



Child Protection Safeguarding Policy

September 2019

This policy has been written taking into account our school's ethos, vision and values. As a school we take pride in our own core values of being Resilient, Resourceful, Reflective, Responsible and Respectful. These core values are promoted and celebrated and underpin our school ethos. We also believe in promoting moral, spiritual, social and cultural development by providing positive experiences within the curriculum and through activities in our local community.

Safeguarding Policy

School: Hamworthy Park Junior School

Headteacher of the Federation: Mrs S Hill

Deputy Headteacher of the Federation: Mrs A Williams

Deputy Head: Kerry Amabile

Designated Safeguarding Lead/Prevent Lead: Mrs S Hill & Mrs A Williams

Deputy Safeguarding Officers: Mrs K Amabile & Mrs R Cox

Safeguarding Team: Mrs A Brown

Nominated Governor: Mrs D Brett

Chair of Governors: Mr D Brett

Policy review dates

Date Shared	Review Date	Changes made	By whom
October 2015	October 2015	Yes	J Law and A Brown
	September 2016	Yes	A Brown
	Summer 2017	Yes	A Brown & J Landon
	September 2017	Yes	A Brown & J Landon
	September 2018	Yes	A Brown & J Landon
October 19	September 2019	Yes	S Hill

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INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school.

This document complies with national statutory guidance, '[Keeping Children Safe in Education, September 2019](#)' and '[Working Together to Safeguard Children, 2018](#)'.

'Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'.

SCHOOL COMMITMENT

Hamworthy Park Junior School is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



PART 1:

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to current statutory guidance ['Working Together to Safeguard Children 2018'](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, checking any gaps in employment history and ensuring that a candidate has the health and physical capacity for the job, alongside effective induction processes. It also includes undertaking interviews and in all cases instigating Disclosure and Barring Service (DBS) checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- the DBS certification is obtained for **all** new appointments to our school's workforce through the Borough of Poole's online DBS service.
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff. The maintenance of this is the responsibility of the School Business Manager and is checked regularly by the Chair of Governors.
- our school ensures that supply staff have undergone the necessary peripatetic checks and will be made aware of this policy
- identity checks are carried out on all appointments to our school workforce before the appointment is made.

2. Safe Practice

Our school will comply with the current Safe Practice guidance to be found below: 'Guidance for safer working practice for those working with children and young people in education settings' - 2019

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

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school leadership over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or culture;
- agree to sign, and therefore comply with, the school's confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of

staff with responsibility for Safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use the PSHCE and ICT curriculum to help pupils learn how to keep safe as well as appropriate additional resources such as the [‘Jigsaw Programme’](#).

4. Partnership with Parents/Carers

The school shares a common purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all Parents/carers are treated with respect, dignity and courtesy. We respect Parents/carers’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. (School Confidentiality Policy)

Hamworthy Park Junior School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm.

Hamworthy Park Junior School is committed to ensuring the welfare and safety of all children in school. Bournemouth, Christchurch & Poole schools, including Hamworthy Park Junior School, follow the Bournemouth & Poole Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parent/carers about their children. However, there may be exceptional circumstances when the school will not discuss concerns if this may put a child at risk.

We encourage parents/carers to discuss any concerns they may have with the Class Teacher, Year Leader, Inclusion Lead, Designated Safeguarded Team, a member of the Senior Leadership Team or the Pastoral Care Workers.

5. Children Who Are Looked After:

- The named designated officer is Susannah Hill in conjunction with Inclusion Lead Rachael Cox and Katie Walker
- The school works in partnership with families, social care and the Virtual Headteacher (Jeff Mason) and the LA procedure for PEPs and annual reviews will be followed.
- We value that every child who has been taken in to care, even if they are now out of care and adopted remain vulnerable. They will have experienced levels of abuse that were eventually deemed unacceptable in order for them to have been removed. These experiences are often likely to have a long term impact on a child’s relationships, emotional well-being and development. We place these children in high regard to ensure that educational gaps are diminished and that emotional development and well-being is supported and monitored.
- We work closely with the adoptive family and social worker (where assigned) to form a clear Plan of support and this is reviewed each term, ensuring the child achieves the best outcomes all round

6. Partnerships with others

Schools do not operate in isolation but are part of a wider safeguarding system for children. The school aims to help protect the children in its care by working consistently and appropriately with a range of agencies to reduce risk and promote the welfare of children. Such agencies include social care, the police, health services and Family Outreach Workers etc. There is a joint responsibility on all of these agencies to share information to ensure the safeguarding of all children.

7. School Training and Staff Induction

The school's Designated Safeguarding Lead and members of the Safeguarding Team have undertaken the Level 3 (1 day) Safeguarding Training provided by the Bournemouth and Poole Local Safeguarding Children Board (LSCB) and attend refresher training at 2 yearly intervals. The Safeguarding Team include Susannah Hill (Headteacher of the Federation), Andrea Williams (Deputy Headteacher of the Federation), Kerry Amabile (Deputy Head), Rachael Cox (Assistant Head/ Inclusion) and Anita Brown (Pastoral Care Manager).

The DSL team and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for safeguarding effectively. All school staff receive safeguarding training at least every 2 years with annual updates and notifications of any necessary changes, reminders being made available as required.

All staff are provided with the school's Child Protection Safeguarding Policy and are informed about our safeguarding arrangements on induction.

All additional adults including temporary staff, volunteers and contractors are required to read and sign the schools safeguarding procedure form before working on the school premises.

8. Support, Advice and Guidance for Staff

Staff will be supported by the Headteacher of the Federation and the Safeguarding Team at Hamworthy Park Junior School. Additional support is available if required from the Education Safeguarding Advisor and LADO and other appropriate safeguarding organisations. The designated safeguarding governor will also support all staff including the Headteacher and Deputy Headteacher of the Federation and the Safeguarding Team.

9. Related School Policies

Safeguarding covers more than the contribution made to safeguarding in relation to individual children. It also encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security and positive behaviour. For this reason, other related policies within the school reflect our safeguarding procedures and ethos and are updated accordingly.

10. Children Missing from Education

A child missing from education is a potential indicator of abuse and neglect. The school follows the BCP procedures "Children Who May Be Missing/Lost from Education". The procedure for Hamworthy Park Junior School is overseen by the Deputy Head (Attendance

Lead), Kerry Amabile. The Missing Education Team can be contacted on: 01202 261980. The school's Children Missing from Education Policy forms part of the school's attendance procedures. Further information or advice on 'a child missing in education' can be found in ['Keeping Children Safe in Education, September 2019'](#)

11. Confidentiality

Our School has regard to ['Information Sharing advice for safeguarding practitioners, 2018'](#)

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

We have a clear and explicit Confidentiality Policy.

The policy indicates:

- a) when information must be shared with Police and Social Care where the child is may be at risk of significant harm**
- b) when the pupil's and/or parent's confidentiality must not be breached**
- c) that information is shared on a need to know basis**

12. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. In order to do this, the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details of at least 2 or 3 adults (if different from above);
- details of any persons authorised to collect the child from school (if in Year 3 and different from above);

- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc);
- if the child is or has been subject to a Child Protection or Child in Need Plan;
- name and contact detail of G.P;
- any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information on the central database.

13. Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents/carers on request and is on the school website;

- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding;
- staff undertake appropriate safeguarding training (see CPD file for dates, etc);
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Our Headteacher and Deputy Headteacher of the Federation will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

The Designated Safeguarding Team will:

Referrals

- refer cases of suspected abuse or allegations to the MASH (local multi-agency hub) – 01202 735046;
- act as a source of support, advice and expertise within the school;
- liaise with the Headteacher and Deputy Headteacher of the Federation to inform them of any issues and on-going investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how the Bournemouth & Poole LSCB operate, and how a child protection conference and other multi-agency meetings are conducted, and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's safeguarding policy;
- ensure that all staff have induction training;
- keep detailed, accurate, secure written records and/or concerns;
- obtain/access resources and attend any relevant DLS Forum, Briefings or refresher training courses.

Raising Awareness

- ensure the Child Protection Safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure Parents/carers are made aware of the Child Protection Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- where a child leaves the school, ensure the safeguarding file is transferred confidentially to new school as soon as possible and remains separate to the main pupil file. If a child goes missing or leaves to be educated at home, then the safeguarding file should be forwarded to the Children, Young People and Learning Team at the Local Authority;
- where the parents/carers inform school that they wish to 'parentally educate' their child, the Children, Young People and Learning Team from the Local Authority will endeavour to undertake a home visit to discuss this with the parents/carers.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated safeguarding lead of any concerns

PART 2:

IDENTIFYING CHILDREN WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in our school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

DEFINITIONS:

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. **Development** means physical, intellectual, emotional, social or behavioural development. **Health** includes physical and mental health. **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate carers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING AREAS:

Keeping Children Safe in Education September 2019, identifies specific areas of safeguarding that has developed since the last publication below in alphabetical order are those key areas, a definition and our procedures to ensure our children are protected. Appendix A details the key areas of abuse

Children and The Court System:

Children who are involved in family courts, providing evidence are subject to stress as they are entrenched in family conflict.

There is a Child Arrangement Toolkit that has clear and concise information on the dispute resolution service available. This may be useful for parents and carers. School will always provide ELSA support where needed, and be extra vigilant and mindful for children potentially in this situation.

Child Criminal Exploitation - (County Lines):

This is defined where exploitation is geographically widespread, that is a typical feature of county lines activity such as drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, across counties using dedicated mobile phone lines.

Children may miss education or appear to have more material belongings or confidence than previously. Methods to entice can involve violence, intimidation, and there is an imbalance of power. The DSL will refer to the MASH and will consider the National Referral Mechanism

Child Sexual Exploitation:

CSE is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants; or the financial advantage or increased status of the perpetrator or facilitator.

The school recognise that this may even appear to be consensual, but still constitutes abuse. Children may appear to have new gifts, possessions, associating with other young people being exploited, suffer from sexually transmitted diseases, have changes in emotional well-being, misuse drugs and alcohol, miss school, and come home late or not at all. Staff will report any concerns to the DSL. Support will be sought from agencies for the child and family.

The school will adhere to LSCB guidance and practice. Children will be taught about keeping themselves safe and CSE at an age appropriate level through PSHCE (Jigsaw programme), assemblies and other curriculum opportunities.

Children Missing from Education:

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation. After reasonable attempts to contact the family the school will inform the Local Authority so that informed and swift action can be taken.

- The school will keep its admission register accurate and up to date. This is the responsibility of the Pupil Administration Officer - Mrs J Edwards.
- The school have clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding.
- This is set out in 4 stages, and includes working with Pastoral Support and the LA School Attendance Worker (SAW).
- The school has an Attendance Lead – this is our Deputy Head, Kerry Amabile, who strategically maintains an overview of attendance – ensuring monitoring checks and Early Help and support strategies are in place for the most vulnerable.
- The Attendance Lead reports to the Headteacher of the Federation, who may become involved with specific families.
- The school will inform the LA if a child is to be educated outside of school (Elective Home Education), is unfit to attend on health grounds, is in custody for four months or is permanently excluded.

Children with Family Members in Prison:

Children who have family members in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health.

The school will use the NICCO (National Information Centre on Children of Offenders) information in such circumstances to provide support to children, to help mitigate negative consequences

Digital Well-Being (See also Digital Well-Being)

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc. including 'cyber-bullying'.
- Staff at this school have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. Parents are included as much as possible in this process as children often have access to a wide range of technologies at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their use of social networking sites and must not discuss school business or school issues on their personal social networking site.
- Appropriate filters are in place to safeguard children.
- Children are taught that if they do something wrong it's better to tell an adult before it gets any worse.

The On-line Safety Champion, Mr Luke Boughton, is responsible for ensuring that e-safety procedures are adhered to and that any breaches are reported to the DSL team. Mr Boughton will coordinate on-line safety training for staff, pupils and parents, alongside specific action to support individual pupils and their family, when needed. Mr Shalom Bhopale, IT Manager, is responsible for ensuring the network and computer systems are compliant with Hamwic audits. The Safeguarding governor checks incident records once a term.

Photography and Images:

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, some people abuse children through taking or using images so to protect children we will:

- Seek parental consent for photographs to be taken or published
- Use only the child's first name with images
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Domestic Abuse:

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.

Children often feel to blame, live in fear and uncertainty and therefore are prone to longer term emotional and psychological needs. The school refer to NSPCC website for advice and guidance; use the SAFELives toolkit to support an assessment.

This school receives information from the police to alert the DSL in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil.

If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Female Genital Mutilation:

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Staff will have regard to this specific form of abuse so that they are alert to indicative signs and can report these swiftly. The statutory duty to report concerns and do everything possible to prevent these forms of abuse is recognised.

Through PSHCE, the Sex and Relationship curriculum children will be made aware of the rights they have with regard to their body.

Appendix 1 gives a link to further information on signs of FGM. It is the duty of any teacher to report to the police where they have discovered that FGM appears to have been carried out on a girl under 18.

Honour Based Violence Including Forced Marriage

This encompasses incidents or crimes which have been committed to protect or defend the honour of the family community including FGM, forced marriages and practices such as breast ironing.

Honour-based violence is defined as . . .

“An incident or crime which has or may have been committed to protect or defend the honour of the family and or community.” ACPO

Honour based abuse is where a person is punished by their family/community for allegedly undermining what they believe to be the correct code of behaviour. This can be distinguished from other forms of abuse, as it is often committed with some degree of approval and /or collusion from family and/or community members.

All forms of HBV are abusive, and will be escalated by being referred to the DSL, who will follow appropriate course of action.

Preventing Radicalisation – Prevent Duty – Counter Terrorism & Security Act 2015

Children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual respect, tolerance of different faiths and beliefs, rule of law and democracy.

- The Prevent lead is the DSL, and will contact CHANNEL for any referrals regarding extreme behaviours or symptoms being displayed. Children may appear more withdrawn, or conversely gain new confidence, use specific language or be overly interested or vocal about a specific agenda. They may doodle images or signs or wear particular clothing.
- Senior / Pastoral staff have undertaken accredited training relating to Prevent duties which must be regularly updated.
- All staff will receive training regarding the school's duty under the Prevent agenda and will be alert to signs of radicalisation.
- The school will engage effectively with the family as this is the key way of spotting signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.
- Concerns will be reported to the Prevent Lead or the DSL so that appropriate action, e.g. referral to the safeguarding referral unit (police) sru@dorset.pnn.police.uk – 01202 222229, can be taken.
- The school will work in partnership with other agencies.
- IT policies and suitable filtering is in place to ensure that children are safe from terrorist and extremist material when accessing the Internet on the school site. • British values are promoted through the curriculum.
- The school website will be used to give information to families e.g. Education Against Hate <http://educateagainsthate.com/>

PEER On PEER ABUSE including sexual violence and harassment (Part 5 KCSiE):

Children can abuse other children, and it may take several forms. This includes bullying (including cyber), sexual violence, sexual harassment, physical abuse, sexting and initiating /hazing and rituals.

Sexual Violence:

This refers to sexual offences under the Sexual Offences Act 2003, and includes rape, assault by penetration, sexual assault.

Sexual Harassment:

This means 'unwanted conduct of a sexual nature' and can occur offline or online. This is in the context of child on child sexual harassment and is likely to violate a child's dignity, make them feel intimidated, degraded. Humiliated and creates a hostile, offensive sexualised environment.

Both sexual harassment and violence are not acceptable, and are a form of abuse. They will not be shrugged off as 'humorous', banter or just boys being boys. The school recognise that more vulnerable groups are girls, SEND and LAC.

The DSL will refer to the Brooks Toolkit for guidance, follow LA flowchart for Youth Produced Sexual Imagery and contact the Safe Schools and Communities Team for advice. The DSL has been trained on managing peer on peer abuse, particularly of a sexual nature. The DSL will follow Part 5 of KCSiE on how to respond to an incident, risk assessment to the victim, other children, staff and the perpetrator. They will follow record and reporting arrangements considering whether to manage internally, gain Early Help, refer to Social Care or report to the Police.

Health and Safety (Including Educational Visits)

- The Health and Safety Policy, set out in a separate document, details the way that our children's physical safety is protected both within the school environment and when undertaking educational trips and visits.

- Risk assessments are created for all special events on site and off site educational visits.
- Our off-site educational visit lead is Sam Wakely, all risk assessments must be passed to her prior to booking the trip, she will liaise with the Headteacher of the Federation.
- The Child Protection Safeguarding policy and procedures of off-site providers will be checked and the DSL must be satisfied that they are appropriate before the facility is used.
- The member of staff in charge of the visit will report any safeguarding concerns to the DSL. In emergency the member of staff in charge of the visit will contact the police and/or social care.

Anti-Bullying:

- Our anti-bullying champion is Dawn Murray
- The Anti-Bullying policy gives clear guidance on the way that potential or actual incidents of bullying are dealt with. Written records of incidents are kept which are checked termly by a governor.
- This includes all forms of bullying including cyber, racist, homophobic and gender related bullying.
- Racial and homophobic language will not be tolerated.
- All staff are aware that children with SEND and or differences/perceived differences are more susceptible to being bullied or being victims of child abuse.

PART 3:

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow Part 1, Part 4 & 5 of Keeping Children Safe in Education 2019 and the DSL and Deputy DSL's following the LSCB Safeguarding Procedures which are consistent with ['Working Together to Safeguard Children, 2019'](#) and ['What to do if you are worried a child is being abused, March 2015'](#)

1. The Curriculum:

Throughout the whole school, staff raise pupil's awareness of appropriate safety knowledge. This normally links in with topics, events at certain times of the year or aspects of development that are needed such as independent walkers – Road Safety and Stranger Danger. The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others. In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.

Children will be taught that they have a right to be safe. Children are taught how to be safe in a range of situations and how to avoid harming themselves. This includes safety at home, road, and rail and water safety. Some of the areas we focus on include: Stranger Danger, Fireworks, digital well-being, cyber bullying, and personal safety following the NSPCC Pants Campaign. Full details about what is covered in each year group in which can be seen in our long-term curriculum map. Children will be made aware of whom they should turn to for help through the curriculum, displays and assemblies.

2. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. All staff are aware of the early help process, and understand their role in it.

In order to do this, the school will work closely with the Poole EHAP team as well as with other local agencies to identify children and families who would benefit from early help. We will:

- Undertake an assessment of the need for early help
- Meet regularly with families – Team Around the Family Meetings (TAF), Team Around the Child Meetings (TAC)
- Provide early help services e.g. school nurse, pastoral worker, Inclusion Lead, family outreach worker, ELSA, Therapeutic Play, Pastoral support, Forces support
- Refer to appropriate services e.g. CAMHS, Mosaic, School Nursing Team, local GP, Health Visitor team.

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

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education health care plan);
- Is a young carer;
- Is frequently missing/goes missing from care or home;
- Is misusing drugs or alcohol;
- Is in family circumstances which are presenting as challenging for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or;
- Has returned home to their family from care;
- Risk of radicalisation;
- Drawn into anti-social/criminal behaviour;
- At risk of modern slavery, trafficking and exploitation;
- Early signs of abuse or neglect;
- Has a family member in prison
- Is previously looked after
- Is homeless or in temporary accommodation.

What if I had a concern about a child:

It is not always the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Staff will always have a mindset that 'it could happen here', and to consider life from the child's viewpoint. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for Safeguarding (or another senior member of staff in the absence of the designated safeguarding lead) prior to any discussion with Parents/carers.

3. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;

- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

4. Responding to Disclosure:

Disclosures or information may be received from pupils, parents/carers or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Team and make a contemporaneous record on the Initial Contact Concern form.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that they can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- ask non-leading questions e.g. 'Can you tell me what happened?' rather than 'Did x hit you?' Use the **T.E.D** (Tell me, Explain, Describe) approach to questioning;
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;

- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

5. Action by the Designated Safeguarding Lead (or other member of the Safeguarding Team in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;
- making an enquiry to the MASH (Multi-agency Safeguarding Hub) on 01202 735046 for information and advice and possible referral;
- discussing the matter with other agencies involved with the family;
- the child's wishes (other than keeping a confidence).

Then decide:

- wherever possible, to talk to parent/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately, by completing a Children's Social Care Referral Form, see appendix 2.

OR

- not to make a referral at this stage, just act on advice given from Duty Workers at the MASH;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. Poole Early Help Assessment 'PEHA') and/or make a referral to other services such as early help (EHAP) services, including Family Outreach and/or School Attendance Workers, by completing the relevant documentation.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

6. Action following a Social Care referral

The Designated Safeguarding lead or other member of Designated Safeguarding Team will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent Child Protection Conferences or Child In Need meetings;
- if the child or children are placed on a Child Protection (CP) Plan, contribute to the Protection Plan and attend Core Group Meetings and Review CP Conferences;
- where possible, share all reports with parents/carers prior to meetings;

- when in disagreement with a decision made by Social Care or other referral agencies discuss this with the designated safeguarding lead and one of the Team Managers at MASH (Multi-agency Safeguarding Hub) to discuss reconsideration and, if applicable to initiate the Escalation Policy process;
- where a child who is on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care.

7. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim on the electronic safeguarding platform where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Safeguarding' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and Deputy Headteacher of the Federation and Safeguarding Team. These records will be transferred to any school or setting the child moves to, clearly marked 'Safeguarding, Confidential, for attention of Designated Person Safeguarding.' If the child goes missing from education or is removed from roll to be educated at home, then any safeguarding file will be sent to the Children, Young People and Learning Team at the Local Authority.

8. Supporting the Child and Partnership with Parents/Carers

- School recognises that the child's welfare is paramount, however good safeguarding practice and outcome relies on a positive, open and honest working partnership with parents/carers
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

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

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

10. Whistle Blowing

- All staff are made aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the actions or attitudes of colleagues through the school whistle blowing policy.
- If the suspicions in any way involve a member of staff, the matter must be brought to the attention of the Headteacher immediately who will act in accordance with procedures in Keeping Children Safe in Education (Sept 19) Part 4.
- If the suspicion involves the Headteacher, advice should be sought from the Local Authority Designated Officer (LADO) and the Chair of the Governing Body is to be informed immediately. Other school staff should assist parents to do this if required.
- Whistle Blowing regarding the Headteacher should be made to the Chair of governors – gov.chair@harbourviewschools.co.uk
- A member of the Governing Body / Trustees is nominated to liaise with the LA regarding child protection and allegations against the Headteacher.
- The Head and Deputy Headteacher of the Federation or Chair of Governors will attend any meetings facilitated by the (LADO) relating to allegations against staff. This is the forum for deciding what action may be necessary.
- The Headteacher and Deputy Headteacher of the Federation will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher or Deputy Headteacher of the Federation may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher or Deputy Headteacher of the Federation will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents/carers and staff
- The Headteacher of the Federation will inform the Chair of Governors of any allegation.
- Staff are made aware of the NSPCC whistle blowing helpline (help@nspcc.org.uk or 0800 028 0285) so that they can report any concerns they may have about the Leadership or DSL and handling of safeguarding matters. (help@nspcc.org.uk or 0800 028 0285)
- The Sexual Offences Act 2003 established a criminal offence of ‘abuse of trust’ affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. This legislation is intended to protect young people in education who are over the age of consent but under 18 years of age, as well as those under 16. ‘Grooming’ a child or person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.
- Records of allegations against staff will be retained for 25 years.

11. Role of the LADO:

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies. Safeguarding and Child Protection Policy and Procedures Reviewed: September 2019 Page 6 of 16
- Ensuring the child's voice is heard and that they are safeguarded
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

12. Use of Physical Interventions:

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.)
- During rare occasions where a child is causing harm to themselves or others, staff are expected to safely intervene.
- The school follows the DfE Guidance on the Use of Reasonable Force. Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
 - a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - b) causing personal injury to, or damage to the property of, any person (including the pupil himself);
 - c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.
- The SLT are restraint trained and have trained staff on preventative strategies. If a member of staff is anticipating a child is leading to a more violent incident they will send walkie talkie for assistance from the SLT member.
- Any restraint incident will be recorded, following the Hamwic electronic forms and our body map form that indicates holds used.
- At no time can a child be held in a way that restricts their breathing or chest as indicated in the DfE guidance
- Parents are informed immediately.
- Children who have more complex emotional needs, will have a specific Behaviour Response Plan – drawn together with the Inclusion Lead, parents and class teacher. This

is shared with other staff and reviewed on a regular basis, along with emotional support programme being delivered regularly

Appendix 1 - CONTACTS

Education Safeguarding Advisor &

Local Authority Designated Officer (LADO) Julie Murphy 01202 633694/
(juliemurphy@poole.gov.uk)

Bournemouth & Poole Local Safeguarding Children Board 01202 458873

CME Coordinator Jeanette Oxley
(Children Missing Education) Kirsten Boundy 01202 261980

Poole Children & Young People's Services & Social Care (MASH) Duty Worker 01202 735046

Emergency Duty Team (Out of Hours) 01202 657279

Early Help Advice Point (EHAP) 01202 262626

School Attendance Worker Jan Traynor 01202 261980
(outreachattedance@poole.gov.uk)

Family Outreach Worker Pam Ketteridge 01202 261980
(outreachattedance@poole.gov.uk)

NON EMERGENCY POLICE 101

SAFE SCHOOLS & COMMUNITIES TEAM (SSCT) 01202 222844
(ssct@dorset.pnn.police.uk)

Appendix 2 Referral Form- MASH

Child / Young Person's Details						
Family Name:	Click or tap here to enter text.		Forename(s):	Click or tap here to enter text.		
Agency Ref:	Click or tap here to enter text.		Known as:	Click or tap here to enter text.		
Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Unborn <input type="checkbox"/>	DOB/EDD:	Click or tap here to enter text.	
Ethnicity:	Click or tap here to enter text.					
Address (inc postcode):	Click or tap here to enter text.					
Tel No:	Click or tap here to enter text.					
Home Address (if different):	Click or tap here to enter text.					
Tel No:	Click or tap here to enter text.					

Your Details						
Surname:	Click or tap here to enter text.		Forename(s):	Click or tap here to enter text.		
Role/Relationship to the Child:	Click or tap here to enter text.					
Email and Postal Address:	Click or tap here to enter text.					
Mobile no:	Click or tap here to enter text.		Tel no:	Click or tap here to enter text.		
When can you be contacted?	Click or tap here to enter text.					
Are the parents aware of the referral?	Yes <input type="checkbox"/>	<input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>		
Is the child/young person aware of the referral?	Yes <input type="checkbox"/>	<input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>		
If not, what is the additional risk identified in seeking consent? (Advice can be sought through the MASH)	Click or tap here to enter text.					

Parents/persons caring for the child/young person (Please indicate by * against name if parental responsibility)						
Surname	Forename	Gender	AKA	Address/Tel number	DOB	Relationship to child
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Other people in the household (Please indicate by * against name if another child/young person is also being referred)						
Surname	Forename	Gender	AKA	Address/Tel number	DOB	Relationship to child
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Significant others/other family members (Please indicate by * against name if parental responsibility)						
Surname	Forename	Gender	AKA	Address/Tel number	DOB	Relationship to child
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What is the reason for making the Social Care Contact?
Please complete this section fully
(Please attach a chronology if available)

Click or tap here to enter text.

Please provide details about the developmental needs of the child
For example: Health, Education, Emotional and behavioural development, Developing Independence, Identity and Social Presentation

Click or tap here to enter text.

Please provide any known information about the parents/carer's capacity to meet the needs of the child
For example: Basic Care, Ensuring Safety, Emotional Warmth, Stimulation, Guidance and Boundaries, Stability

Click or tap here to enter text.

Please provide any known information about family and environmental factors that impact the parent's ability to meet the needs of the Child/Young Person
For example: Family history, how the family function day to day, wider family and social relationships, suitability of housing, poverty, access to community resources and engagement with professionals

Click or tap here to enter text.

What actions have you already taken to support the family?
Please attach the TAF Plan and minutes of the last TAF Meeting (where appropriate)

Click or tap here to enter text.

What do you think should happen next (be specific about focus for further assessment)?

Click or tap here to enter text.

Additional information	
Child's religion:	Click or tap here to enter text.
Child's first language:	Click or tap here to enter text.
Parent / carer's first language:	Click or tap here to enter text.
Interpreter / signer required?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give details:	
Does the child / young person have a disability?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes give details:	Click or tap here to enter text.
Child / young person's GP:	Click or tap here to enter text.
School attended:	Click or tap here to enter text.

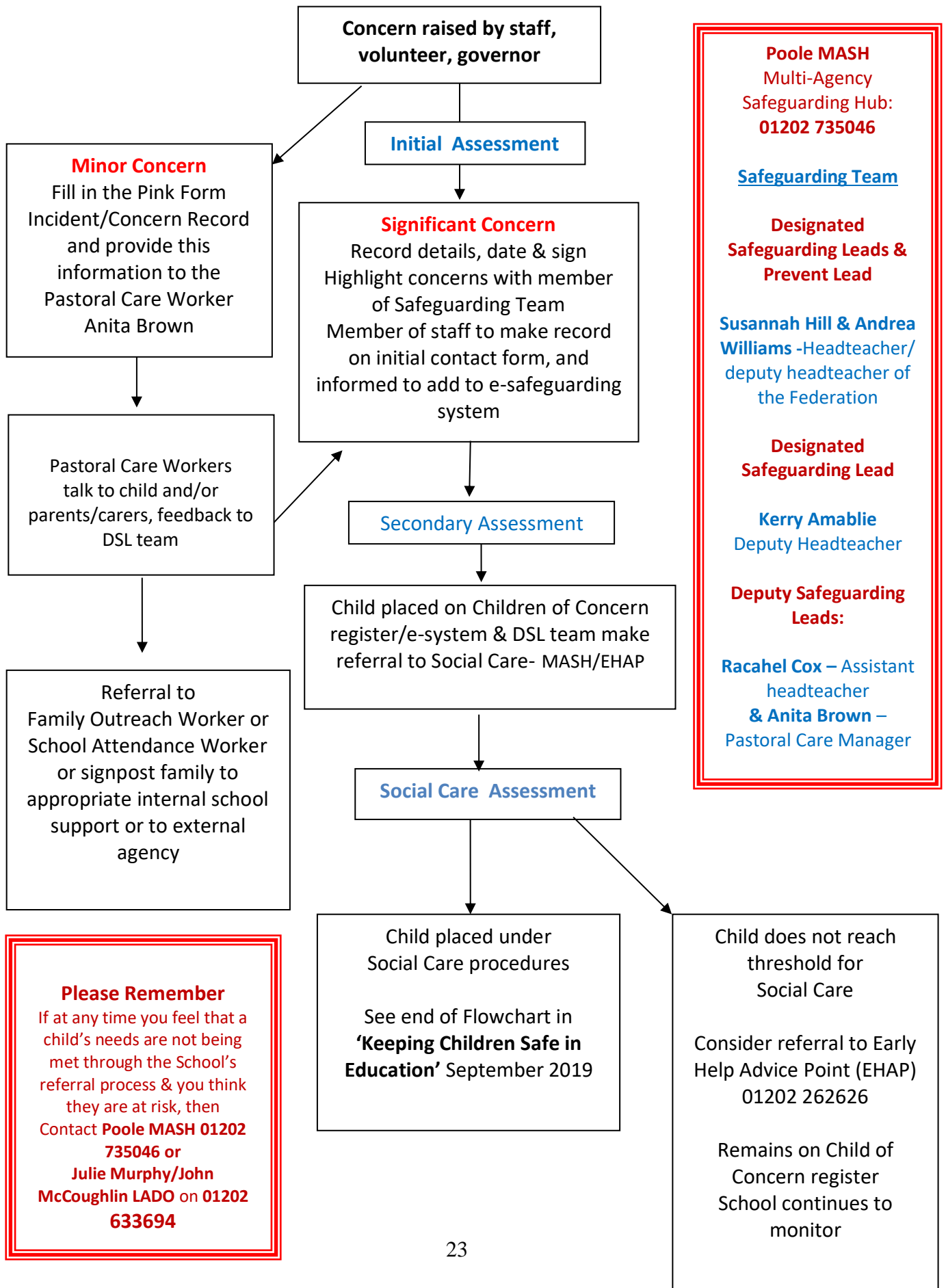
Agencies/ Professionals known to be involved			
Name:	Click or tap here to enter text.	Email:	Click or tap here to enter text.
Agency:	Click or tap here to enter text.	Tel no:	Click or tap here to enter text.
Name:	Click or tap here to enter text.	Email:	Click or tap here to enter text.
Agency:	Click or tap here to enter text.	Tel no:	Click or tap here to enter text.
Name:	Click or tap here to enter text.	Email:	Click or tap here to enter text.
Agency:	Click or tap here to enter text.	Tel no:	Click or tap here to enter text.

Note: Information provided on this form will be shared with families and young people. If relevant to assessment and planning, unless indicated otherwise by the referrer or where sharing would put any individual at risk or harm.

Signature of referrer:	
Signature of Parent / Carer:	
Signature of child / young person (where relevant):	

Appendix 3

Hamworthy Park Junior Child Referral Procedures



References

Key Safeguarding Websites and Documents

*Bournemouth & Poole Local Safeguarding Children Board
(Safeguarding Procedures and Training)*

<http://www.bournemouth-poole-lscb.org.uk/home>

Children Missing from Education – September 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Keeping Children Safe In Education – September 2019

What to do if you're worried a child is being abused: Advice for Practitioners – March 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Counter Terrorism and Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

Working Together to Safeguard Children – May 2019

Information Sharing Advice for Safeguarding Practitioners – July 2018

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Prevent duty guidance: for England and Wales, HM Government

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Information for Families

Poole Family Information Service – a vital resource for all families

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>

Other useful websites

Bullying & child abuse

www.kidscape.org.uk

www.childline.org.uk

Internet Safety

www.nspcc.org.uk

www.thinkuknow.co.uk

www.childnet-int.org

Jigsaw Programme

www.kidsmart.org.uk

www.jigsawpshe.com

School Documents

GDPR Policy

Code of Conduct Policy

Attendance Policy

Confidentiality Policy

Whistle-Blowing Policy

Emergency Response Plan

E-Safety Policy

Guidance for Staff facing an Allegation of Abuse Policy

Inclusion Policy

Positive Behaviour Policy

Anti-Bullying Policy

School Lettings Policy

The Use of Physical or Restrictive Intervention in Educational Settings and Children's Services Policy.