.
- 9.13 Parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school’s Safeguarding and Child Protection Policies on the school’s website.
- 9.14 School procedures are reviewed and updated annually, or sooner if required.
- 9.15 The DSL takes lead responsibility for promoting education outcomes by knowing the welfare, safety and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement.
- 9.16 The DSL refers a child to the Local Authority where there are concerns about possible abuse, and acts as a focal point for staff to discuss concerns.
- 9.17 The DSL liaises with the Headteacher to inform him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- 9.18 The DSL liaises as appropriate with other agencies and professionals, following guidance in the NPCC document *When to call the police*, as appropriate.
- 9.19 The DSL liaises with the senior Mental Health Lead where safeguarding concerns are linked to Mental Health.
- 9.20 The DSL or an appropriate staff member attends case conferences, core groups or other multi-agency planning meetings, provides a report and contributes to assessments.
- 9.21 The DSL keeps written records of child protection concerns, storing them separately from the main child file, and uses them to assess the likelihood of risk. These records will be kept on CPOMS, in a locked filing cabinet in the DSL’s office, and electronically in password protected files, and are exempt from the disclosure provisions of the Data Protection Acts 1984, 1994 and 2018. All records will be kept and separately archived until the child’s 25th birthday.
- 9.22 Child protection records and/or records of concern are transferred accordingly (separate from child files) and in a timely fashion when a child leaves the school.

- 9.23 Where a child on a child protection plan or a child who is a Looked after Child, leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed. Consideration will be given to a transition meeting if the case is complex or ongoing.
- 9.24 The DSL provides the Headteacher with an annual report for the Board of Governors, detailing: any changes to the policy and procedures; training undertaken by DSL-trained staff, all staff and governors; number and type of inter-agency referrals and the number of children on the child protection register (anonymised).
- 9.25 The DSL is aware of the training opportunities and briefings provided by Hampshire Safeguarding Children Partnership to ensure staff are aware of the latest local guidance on safeguarding.
- 9.26 The DSL develops, implements and reviews procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse
- 9.27 The DSL meets any other expectations set out for DSLs in KCSiE23.
- 9.28 All members of staff are trained in and receive regular updates in online-safety and reporting concerns.
- 9.29 Parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policies on the school's website.
- 9.30 The DSL is aware of the requirement for children being investigated by police to have an Appropriate Adult present.

10 Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- 10.1 Establish and maintain an environment where children feel secure to build trusting relationships with them, are encouraged to talk and are listened to. Staff must take account of children's wishes and feelings, remembering the difficulties some children may have in approaching staff and talking about their circumstances.
- 10.2 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- 10.3 Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- 10.4 Attend training in order to be aware of and alert to the signs of abuse.
- 10.5 Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- 10.6 Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- 10.7 Support pupils in line with their child protection plan.
- 10.8 Treat information with confidentiality but never promising to "keep a secret".
- 10.9 Attendance staff to notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- 10.10 Have an understanding of Early Help and be prepared to identify and support children who may benefit from early help.
- 10.11 Liaise with other agencies that support pupils and provide early help.
- 10.12 Ensure they know who the DSL and DDSL are, know how to contact them and record a concern and always share with them any safeguarding concerns they may have about a child.

- 10.13 Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- 10.14 Maintain an attitude of “It could happen here”. Where safeguarding is concerned, staff members must always act in the best interests of the child. Staff should remember that anybody can make a referral to Children’s Services and if the child’s situation appears not to be improving the staff member should press for reconsideration.
- 10.15 Remember that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. [For further information see the school’s Safeguarding Policy.] Remember also that Mental Health conditions may cause barriers for reporting concerns. Where staff have a mental health concern [about a child] that is also a safeguarding concern they should raise the issue immediately through the normal reporting process.
- 10.16 Be aware of and alert to the signs of abuse (see Recognising Signs of Child Abuse, Appendix 3) including child sexual exploitation, child criminal exploitation [in particular, County Lines], radicalisation, Female Genital Mutilation and so-called Honour-Based Abuse [HBA]. (For further information see the school’s Safeguarding Policy). Remember that harm can include ill treatment that is not physical, as well as the negative impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse (KCSIE 2023, paragraph 26). If concerned that a child may be in an abusive situation, report them to the DSL and record the child’s concerns as soon as practical (see Child Protection Procedures, Appendix 1).
- 10.17 If a member of teaching staff becomes aware that a girl under the age of 18 has had an act of FGM carried out on her it is mandatory for that teacher to report directly to the police. (Mandatory Duty to Report FGM, Serious Crime Act 2015). In such a case the member of staff should always inform the DSL that this has been reported to the police.
- 10.18 Be prepared to refer directly to social care, and police if appropriate, if there is a risk of significant harm and the DSL/DDSL is not available; in such cases inform DSL as soon as possible
- 10.19 If a child discloses allegations of abuse, follow the procedures attached to this policy. (See Child Protection Procedures, Appendix 1).
- 10.20 If the disclosure is an allegation against a member of staff or adult at the school, follow the allegations procedures. (Child Protection Procedures, Appendix 1)
- 10.21 Adhere to the following guidelines to avoid the risk of unfounded allegations:
- Avoid unnecessary physical contact and ensure they understand the rules about physical restraint ([for Positive Handling Policy click here](#))
 - If a member of staff has a concern that their own actions might be misconstrued by others or lead to questions about their conduct towards a child, they must report their concern immediately to the DSL.
 - Maintain a professional relationship with children at all times. It is an offence for a person aged 18 or older to have a sexual relationship with a child under the age of 18 where that person is in a ‘position of trust’ in respect of that child – even if the relationship is consensual (Sexual Offences Act 2003).
 - If a member of staff has a concern that a child might have developed a crush on them or become infatuated, they must report their concern to the DSL who will ensure that appropriate action is taken to safeguard the member of staff and the child.
 - Only use email contact with children via the school system.
 - Do not give a child any personal contact details, including telephone / text numbers / access to their social networking sites.
 - Do not ‘friend’, ‘follow’ or communicate with children via social media.

- Do not take, store, share or publish images of children without parental permission.
 - Avoid working in isolation with a child without putting relevant safeguards in place (see Child Protection Training Booklet, Appendix 5).
- 10.22 Be aware and understand the expectations, applicable roles and responsibilities in relation to internet filtering and monitoring systems and online safety measures in place to safeguard children.

11 Educating and supporting children

- 11.1 As a school we recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.
- 11.2 Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all staff will work with and support social workers to help protect vulnerable children. Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about: responding to absence or missing education where there are known safeguarding risks; the provision of pastoral / academic support.
- 11.3 Staff at Priestlands will support all children to keep safe by teaching them about safeguarding; as a school we will educate pupils to (1) know how to recognise they can keep themselves and others safe, including online, and (2) recognise when they are at risk and how to get help when they need it through:
- The content of the curriculum (including PSHCE, sex and relationships education and online safety lessons) and assemblies. We present this in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including those who are victims of abuse and children with SEN.
 - Encouraging self-esteem and self-assertiveness through a focus on the importance of positive relationships
 - A school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
 - The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and taken seriously.
 - Notifying Social Care as soon as there is a significant concern.
 - Providing continuing support to a child (about whom there have been concerns) when they leave the school, by ensuring that appropriate information is copied under confidential cover to the child's new setting as a matter of priority.

12 Confidentiality & Information Sharing

Keeping Children Safe in Education 23 Paragraph 115 says that information sharing *"is vital in identifying and tackling all forms of abuse and neglect and that schools have clear powers to share, hold and use information for these purposes."*

Keeping Children Safe in Education 23 Paragraph 117 says schools should be “proactive in sharing information as early as possible to help identify, assess and report risks or concerns.”

- 12.1 As a school we recognise that all matters relating to child protection are confidential.
- 12.2 The Headteacher or DSL will disclose information about a child to other members of staff on a need to know basis. (*)
- 12.3 All staff will be aware that they have a professional responsibility to share information with other agencies to safeguard children because timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.
- 12.4 If staff are in any doubt about sharing information, they should speak to the DSL (or deputy DSL).
- 12.5 All staff will be aware that they cannot promise confidentiality to a child as this might compromise the child’s safety or well-being.
- 12.6 We will always undertake to share our intention (to refer a child to Social Care) with the child’s parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt we will consult the Hampshire Children’s Services Multi- Agency Safeguarding Hub [MASH].

The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Also see the school’s Information Sharing and Confidentiality Protocol [an Appendix to the Data Protection and Information Security Policy] (click [here](#))

Supporting Staff

- 12.7 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful or upsetting.
- 12.8 We will support such staff by providing an opportunity to talk things through with the DSL and to seek further support as appropriate.

13 Allegations against members of staff [including supply teachers and volunteers]

- 13.1 Allegations, complaints or concerns against adults in school may arise in several ways and from a range of sources. For example, suspicion or disclosure made by a child, parent or other adult within or outside the organisation.
- 13.2 We will promote an open and transparent culture in which all concerns about any adult working in or on behalf of the school are dealt with promptly and appropriately.
- 13.3 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 13.4 All staff should be aware of the school’s policies for staff conduct and child behaviour. Guidance about conduct and safe practice, including safe use of social media and mobile phones by staff and volunteers, will be given on induction. (*)
- 13.5 We understand that a child may make an allegation against a member of staff. If such an allegation is made to any member of staff [including supply teachers and volunteers], or if a member of staff is concerned that any adult working in or on behalf of the school or a colleague may have behaved inappropriately towards a child or may have taken any action that might be interpreted as child abuse, or if a member of staff has a ‘low level’ concern, no matter how small,

that an adult may have acted in a way that is inconsistent with the Staff Code of Conduct they will follow the procedures set out in Appendix 1.

* Staff should refer to <https://cscp.org.uk/wp-content/uploads/2021/03/Guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-DCSF.pdf> [archived on the DfE website]. Also see *Staff Code of Conduct and school policy on Acceptable Use of ICT*.

14 Allegations against children

- 14.1 We recognise that some children will sometimes negatively affect the learning and wellbeing of others. Their behaviour will be dealt with under the School Behaviour Management policy.
- 14.2 Some allegations may raise a safeguarding concern, in which case staff will inform the DSL, following the procedures attached to this policy (Child Protection Procedures, Appendix 1). All such allegations will be taken seriously. At Priestlands there is a zero-tolerance approach to abuse and it will never be passed off as 'banter'.
- 14.3 The school will respond to such allegations according to its policy on Reducing the risk of and managing allegations of child on child abuse which is in accordance with the Government guidance 'Sexual Violence and Sexual Harassment between children in schools and colleges 2021'.

15 Looked After Children (LAC) and Previously Looked After Children (PLAC))

- 15.1 The school acknowledges that children with LA or PLA status are vulnerable; close attention will be given to their wellbeing and progress.
- 15.2 The Designated Teacher [DT] for Looked after Children (LAC) Angela Haynes and is responsible for promoting the educational achievement of LAC and PLAC in line with statutory guidance.
- 15.3 The Designated Teacher has received appropriate training and will work closely with:
 - the DSL to ensure any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to, and
 - the virtual schools heads, including discussing how pupil premium plus funding can best be used to support the child and meet needs identified in their personal education plan [PEP]
- 15.4 The DT will make an annual report to the Board of Governors in accordance with guidance The designated teacher for looked-after and previously looked-after children [2018]
- 15.5 The Board of Governors will consider the information and take appropriate action where necessary. There is a separate policy on supporting Looked after Children.

16 Children at risk of going missing

- 16.1 All staff will be made aware of the risks associated with children missing school (for further information see school's Safeguarding Policy). Staff will receive regular reminders of the signs and indicators of child sexual exploitation, Female Genital Mutilation and radicalisation. A regularly updated list of children who may be vulnerable to going missing will be shared with staff. Staff understand school procedures for reporting concerns about a child's absence. Key staff monitor attendance closely and follow local protocols for reporting concerns about any child whose absence or proposed removal from school roll is due to:
 - an indication from parents of the intention to home educate;
 - a move away from the area;
 - remaining medically unfit beyond compulsory school age;
 - being in custody for four months or more and not expected to return to school afterwards;

- being permanently excluded puts them at risk of going missing ([click here for school's Attendance Policy](#)).

17 Whistleblowing

- 17.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. While the school has a separate whistleblowing policy, this outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly. This does not replace the Whistleblowing Policy and should be read in conjunction with the school policy. Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems. There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.
- 17.2 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. Within Priestlands School, the Headteacher Pete Main is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or is behaving in a way that is placing children at risk, you should in the first place make the Headteacher aware.
- 17.3 Whistleblowing regarding the Headteacher should be made to the Chair of Governors, [Kevin Harriman](#), whose contact details are readily available to staff, at Reception.
- 17.4 If staff would prefer to raise concerns outside of the school then they are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Hampshire County Council.
- 17.5 If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the Headteacher and no action has been taken, or the member of staff you have concerns about is the Headteacher, then you are able to contact the Local Authority Designated Officers (LADOs) on 01962 876364 or child.protection@hants.gov.uk
- 17.6 If you believe that a child is being abused by individuals outside of the school, then you are able to make a referral to Childrens Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours).

18 Anti-bullying

- 18.1 We recognise that to allow or condone bullying may lead to consideration under child protection procedures. Our school [Anti-Bullying Policy](#) is set out in a separate document. It covers all forms of bullying eg cyber-bullying, racist bullying, homophobic bullying and gender-related bullying. We keep a record of known bullying incidents.

19 Online Safety

- 19.1 As a school it is essential that we safeguard children from potentially harmful and inappropriate online material. Our Online Safety policy is set out in a separate document and available on request.
- 19.2 A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

20 Monitoring, review and evaluation

- 20.1 Every complaint or suspicion of abuse from within or outside the school will be taken seriously and, where appropriate, will be referred to an external agency such as Children's Services or police, without investigation by the school. Any doubts or concerns over what might seem to be borderline cases will be discussed informally with staff at the Multi Agency Safeguarding Hub (MASH), Children's Services.
- 20.2 This policy and school procedures are reviewed annually. The policy is available on the school website.
- 20.3 The Designated Safeguarding Lead and Headteacher will present an annual report to the Board of Governors so the policy can be reviewed each year in the light of new legal requirements.
- 20.4 Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a verbal report to the Governors at their next meeting re the nature of the incident and action taken. Children will not be identified. Where an incident involves a member of staff the LADO will assist in this review to determine whether any improvements can be made to the school's procedures.
- 20.5 The Safeguarding governor will review procedures annually with the Designated Safeguarding Lead and complete Hampshire's online audit 'Overall Effectiveness of School Safeguarding Procedures' prior to submitting the Annual Safeguarding Report to Hampshire County Council. Any weaknesses or deficiencies identified during review (or at any other time) will be remedied without delay.

Appendix 1

CP Procedures /dealing with Disclosures and Allegations

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

Additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with children in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

These procedures should be read in conjunction with the Child Protection Training Booklet (Appendix 5) and the *Keeping Children Safe in Education* flow chart (Appendix 2).

If a member of staff is concerned about possible abuse (physical, sexual, emotional or neglect) they must:

Receive

- Listen carefully to the child, keep an open mind, make no judgement, avoid leading questions ie a question which suggests its own answer, as such questions may invalidate evidence in any later court case.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make a note of what has been said, as soon as practicable.

Reassure and Respond

- Reassure the child ['I believe you... I am glad you have told me... We are going to do something to get you help.']. but do not make promises you may not be able to keep ['Everything will be alright now.']. Make it clear that there is no guarantee of confidentiality. Explain that they may need to pass the information to the Designated Safeguarding Lead and/or other professionals who will ensure that the correct action is taken to help keep the child safe.
- Do not criticise the alleged perpetrator; the child may care about him / her, and a reconciliation may be possible.

Report

- Report concerns verbally to the DSL [or DSL-trained staff] as soon as practically possible, sharing knowledge only with the appropriate professional colleagues.
- Consider whether there is a requirement for immediate medical intervention and if so assistance must be sought. If in doubt, err on the side of caution.

Record

- Make an accurate record of your concern on CPOMS. In the case of an actual disclosure, write a detailed record on the school template (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details:
 - Of dates and times of their observations

- Of dates and times, persons present, and of any discussions they were involved in
 - Of any injuries (use Skin Map, record on CPOMS, if necessary. See Appendix 4)
 - Explanations given by the child, using the language/terminology used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
 - Of facts and observable things, rather than 'interpretations' or 'assumptions'
 - Of what action was taken.
- Any other written records must be signed and dated by the author with an equivalent procedure in place for electronic based records.

Remember

- Remember that anybody can make a referral to Children's Services. If contact is made with Children's Services details should be shared with the DSL at the very earliest convenience.
- The member of staff making the report should receive an update from the DSL
- Remember that if a child's situation appears not to be improving, the staff member should press for reconsideration. If a staff member believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks area understood. If this does not result in a satisfactory outcome, or the DSL rational appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children Social Care, they should consider following the HSCP escalation protocol.

What happens next?

Following a report of concern from a member of staff, the DSL [or DSL-trained staff]] will:

1. Decide whether or not there are sufficient grounds for suspecting a child is suffering or is likely to suffer significant harm, in which case a referral must be made to Children's Social Care. They must contact Children's Social Care via the Multi Agency Safeguarding Hub (MASH) on 01329 225379 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
2. If the DSL [or DSL-trained staff] feels unsure about whether a referral is necessary they can phone Children's Social Care MASH to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation.
3. If no risk of significant harm, whilst monitoring the situation, manage any support for the child internally via the school's pastoral process and consider an Early Help Assessment.
4. If a referral is made to Children's Social Care, confirm it in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
5. If a child is in immediate danger and urgent protective action is required, call the police. The DSL [or DSL-trained staff] should also notify Children's Social Care of the occurrence and what action has been taken. The DSL [or DSL-trained staff] should seek advice from the police / Children's Social Care about informing the parents.
6. Normally try to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.

7. Where there are doubts or reservations about involving the child's family, clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate the DSL [or DSL-trained staff] should help the parents understand that a referral is in the interests of the child and that the school will be involved in the S 47 enquiry as laid out in the Children Act 1989, or a police investigation.
8. When a child is in need of urgent medical attention and there is suspicion of abuse, take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care. The DSL [or DSL-trained staff] should seek advice about (a) what action Children's Social Care will take and about (b) informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If sexual abuse is suspected then the medical examination should be delayed until Children's Social Care and/or the police liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, Children's Social Care or the police.

Review

1. Following a disclosure the DSL will carry out a review to ascertain: whether the action taken has provided good outcomes for the child; whether procedures worked; whether any weaknesses or deficiencies have been identified in the procedures and, if so, how they might be remedial and whether further training is required.

Allegations against staff, including supply teachers and volunteers (adults who work with children)

Working Together to Safeguard Children (2018) states that organisations should have clear policies in line with those from the LSCP for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the Local Authority Designated Officer. **Complaints** or **concerns** can be managed independently by the school or college under internal procedures.

We will promote an open and transparent culture in which all concerns about any adult working in or on behalf of the school are dealt with promptly and appropriately.

1. Complaints could include:-

- Breaches of the Code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

2. Concerns could include:-

- Inappropriate use of language (including sexualising, intimidating or offensive), shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower Level Concerns LLC's , which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under a school LLC procedure.

3. Allegations and Concerns

This procedure should be used in all cases in which it is alleged a member of staff, a supply teacher or volunteer in a school, or another adult who works with children has behaved in a way that may meet the harms **threshold**:

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

In dealing with allegations or concerns against an adult:

- **Staff must report any concerns about the conduct of any member of staff or volunteer to the Headteacher as soon as possible. In the absence of the Headteacher an allegation about a member of staff should be reported to a Deputy Head if available, or another member of the Senior Leadership Team. The reporting member of staff must not notify the member of staff about whom the allegation has been made.**
- **If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.**

School Response

1. There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
2. Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO on 01962 876364 or child.protection@hants.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
3. In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.
4. In liaison with the LADO, the school will determine whether there is any good reason not to inform the parents of any children involved.
5. If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in Part 4 of 'Keeping Children Safe in Education' (2023) and the HSCP procedures.
6. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given as a result of consultation with the LADO.
7. Where an allegation by a child is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action.
8. Whether the person making the allegation is a child or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.
9. Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from the employee's records.
10. The Headteacher will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or if they would have been dismissed or removed had they not resigned.

Staff not employed by the school

- Where an allegation is made against someone not directly employed by the school, such as a supply teacher provided by an agency, we will take the following actions in addition to our standard procedures. The Headteacher will immediately contact both the agency concerned and the Local Authority Designated Officer [LADO]. We will not make a decision to stop using the supply teacher, due to safeguarding concerns, without finding out the facts and liaising with our LADO to determine a suitable outcome. The governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation. We will involve the agency fully but the school will take the lead in collecting the necessary information and providing it to the LADO as required. We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account. The school will continue to support any investigation that is required.

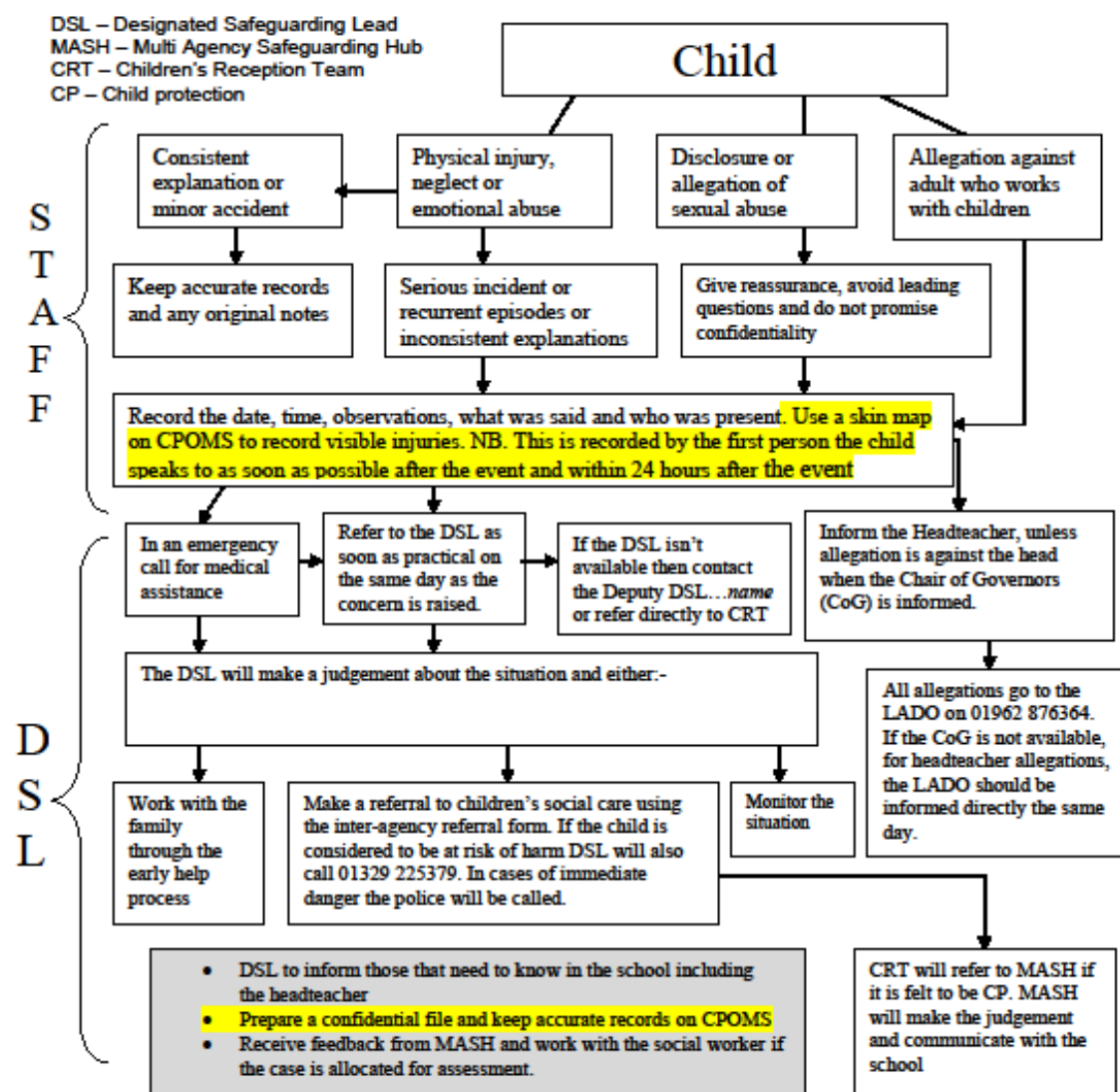
Low Level Concerns

1. If a concern arises which does not meet the harms threshold (see number 3, Allegations) but which causes 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, this shall be shared with the Headteacher).
2. Example of behaviour causing a 'low-level' concern could include:
 - 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 sexualized, intimidating, or offensive language.
3. Staff will be made aware what constitutes a 'low-level' concern and reminded that the sharing of such concerns is important; this will help to create a culture of openness, trust and transparency where the school's expectations of staff conduct are lived, monitored and reinforced by all staff.
 - All 'low-level' concerns will be handled in a sensitive and proportionate way. If raised by a third party the school will collate as much evidence as possible by speaking:
 - Directly to the person the who raised the concern, unless raised anonymously.
 - To the individual involved.
4. To any witnesses. This approach will help categorise the type of behaviour and determine the action and support.
5. A written record will be made, including the detail of the concern, the context and the action taken and rationale for the decisions made.
6. All LLCs will be shared responsibly with the Headteacher, recorded in writing and dealt with in an appropriate and timely manner.
7. All LLCs will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
8. If LLCs are found to be escalating and are reaching the harm threshold, A referral will be made to the LADO.

If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.

Appendix 2 Child Protection Procedures: Flowchart

Flowchart for child protection procedures



* In the cases of known FGM, the teacher who was made aware will also make contact with the police

Appendix 3

Recognising Signs of Abuse

Categories of Abuse

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

Signs of Abuse in Children

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

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

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite marks

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

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

Burns and Scalds

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

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

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Sexual Abuse by Young People

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

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

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

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

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

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

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

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

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

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

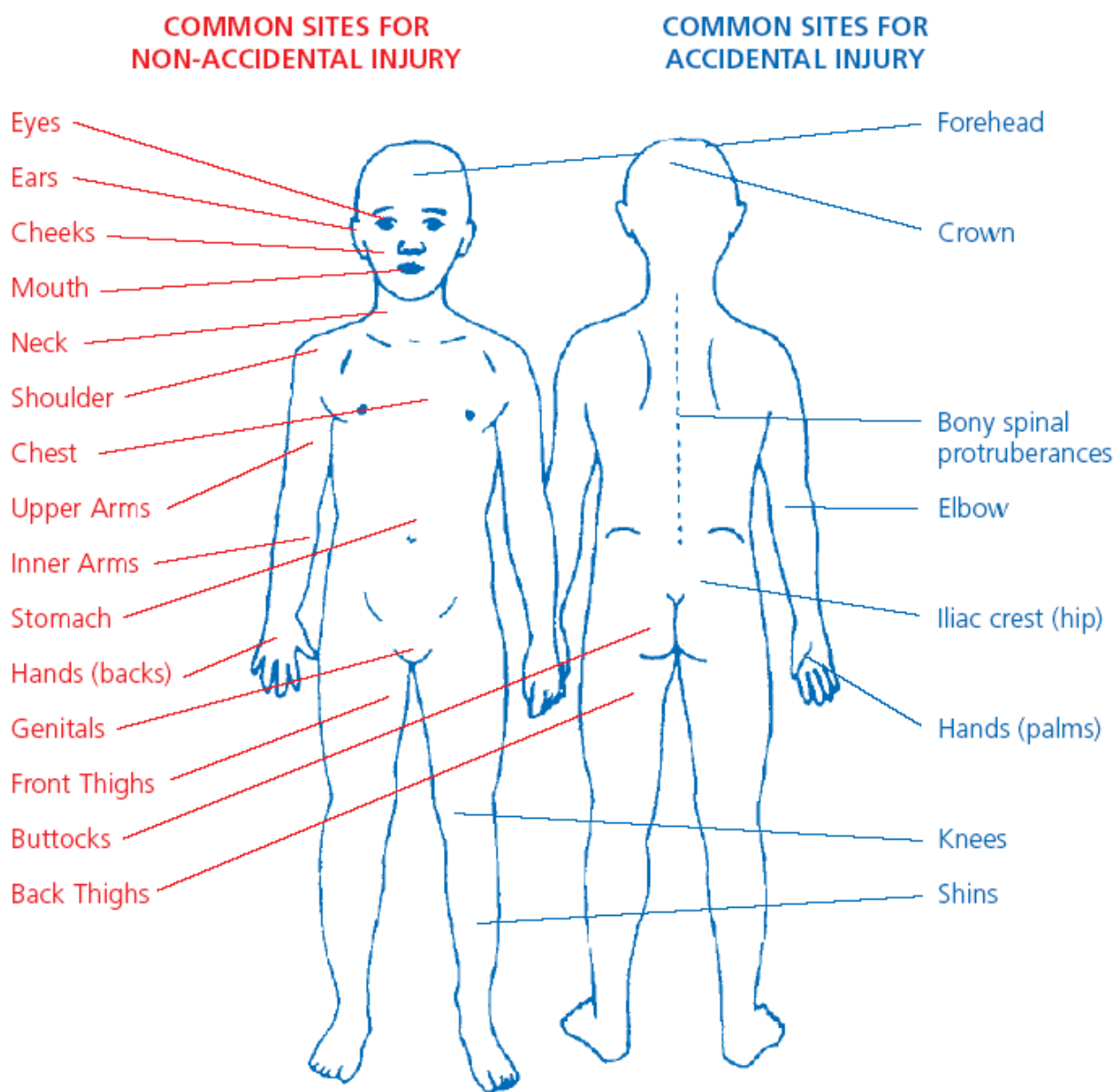
Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern

- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 4 Skin Map


Please indicate below the position of any bruising or abrasions you have noticed (further copies available from the DSL).



Appendix 5

Child Protection Training Leaflet

UPDATED SEPTEMBER 2023



PRIESTLANDS SCHOOL

**CHILD PROTECTION
2023 - 2024**

School Responsibility:

- To create a safe environment where students feel secure, are encouraged to share concerns and are listened to; the welfare of students is paramount.
- To educate students on how to keep safe, by equipping them with the skills to recognise and stay safe from abuse.
- To ensure that all staff are aware of the CP policy, know how to identify signs of abuse and are clear about how to report concerns.

Personal Responsibility:

- To know that **Hayley Yates** is the Designated Safeguarding Lead (DSL), **Rob Kelly** is Deputy Designated Safeguarding Lead and that all members of SLT, the SENCO and the Alternative Provision Manager have undergone DSL training.
- To be alert to the signs of abuse a child may be experiencing.
- Maintain an attitude of *'it could happen here'* and report any child protection concerns to **Hayley Yates** immediately, or if unavailable to any member of the SLT, all of whom are DSL trained.
- To read, understand and follow the procedures set out in the school's policy (available on the school intranet) and summarised in this leaflet.
- If you are unable to use the school route to pass on a serious concern, make your referral directly to Hampshire (0300 555 1384) or dial 999 in an emergency.

Keeping ourselves safe:

- Avoid private meetings with a student behind closed unglazed doors.
- Avoid unnecessary physical contact with a student.
- Avoid being drawn into inappropriate discussions with a student.
- Avoid personal communication with a student out of school eg. via social networking sites, giving out personal email or home telephone details.
- Do discuss any concerns with your line manager if you feel a student may have misconstrued your actions or comments.
- Do not engage in activities out of school that might compromise your position within school [eg attending parties / social gatherings].
- If a member of staff has a concern that a child might have developed a crush on them or become infatuated, they must immediately report their concern to the DSL who will ensure that appropriate action is taken to safeguard the member of staff and the child.

What to do if a child confides in you:

If a child volunteers information about abuse to you, it may be done obliquely rather than directly.
 Your role is to listen, **not** to follow-up or undertake an investigation of the potential abuse. This is the role of the DSL or the child protection agencies. It is important to explain to the child at an early stage you cannot promise confidentiality.

- Give the child your undivided attention.
- Show concern, support and warmth but don't show emotions, distress or negative reaction; be reassuring (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help'; ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated).
- Allow the child to tell what s/he wants to say but do not ask unnecessary questions or details except to be clear that the child is indicating abuse or neglect. It is important to know what the child is saying and if the child is hurt or might be in need of medical attention.
- Do not malign the character of the alleged perpetrator.
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school. It is important to know if an incident has happened recently and whom the child is saying has hurt her/him.

- Make brief notes; recording the time, date, place and people who were present, as well as what was said, using the child's own language and colloquialisms. Note any visible signs of harm.
- Explain to the child that you will need to share the information with a senior member of staff to seek advice about what happens next.
- Speak in person to DSL or DSL trained staff. Having passed on the baton, record concerns in detail on CPOMS.
*N.B. Do **not** discuss the issue more widely amongst other colleagues or outside school.*

Things you should not do:

- Jump to conclusions /speculate / lead / suggest / or accuse.
- Try to get the child to 'disclose'.
- Interrupt the child mid-flow.
- Ask for or write down lots of details about the alleged event(s).
- Promise everything will be alright now.
- Make promises you can't keep, such as total confidentiality.
- Pre-empt or prejudice an investigation by leading the child with *closed* questions. Also avoid using 'why' questions. This can confuse a child and lead to feelings of guilt.

TED	WWWWWH
Tell	Who ...
	What ...
Explain	Where ...
	When ...
Describe	How...

Allegations that are made about a member of staff or if you are concerned about the behaviour of a member of staff:

- These must be referred immediately to the Headteacher, or to the Chair of Governors (contact details from Reception) if the allegations concern the Head. If the member of staff is unable to contact the Chair of Governors they should contact the Local Authority Designated Officer (LADO) 01962 876364. Even if you have a 'low level' concern about a member of staff you should discuss it with the Headteacher.
*N.B. The member of staff who is the subject of the allegation **must not** be alerted. The matter must not be discussed with anybody else.*

CHILD PROTECTION PROCEDURES

Physical Injury	Neglect	Emotional	Sexual
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If a child discloses information to you or you believe harmed or at risk of significant harm

Make notes. Refer to DSL* in person immediately, then record in CPOMS, passing on other evidence.
*Except where a teacher believes that an act of Female Genital Mutilation (FGM) has been carried out on her. In such a case there is a legal mandatory duty that the teacher personally reports the matter to the police:
 The DSL should then be informed that this report has been made. The legal duty is only upon teachers; non-teachers refer the matter to the DSL.

If you are concerned by something you see or hear

Make brief notes and discuss with DSL as soon as possible on same day. If unable to find DSL trained staff, inform reception that you have an urgent safeguarding concern, they will be able to find someone. If still a delay, find a colleague to stand in for you while you search. **Basically, don't stop until you have spoken to DSL trained staff**

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DSL will check records and follow up as appropriate.
 DSL follow up actions may include:
logging and monitoring; speaking to the child; consulting other staff; speaking to parents; involving external agencies.

Notes:

- DSL refers to Hayley Yates; all of SLT, the SENCO and the Alternative Provision Manager are DSL trained.
- If medical treatment required take child to First Aid before contacting DSL.
- Contact with DSL should be made in person and not via email/telephone message/notes in pigeonhole, to ensure referral received and acted upon on the same day.**
- If no DSL-trained member of staff available despite all attempts (including contacting reception), contact Head of Year.

Appendix 6

Briefing Sheet for Temporary and Supply Staff and Volunteers

For supply staff, those on short contracts and volunteers at Priestlands School. While working at Priestlands, you have a duty of care towards the children here. At all times you should act in a way that is consistent with their safety and welfare. The school Child Protection policy can be found on our website.

If at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with Hayley Yates, the school's Designated Safeguarding Lead (DSL) or, in her absence, Rob Kelly [deputy DSL] or any member of the Senior Team, all of whom have undergone DSL training. To contact Hayley on a child protection matter, you should telephone 613431/613430.

This is not an exhaustive list but you may have become concerned as a result of observing:

- a physical injury, which you think may have been non-accidental.
- something in the appearance of a child which suggests they are not being well cared for.
- behaviour that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL [or DSL-trained staff]. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Don't stop a child who is freely recalling events, or push them to tell you more than they wish.
- Make it clear that you may need to pass on information – do not promise confidentiality. You are obliged to share information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL [or DSL-trained staff] as soon as possible on the same day. The DSL will contact Children's Social Care if appropriate.
- If you are unable to find the DSL you must contact Reception.
- If you are unable to contact a member of staff and you believe it to be an urgent safeguarding matter you should seek advice by phoning the Hampshire Children's Services on 01329 225379 (office hours) or Hampshire out of hours telephone line 0300 555 1373.

Appendix 7

Role of the Safeguarding Lead

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals

1. Refer all cases of suspected abuse to the local authority children's social care and:
 - Liaise as required with the Headteacher and the Local Authority Designated Officer(s) for child protection [LADO] in cases which concern a staff member
 - In liaison with Headteacher, the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
 - Refer cases to the Channel programme [according to local safeguarding children partnership's procedures] where there is a radicalisation concern
2. Liaise with the Headteacher regarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
3. Act as a source of support, advice and expertise to staff who make referrals and on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

4. The Designated Safeguarding Lead [and any deputies] should [1] receive appropriate formal training carried out every two years, and [2] and have skills refreshed [via e-bulletins, local DSL network meetings etc] to allow them to keep up with any developments relevant to their role, in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - 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 to do so.
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
 - Be alert to the specific needs of children in need, those with special educational needs and young carers.
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Understand and support the school with regards to the Prevent Duty and remain able to support staff in protecting children from the risk of radicalisation.
 - Obtain access to resources and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

5. The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible, this to be transferred separately from the main child file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the DSL [or a deputy DSL] should be available [during school hours] for staff to discuss any safeguarding concerns.

Appendix 8

Useful Contacts

Key Personnel	Name (s)	Telephone No.
DSL	Hayley Yates	01590 677033
Deputy DSL(s)	Rob Kelly	01590 677033
School's named Prevent lead	Hayley Yates	01590 677033
School's named Mental Health lead	Hayley Yates	01590 677033
Nominated Governor / Chair of Governors	Polly Thornton	01590 677033
Hants Direct (Professionals Line)		01329 225379 0300 555 1381
Out of Hours Social Care		0300 555 1373
Police		101 or in emergencies 999
Safeguarding Advisors / Local Authority Designated Officers (LADOs)	Barbara Piddington Fiona Armfield Shona McMinn	HCC Safeguarding Unit 01962 876364 Child.protection@hants.gov.uk
School Nurse	Sarah Horswell	02380 874537
Children's Services Department District Manager	Vanessa Johns	
Early Help Hub Manager	Carol Beddow	02380 627335