



CLAYESMORE

# SAFEGUARDING POLICY

2024

Responsible:	Designated Safeguarding Leads
Clayesmore School:	SarahJane Newland
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## THE SAFEGUARDING TEAM

### Nominated Governors (with a special interest in Safeguarding)

1. Dayle Kirby and Fiona Waller (Contact via [bursarpa@clayesmore.com](mailto:bursarpa@clayesmore.com))

### Head

2. Mrs Jo Thomson ([jthomson@clayesmore.com](mailto:jthomson@clayesmore.com) 01747 8132122).

### School Safeguarding Leads

3. Designated Safeguarding Lead – SarahJane Newland Deputy Head (Pastoral) ([sjnewland@clayesmore.com](mailto:sjnewland@clayesmore.com), 01747 813131, 0772 882 14937)
4. Deputy DSL (Years 3-8) – Dan Browse, Assistant Head (Years 7-8) ([dbrowse@clayesmore.com](mailto:dbrowse@clayesmore.com), 01747 813155, 07387 265 475)
5. Deputy DSL (Years 9-13) - Lydia Chmielewski, Head of EAL ([lchmielewski@clayesmore.com](mailto:lchmielewski@clayesmore.com), 01747 813134)

### Holiday Cover Deputy DSL

6. Deputy DSL - Tracy McConnell, Head of Compliance and Business Support ([tmccconnell@clayesmore.com](mailto:tmccconnell@clayesmore.com))

### Dorset Safeguarding (Local Safeguarding Partnership)

7. [Pan Dorset Safeguarding Children Partnership](#)
8. Children's Advice and Duty Service - Single Point of Contact for safeguarding concerns North Dorset - 01305 228866
9. Children's Advice and Duty Service for Professionals - Single point of Contact for professionals for safeguarding concerns North Dorset - 01305 228558
  - a. DfE guidance – [Keeping Children Safe in Education](#) (KCSIE 2024)
  - b. [Working Together to Safeguard Children \(2018\)](#) – published by HM Government
  - c. [Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance](#)
  - d. [What to do if you're worried a child is being abused](#) – published by HM Government

## INTRODUCTION

10. The Safeguarding policy for all parts of Clayesmore School has been written in accordance with Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance, accessed through the [Pan-Dorset Safeguarding Children Board website](#). The school will operate safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.
11. The contact details for the school's Designated Safeguarding Leads and also the local authority are set out at the beginning of the policy
12. This document sets out how the school seeks to address safeguarding concerns and is necessarily long. However, remember ANYONE can refer safeguarding concerns directly to Social Services on 01305 228866 and if you have concerns about extremist behaviour or

attitudes you can phone the police on 101, or the DfE telephone helpline on 020 7340 7264 or the confidential anti-terrorist hotline on 0800 789 321 or email, counter.extremism@education.gov.uk

## RELATED DOCUMENTS

13. In writing this policy and these procedures we have had due regard to Section 175 / Section 157 of the Education Act 2002 and the following statutory guidance, non-statutory advice and other advice:
  - a. [Keeping Children Safe in Education](#) (September 2024) (KCSIE)
  - b. [Disqualification under the Childcare Act](#) (2006)
  - c. [What to do if you're worried a child is being abused](#) (March 2015)
  - d. [Working Together to Safeguard Children](#) (December 2023)
  - e. [Information Sharing](#) (July 2018)
  - f. [Prevent duty Guidance: for England and Wales](#) (2023)
  - g. [The use of social media for on-line radicalisation](#) (July 2015)
  - h. [SEND Code](#) (April 2020)
  - i. [Mental health and behaviour in schools](#) (November 2018)
  - j. [Counselling in schools: a blueprint for the future](#) (February 2016)
  - k. [Disqualification under the Childcare Act 2006](#) (August 2018)
  - l. [Mandatory Reporting of Female Genital Mutilation – procedural information](#)
  - m. [Teaching online safety in schools](#) - (January 2023)
  - n. [Children missing education](#) - (September 2016)
  - o. [When to call the Police - Guidance for Schools and Colleges 2020](#)
  - p. [Guidance for Safer Working Practices for those working with children and young people in education settings February 2022](#)
  - q. [Behaviour in Schools - advice for Headteachers and School Staff 2022](#)
  - r. [Meeting digital and technology standards in schools and colleges, updated March 2023](#)
  - s. [Keeping children safe in out-of-school settings, April 2022](#)
  - t. [Working together to improve school attendance](#) (August 2024)

## PREP SCHOOL

14. This policy applies to all of Clayesmore School.

## DEALING WITH CONCERNS ABOUT A CHILD

15. All adults working at Clayesmore School are made aware that the welfare of the child is paramount and we expect anyone who works in our school to share this commitment. We take seriously our duty to safeguard and promote the welfare of the children and young people in our care. We will always act in the best interests of the child.
16. All at Clayesmore must be aware that safeguarding children is everyone's responsibility. KCSIE 2024 defines safeguarding and promoting the welfare of children as:
  - a. providing help and support to meet the needs of children as soon as problems emerge

- b. protecting children from maltreatment, whether that is within or outside the home, including online
  - c. preventing the impairment of children’s mental and physical health or development
  - d. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - e. taking action to enable all children to have the best outcomes.
17. We believe that all children have the right to be safeguarded from harm or exploitation whatever their:
- a. age
  - b. health or disability
  - c. gender
  - d. sexual orientation
  - e. race
  - f. religion or beliefs
  - g. first language
  - h. political or immigration status
18. Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents and other agencies in order to safeguard children and promote their welfare.
19. The purpose of this policy is to:
- a. afford protection for all pupils
  - b. enable staff and volunteers to safeguard and promote the welfare of children
  - c. promote a culture of vigilance which makes this school a safe place to learn and in which children feel safe
20. This policy applies to the Head and Head of Prep, all staff (including supply and peripatetic staff), volunteers (in regulated activity), governors or anyone working on behalf of the school.

## KEY PRINCIPLES

21. We take the following steps to ensure the welfare and safety of our pupils:

### Record Keeping and Communication

22. By conscientious communication within the staff, and between the school and parents we strive to identify any concerns early and provide early and appropriate help to prevent them from escalating.
23. We keep clear, accurate and contemporaneous safeguarding and child protection records that maintains a chronology
24. We keep a number of logs in order to ensure we record all events which might in some way be relevant to safeguarding issues. These logs are reviewed regularly by the DSLs and their deputies and by senior staff and any emerging or potential patterns discussed. These logs include but are not limited to: a log of all sanctions applied by any member of staff in the school, a log of any instances of bullying cross-referenced for all those involved, and a concerns log.
25. Clayesmore uses the software, ‘My Concern’ for record keeping.

## **Allegations Against Staff**

26. We deal appropriately with any allegations/concerns about the behaviour of all staff, including supply staff, and volunteers in accordance with the process set out in statutory guidance and in consultation with the Local Authority Designated Officer at Dorset Children safeguarding Board. The procedures the school will adopt are set out in Appendix 9.

## **Pupil Attendance**

27. We monitor attendance closely and contact parents daily if a child is missing without explanation. Students who are repeatedly absent or who are absent for long periods of time without reasonable explanation will be discussed with Dorset Children's Services.
28. The DSL acts as Senior Attendance Champion.

## **Private Fostering**

29. Clayesmore staff understand the mandatory duty to inform the local authority of children in private fostering arrangements. A private fostering arrangement is one made without the involvement of the local authority for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention it should last 28 days or more. A close relative is a brother, sister, uncle, aunt, grandparent and includes half siblings and step parents: it does not include great-aunts or uncles, great grandparents or cousins.

## **Children with Social Workers**

30. At Clayesmore, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning and poor mental health.

## **Curriculum**

31. We have a robust anti-bullying policy not tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination.
32. We believe it is essential that pupils are constantly reminded about how to keep themselves safe, including online. We use assemblies, tutorials, computing lessons, PSHE and outside speakers to ensure that pupils are reminded of how to keep themselves safe on the internet. We work with the Dorset Safe Schools Team from Dorset Police in educating the pupils about alcohol, the law and the internet.
33. Through the curriculum we aim to discourage one-sided views and extremism, and to encourage tolerance and empathy.
34. Children at Clayesmore School are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way and are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
35. Risk assessments exist for all activities and are reviewed and updated annually. For educational visits and one-off activities group leaders risk assess each activity. If using



outside agencies for adventure training such as DfE, providers hold a licence as required by Adventure Activities Licensing Authority (AALA)

36. Various pupil committees exist in order to gain pupil views and insights and pupils are made aware of who to talk to through tutorial, PSHE, posters and assemblies.

### Consultation of External Agencies

37. When more serious child protection issues arise we always consult first and without delay with the Children's Advice and Duty Service (CHAD) Dorset Single Point of Contact for Professionals 01305 228558 and will follow their advice.
38. We share information about concerns with agencies who need to know as below:
- a. Significant harm is immediately referred to the CHAD Single point of Contact for professionals for safeguarding concerns - 01305 228558
  - b. Mental health issues are referred to CAMHS, via the school Health & Wellbeing Centre
  - c. For children in need it is sometimes necessary to initiate Early Intervention Support. We do this by using inter-agency support and the Common Assessment Framework (CAF) to form a Team Around the Family (TAF).
  - d. With consent from parents and pupil the DSL will register a CAF - this is a common form and assessment framework to help practitioners gather and understand information about the needs and strengths of the child or young person through a whole child approach. It is used when agencies need to work together and the child may have needs that do not meet the threshold for a referral to Social Care.
  - e. Parents will be included in any discussions about support for their child/children but their consent is not necessary before a referral is made when there are reasonable grounds to believe a child is at risk of significant harm.

### Training

39. Training is an important element in our strategy for identifying child protection issues, and in dealing with them. Further details of the training we undertake is set out below.

### RELATED POLICIES

40. These include but are not limited to:
- a. online safety policies for pupils and staff
  - b. pupil behaviour policies for different areas of the school
    - i. [Prep School](#)
    - ii. [Senior School](#)
  - c. safer recruitment policy and procedures (available on request)
  - d. procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate) (KCSIE)
  - e. whistle blowing policy (Website)
  - f. anti-bullying procedures (School Calendar, website)
  - g. [Safeguarding for Remote Teaching](#) (Website)
  - h. COVID 19 Whole School Risk assessment

### WHAT IS CHILD PROTECTION?

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

## WHAT IS SIGNIFICANT HARM?

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

## CONTEXTUAL SAFEGUARDING

43. All staff at Clayesmore School, but especially the DSLs (or deputies) will consider the context within which any incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Contextual safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
44. Parents and carers have little influence over these contexts and young people's experiences of extra-familial abuse can undermine parent-child relationships.
45. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
46. Staff at Clayesmore will consider the location and culture of the school and where pupils live when assessing the risks that young people may be exposed to, both inside and outside of the school community. When completing a social care assessment, staff will consider wider environmental factors and provide as much information as possible as part of the referral process.

## PURPOSE OF THESE PROCEDURES

47. These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years but the principles of these procedures apply also to vulnerable young adults over 18 years. Staff members are advised to maintain an attitude of 'it could happen here,' where safeguarding is concerned and must always act in the best interests of the child.

## TAKING ACTION

48. Members of staff should use MyConcern to record any concerns that they have about a child, but urgent concerns should also be reported to the DSL immediately, either by email or in person.

49. If you see physical injuries, note them, but do not photograph them. Do not ask to see injuries that are not immediately visible.
50. Listen to children and allow them to talk by asking open questions but do not ask them to write any disclosure down.
51. Staff should share any concerns they have about a child with the DSL. However, it should be remembered 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.
52. Report any disclosure to the DSL straight away and follow it up in writing within 24 hours. Write as factually as possible including the child's own words. Do not make conjectures.
53. Contact the DSL using the number on the safeguarding card issued on induction or see the Safeguarding Team in this document.
54. If the DSL is unavailable, contact a Deputy DSL or refer the concern yourself to Dorset CHAD Single Point of Contact for professionals 01305 228558, or to the LADO, 01305 221122.
55. The DSL will keep reporting staff informed of the progress of the referral.

## **RESPONDING TO CONCERNS REPORTED BY PARENTS OR THE COMMUNITY**

56. Occasionally parents or other people in the local community tell school staff about an incident or an accumulation of concerns they have about the family life of a child who is also a pupil at the school.
57. If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way.
58. It is preferable if the parent/ community member who witnessed or knows about the concerns or incident makes a call to Social Care themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.
59. If the parent/ community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.
60. This process also applies to parents/ community members who are also school staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.
61. Remember - anyone can make a referral to Social Care, not just the DSLs.
62. Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST** be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy who will then communicate readily and immediately with CHAD. If the DSLs are not available the staff member will discuss their concerns as soon as possible with either:
  - a. another senior member of staff or
  - b. the duty worker in the CHAD Single Point of Contact for professionals 01305 228558
 It is important that we are all aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether

or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral. The role of school staff is to act promptly as detailed above.

63. The above applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside school, a member of staff or another child/pupil.

## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) OR CERTAIN HEALTH CONDITIONS

64. Research shows that some children are especially vulnerable to abuse; they are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children and may experience communication barriers when managing or reporting these challenges.
65. Adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect.
66. These child protection procedures will be followed if a child who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who are disabled.
67. Staff responsible for intimate care of children will undertake their duties in a professional manner at all times and in accordance with the school's intimate care policy.

## HANDLING ALLEGATIONS

### Allegations Against a Member of Staff, Supply staff and Volunteers

68. If a member of staff has any reason to believe that another adult in school has acted inappropriately or abused a child or young person, they must not delay, but take action immediately by reporting to the Head or to the DSL. The DSL will pass all reports to the Head without delay.
69. Even though it may seem difficult to believe that a colleague may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.
70. All allegations will be conducted according to guidance in Part 4 of KCSIE and will be referred to the LADO at the CHAD (01305 221122). They must be informed within one working day of all allegations that come to the Head's attention or that are made directly to the police. No investigation will take place before referral to the LADO.
71. If the Head is unavailable for any reason, concerns must be reported to the Chair of Governors, [bursarpa@clayesmore.com](mailto:bursarpa@clayesmore.com), or the LADO (01305 221122) in the CHAD.
72. Discussions with Children's Services must be recorded in writing and communication with both the parents of the child and the Individual member of staff agreed. We will give due weight to their views when considering whether suspension is appropriate.
73. If a residential member of staff is suspended while an investigation is taking place they may be required to vacate their residence with immediate effect. This is a condition in their Licence to Occupy. However, bearing in mind that suspension is a neutral act the school will support the member of staff in finding alternative accommodation while an investigation is underway.

74. Clayesmore will make every effort to maintain confidentiality and to guard against unwanted publicity (up to the point where an accused person is charged with an offence).
75. Clayesmore is committed to report promptly, and certainly within a month, to the DBS (Disclosure and Barring Service) any employee, trainee, contractor or volunteer who we will no longer use for regulated activity because they have caused harm to or posed a risk to a child. We will not use compromise agreements in such cases and will also inform the TRA ([Teaching Regulation Agency](#)) where a teacher has been dismissed or would have been dismissed had he or she not resigned and where therefore a prohibition order may be appropriate. Such an order might be given for 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction at any time for a relevant offence.'

### Allegations Against the Head or the DSL

76. If the Head is unavailable for any reason, or if the allegation is about the Head or about the DSL, concerns must be reported to the Chair of Governors, [bursarpa@clayesmore.com](mailto:bursarpa@clayesmore.com), or CHAD (01305 228558).
77. Further guidance for the procedures of managing allegations made against staff can be found in Appendix 10.

### The School's Staff Code of Conduct and Safer Working Practice

78. All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made.
79. The School has adopted the document "[Guidance For Safer Working Practice for Those Working with Children and Young People in Education Settings February 2022](#)"

### The School's Whistle-blowing Procedures

80. These are outlined in a separate document '[Whistle Blowing Policy](#)'.

### Details of the School's Recruitment Policy

81. These are described in a separate document '[Recruitment, Selection and Disclosures Policy and Procedure](#)'.

## MANAGEMENT OF SAFEGUARDING AND THE APPOINTMENT OF THE DESIGNATED SAFEGUARDING LEAD

### Staffing

82. Our designated safeguarding lead is a senior member of staff who has the authority to perform the role effectively. At present this role is performed by the Deputy Head (Pastoral).
83. Deputy DSLs are appointed and trained to ensure that there is always cover for this role
84. DSLs make sure they are aware of children who have a social worker and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and SLT.

85. The Health & Wellbeing Centre is staffed 24 hours a day to look after minor and more major ill. Staff are well-trained for day to day care and emergencies.
86. We offer a well-resourced confidential counselling service. Students can self-refer or be referred by the school's GP, or through House Staff.
87. We operate a safer recruitment policy, following the guidance in part 3 of Keeping Children Safe in Education.
88. Staff have a Code of Conduct which is designed to protect both pupils and staff.
89. The whistle-blowing policy is introduced to staff on induction and we promote a culture of vigilance and an 'it could happen here' attitude.

## **The Training of the Designated Person, Staff, Volunteers and the Head**

90. All staff and volunteers are trained by a DSL on induction before taking up their posts. Induction includes the Clayesmore Safeguarding Policy, Part 1 of KCSIE and Annex B, Whistle Blowing Policy, acceptable use of technologies, missing pupil policy, discussion and introduction to the Code of Conduct. New staff and volunteers are immediately aware of who to report to. This training is in line with Pan-Dorset Safeguarding Children Partnership (PDSCP) guidance.
91. Each time Part One of the KCSIE is updated by the DfE, the document will be re-issued to all staff in hard copy (September 2024). Staff are required to sign a formal declaration that they have read and understood Part One of the KCSIE. For staff who cannot read English an alternative arrangement will be made for an oral presentation of its contents.
92. All staff attend compulsory update training (usually by Dorset Safeguarding Standards Team every three years (or as agreed with PDSCP) and have regular bulletins at least annually. They understand the school safeguarding systems and child protection procedures and also understand their individual responsibility to take action.
93. All staff receive online safety training (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and an overview of cybersecurity) during induction and as a regular part of the school's INSET programme.
94. Staff are made specifically aware of how to conduct themselves properly in one to one situations (ensuring they are visible, maintaining a professional distance) like music teaching and sports coaching.
95. Governors are also subject to a safeguarding induction and take part in mandatory safeguarding training so that they can assure themselves that Clayesmore's safeguarding policies and procedures are effective. This training will be regularly updated.
96. The Designated Safeguarding Leads and Deputy DSLs attend multi-agency training, including PREVENT, through Dorset Safeguarding and Standards Team and this training is updated every two years.
97. The DSLs and DDSLs also attend local DSL Forums for regular updates. Information from these is passed back to staff at the regular briefings.
98. All academic staff are required to undertake the Prevent Training and support staff are given PREVENT training by the DSL or DDSL.

## Arrangements for Reviewing the School's Policies Related to Child Protection

99. The policies and associated procedures are reviewed annually by the Deputy Head Pastoral, with SLT, the Prep School, House Staff, Medical Staff and the Bursar as appropriate.
100. They are also reviewed during the year in the light of events that might occur at school or in the wider world.+
101. The Council of Governors reviews the Safeguarding Policy annually and receives and reviews a termly report from the DSL.
102. The policy is published on the school website, and staff and parents are informed by email of where to find it. A hard copy of the policy and of all associated policies are available upon request to the school office.

## OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES

### Allegations by children about other children (child-on-child abuse)

103. Clayesmore takes a zero-tolerance approach to any child-on-child abuse, which is never passed off, for example, as 'banter', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
104. We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
105. When a child is suffering or in danger of suffering significant harm, and the legal threshold is reached, a referral needs to be made to social workers or the police.
106. Pupils are encouraged and are confident to speak to a trusted member of staff in order to report child-on-child abuse
107. The school seeks to reduce the risk of child-on-child abuse in the following ways: for the pupils through year group assemblies, online safety talks by both pupils and outside specialists, the PSHE and tutor programmes and through peer-mentoring. Staff do not allow unacceptable behaviours or the expression of unacceptable attitudes to pass without comment and admonishment. They also routinely log all concerns about unkindness or unacceptable behaviour on iSAMs or MyConcern and this enables trends to be identified by House Staff, tutors and SLT. Interventions, with individuals or with groups, are planned in response to any emerging problems.
108. The use of social-media and technology generally can be a source of bullying or abuse and can be used to facilitate off-line bullying. The school seeks to address these concerns through the work of the online safety lead. For further information about student use of technology, filters and monitoring of usage see the [IT Acceptable Use Policy](#), [Student Use of Mobile Phones Policy](#), [CPS Network, Internet and Phones Acceptable Use Policy](#) and [CPS Online Safety Policy](#).
109. Child on Child Sexual Violence and Sexual Harrassment procedures will follow relevant policy guidelines and additional pastoral support will be put in place when required following a risk assessment. Further guidance can be found in Part 5 of KCSiE (2024) and the UK guidance for Internet Safety (UKCIS): [Sharing nudes and semi-nudes](#) (December 2021)
110. In the event of disclosures of child-on-child abuse, all children involved, whether perpetrator or victim are treated as being at risk and support will be given.

111. Confidentiality and anonymity: staff handling a report of abuse should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The school or college should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the designated safeguarding lead (or deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

112. Risk Assessments - reports of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

113. Impact on any siblings - it is important to understand intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

114. Allegations may include, but are not limited to bullying (cyber-bullying, prejudice-based and discriminatory bullying) sharing of nudes and semi-nudes, initiations, sexual violence and harassment, upskirting and intimate relationship abuse, physical abuse which can include hitting, kicking, shaking, biting, hair pulling or causing physical harm.

115. All such instances are taken seriously and are not passed off as 'banter', or 'Just having a laugh' or 'part of growing up'. We acknowledge that boarding pupils may be vulnerable to child-on-child abuse and that on occasions such abuse can be affected by gender. Staff are vigilant in this area.

116. The school has no tolerance of child-on-child abuse and allegations will be dealt with in accordance with the procedures set out in the respective policies.

- a. [Clayesmore School Anti-bullying policy](#)
- b. [Clayesmore School Child-on-Child Abuse policy](#)
- c. [Clayesmore Prep School Promoting Positive Behaviour and Relationships policy](#)

## Online Safety

117. We understand that the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks means that some of them may abuse other children online. This abuse can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups,



and the sharing of abusive images and pornography to those who do not want to receive such content.

118. At Clayesmore we recognise that the '4Cs' (Content/Contact/Conduct/Commerce) can help provide an effective basis to manage this risk and further details of our approach can be found in the following policies: IT Acceptable Use Policy, CPS Network, Internet and Phones Acceptable Use Policy and CPS Online Safety Policy.
119. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness.
120. In line with DfE filtering and monitoring standards, Clayesmore:
  - Has identified and assigned roles and responsibilities to manage these systems
  - Reviews the provision at least annually
  - Blocks harmful and inappropriate content without unreasonably impacting teaching and learning
  - Has effective monitoring strategies in place

## Filtering and Monitoring

121. Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:
  - a. Physical monitoring
  - b. Live software monitoring
  - c. Monitoring user logs
122. School devices are not used away from the school site.

## Domestic Abuse

123. In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

  - a. physical or sexual abuse;
  - b. violent or threatening behaviour;
  - c. controlling or coercive behaviour;
  - d. economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
  - e. psychological, emotional or other abuse.
124. People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

125. The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. The definition can be found here, [Domestic Abuse Act 2021 \(legislation.gov.uk\)](https://legislation.gov.uk)
126. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

### Operation Encompass

127. Clayesmore School is a part of Operation Encompass which is a notification service that is organised by the Police.
128. Key Adults in both schools are trained to receive information following an incident of domestic violence that has happened in the home of a pupil(s).
129. When a Key Adult receives a notification, the appropriate teaching staff are made aware of the relevant facts, in line with Child Protection protocols, in order to support that child.
130. Parents are also aware that the school has signed up to Operation Encompass.
131. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

### Child Sexual Exploitation (CSE)

132. The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document [Child sexual exploitation: Definition and a guide for practitioners](#) (DfE 2017)
133. This form of abuse involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.
134. Any child or young person may be at risk of sexual exploitation, regardless of family background or other circumstances, and can experience significant harm to physical and mental health. This includes 16- and 17-year-olds who can legally consent to have sex.
135. Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.
136. Any concerns about child sexual exploitation will be discussed with the DSL who will consult the Dorset Children's Services.

### Gangs and Youth Violence

137. We are aware of the sorts of issues that young people might experience as they grow up. Our robust anti-bullying policy and early intervention in PSHE and tutorials provides pupils with a resilience to such issues.

## County Lines

138. County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK using dedicated mobile phone lines or other sort of 'deal line.' Exploitation is an integral part of the county lines model with children being exploited to move or store drugs and money. We are aware that children can easily become trapped by this type of exploitation.

## Serious Violence

139. Clayesmore staff are aware of the indicators, which may signal that children are at risk from, or are involved with violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
140. Staff are advised that they can phone the NSPCC helpline on 0808 800 5000 if they are worried about a child or young person at risk from gangs and speak to helpline practitioners who have been trained as part of the Home Office Ending Gang and Youth Violence programme. Further Home Office advice is provided in [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#).

- a. The definition of Child Criminal Exploitation is:

'CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

## Forms of Abuse Linked to Culture, Faith or Belief

141. All Clayesmore staff will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

## Female Genital Mutilation

142. FGM is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration.
143. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.
144. Risk factors for FGM include:

- low level of integration into UK society
  - mother or a sister who has undergone FGM
  - girls who are withdrawn from PSHE
  - visiting female elder from the country of origin
  - being taken on a long holiday to the country of origin
  - talk about a 'special' procedure to become a woman
145. Symptoms of FGM. FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.
146. Indications that FGM may have already taken place may include:
- difficulty walking, sitting or standing and may even look uncomfortable.
  - spending longer than normal in the bathroom or toilet due to difficulties urinating.
  - spending long periods of time away from a classroom during the day with bladder or menstrual problems.
  - frequent urinary, menstrual or stomach problems.
  - prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
  - reluctance to undergo normal medical examinations.
  - confiding in a professional without being explicit about the problem due to embarrassment or fear.
  - talking about pain or discomfort between her legs
147. Clayesmore School understands the **specific legal duty for teachers** to report to the police cases where they discover that an act of FGM has taken place. Detailed instructions on how this report should be made can be found [here](#). Staff should call 101 or 999 in an emergency. Unless the teacher has good reason not to, they should still consider and discuss such cases with the DSL and involve Dorset Children's Social Care, as appropriate.

## Forced Marriage

148. The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.
149. Forced marriage is also illegal and occurs when one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used.
150. It is not the same as arranged marriage.
151. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

## So-Called 'Honour-based' Abuse (HBA)

152. This is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and

occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the abuse is often committed with some degree of approval and/or collusion from family or community members. It can include female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of so-called HBA is abuse (regardless of the motivation) and should be handled and escalated as such. Staff who are concerned that a child may be at risk must contact the DSL without delay.

## Gender-Based Violence

153. Gender-based violence is a significant problem in the UK. Domestic and sexual abuse is often hidden and victims suffer in silence. Clayesmore is committed to using education to prevent violence against women and girls, men and boys.

## Children who are lesbian, gay, bisexual or gender questioning (LGBT)

154. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.
155. The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
156. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.
157. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Clayesmore, we endeavour to reduce the additional barriers faced by providing an open culture and opportunities for them to speak to members of staff who know them well, for example, Houseparents and tutors.

## Teaching Children to Keep Themselves Safe

158. Clayesmore teaches children to keep themselves safe, including online through education in PSHE, RSE, tutorials and assemblies. We recognise that, in order to be effective, these programmes must be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.
159. We refer to Dorset Safe Schools and Communities Team for advice and support in individual cases.
160. Children are taught to recognise when they are at risk and how to get help when they need it.

161. Staff of Clayesmore School are made aware in training of all the above forms of abuse and are required to report concerns to the DSL who will seek further advice from PDSCP or Childrens' Services.

### **Remote Teaching and Keeping Safe Online away from School**

162. In unusual circumstances, for example, the Coronavirus outbreak, staff of Clayesmore School are able to teach remotely.
163. There are specific safeguarding issues surrounding an arrangement such as this and these are written in a separate policy, [Safeguarding for Remote Teaching](#).

### **Children who are absent from education**

164. Staff at Clayesmore are aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities.
165. For further details see Appendix 7.

### **Mental Health**

166. Staff at Clayesmore are aware that mental health problems can, in some case, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
167. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken by speaking to the DSL or Deputy DSL.

## **ANTI-RADICALISATION AND EXTREMISM – PREVENT DUTY**

168. Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
169. Extremism: defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.
170. In Clayesmore School we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.
171. Our curriculum promotes respect, tolerance and diversity, most notably through PSHE, tutor time and assemblies. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.
172. We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with resilience, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
173. Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

174. Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will not speak to parents/carers or other family members at this stage but will take prompt advice from the Police by emailing the Safeguarding Referral Unit: [sru@dorset.pnn.police.uk](mailto:sru@dorset.pnn.police.uk) For advice for staff and governors, call 020 7340 7264 and email [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)
175. Dorset has a Channel Panel in place, in accordance with its duties under the Counter-Terrorism and Security Act 2015. This is a multi-agency meeting which discusses individuals who have been referred by the Police as being vulnerable to being drawn into terrorism. Where pupils at Clayesmore are being discussed, the DSL or Head will attend the Panel meetings.

## ADDITIONAL ADVICE AND SUPPORT

176. Staff have been made aware of the possible safeguarding and welfare implications of the following:
- a. Children and the court system
  - b. Homelessness
  - c. Child criminal exploitation: county lines - Further information on the signs of a child's involvement in county lines is available in this [guidance](#) published by the Home Office.
  - d. Children with family members in prison
  - e. Children missing from education
  - f. Child sexual exploitation
  - g. Child abduction and community safety incidents
  - h. Modern Slavery and the National Referral Mechanism - more details [here](#) in the Home Office guide.
  - i. Cybercrime - criminal activity committed using computers and/or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. For more information see the NCA's [CyberChoices](#) document.

## APPENDIX I - WHAT IS CHILD ABUSE?

177. It is generally accepted that there are four main forms of abuse. The following definitions are from Working Together to Safeguard Children (July 2018).

### Physical Abuse

178. A form of abuse which 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.

### Emotional Abuse

179. 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual Abuse

180. Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, upskirting, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Neglect

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

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b. protect a child from physical and emotional harm or danger;
- c. ensure adequate supervision (including the use of inadequate care-givers); or



- d. ensure access to appropriate medical care or treatment.
182. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
183. It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time.
184. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

## APPENDIX 2 - INDICATORS OF ABUSE

### Recognising Child Abuse – Signs and Symptoms

185. Keeping Children Safe in Education (September 2024) is clear: 'All school and college staff members should be aware of the signs of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection'.
186. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
187. Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'.
188. The following information is not designed to turn school staff into experts but it will help them to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to the inter-agency safeguarding procedures on the Dorset Safeguarding Children Board website for more detailed information.

### Physical Abuse

189. Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which is less likely to have been caused accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different ethnic groups and specialist advice may need to be taken.
190. Patterns of bruising that are suggestive of physical child abuse can include:
  - a. bruising in children who are not independently mobile
  - b. bruises that are seen away from bony prominences
  - c. bruises to the face, back, stomach, arms, buttocks, ears and hands
  - d. multiple bruises in clusters
  - e. multiple bruises of uniform shape
  - f. bruises that carry the imprint of an implement used, hand marks, fingertips or a belt buckle
191. Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness must be seen promptly by a doctor.
192. Other physical signs of abuse can include:
  - a. cigarette burns
  - b. adult bite marks
  - c. broken bones

- d. scalds

193. Changes in behaviour which can also indicate physical abuse:

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

## Emotional Abuse

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

195. The physical signs of emotional abuse can include:

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

196. Changes in behaviour which can also indicate emotional abuse include:

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

## Sexual Abuse

197. Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

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

199. The physical signs of sexual abuse can include:

- a. pain or itching in the genital/anal areas
- b. bruising or bleeding near genital/anal areas
- c. sexually transmitted disease
- d. vaginal discharge or infection
- e. stomach pains
- f. discomfort when walking or sitting down
- g. pregnancy

200. Changes in behaviour which can also indicate sexual abuse can include:
- a. sudden or unexplained changes in behaviour, e.g. becoming
  - b. aggressive or withdrawn
  - c. fear of being left with a specific person or group of people
  - d. having nightmares
  - e. missing school
  - f. running away from home
  - g. sexual knowledge which is beyond their age or developmental level
  - h. sexual drawings or language
  - i. bedwetting
  - j. eating problems such as overeating or anorexia
  - k. self harm or mutilation, sometimes leading to suicide attempts
  - l. saying they have secrets they cannot tell anyone about
  - m. alcohol / substance / drug use
  - n. suddenly having unexplained sources of money
  - o. not being allowed to have friends (particularly in adolescence)
  - p. acting in a sexually explicit way towards adults or other children

## Neglect

201. Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children and young people.
202. The physical signs of neglect can include:
- a. constant hunger, sometimes stealing food from other children
  - b. being constantly dirty or smelly
  - c. loss of weight, or being constantly underweight
  - d. inappropriate dress for the conditions
203. Changes in behaviour which can also indicate neglect can include:
- a. complaining of being tired all the time
  - b. not requesting medical assistance and/or failing to attend appointments
  - c. having few friends
  - d. mentioning being left alone or unsupervised
204. It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might involve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an 'accident'. If any adult in school finds s/he is regularly attending to one or more aspects of a child's basic needs then this will prompt a discussion with the DSL.

205. The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect. School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the PDSCP website.

## Child Sexual Exploitation

206. Indicators of CSE may include:

- a. Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- b. Gang-association and/or isolation from peers/social networks;
- c. Exclusion or unexplained absences from school, college or work;
- d. Leaving home/care without explanation and persistently going missing or returning late;
- e. Excessive receipt of texts/phone calls;
- f. Returning home under the influence of drugs/alcohol;
- g. Inappropriate sexualised behaviour for age/sexually transmitted infections;
- h. Evidence of/suspicions of physical or sexual assault;
- i. Relationships with controlling or significantly older individuals or groups;
- j. Multiple callers (unknown adults or peers);
- k. Frequenting areas known for sex work;
- l. Concerning use of internet or other social media;
- m. Increasing secretiveness around behaviours; and
- n. Self-harm or significant changes in emotional well-being.

207. Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues. Potential vulnerabilities include:

- a. Having a prior experience of neglect, physical and/or sexual abuse;
- b. Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- c. Recent bereavement or loss;
- d. Social isolation or social difficulties;
- e. Absence of a safe environment to explore sexuality;
- f. Economic vulnerability;
- g. Homelessness or insecure accommodation status;
- h. Connections with other children and young people who are being sexually exploited;
- i. Family members or other connections involved in adult sex work;
- j. Having a physical or learning disability;
- k. Being in care (particularly those in residential care and those with interrupted care histories); and
- l. Sexual identity.

## Children at risk of becoming radicalised

208. Although not a cause for concern on their own, the following possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised:

- a. showing sympathy for extremist causes
- b. glorifying violence, especially to other faiths or cultures
- c. making remarks or comments about being at extremist events or rallies outside school
- d. evidence of possessing illegal or extremist literature
- e. advocating messages similar to illegal organisations or other extremist groups
- f. out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- g. secretive behaviour
- h. online searches or sharing extremist messages or social profiles
- i. intolerance of difference, including faith, culture, gender, race or sexuality
- j. graffiti, art work or writing that displays extremist themes
- k. attempts to impose extremist views or practices on others
- l. verbalising anti-Western or anti-British views
- m. advocating violence towards others

## APPENDIX 3 - RESPONDING TO THE CHILD WHO DISCLOSES (TALKS ABOUT) ABUSE

### Guidance for Staff

209. Listen carefully to what is said
210. Try to remain calm and avoid showing shock or disbelief
211. Observe the child's mood and behaviour
212. Do not promise confidentiality. Say that you will help but that you might have to share the information with others
213. Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events. Don't stop him/her in order to find a 'witness' as this could inhibit the child from saying more
214. Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary they should be framed in an open manner and not 'lead' the child in any way. Remember TED: Tell me.... Explain.... Describe...
215. Reassure the child, if necessary, that s/he has done the right thing in telling
216. Explain what will happen next and with whom the information will be shared
217. Not ask the child to repeat the disclosure to anyone else in school – including the DSL - or ask him/her or any other children who were present to write a written account or 'statement'
218. As in all cases of concern about a child, report to the DSL as soon as possible and follow it up in writing within 24 hours using My Concern.
219. Alternatively, you can refer concerns directly to CHAD 01305 228866
220. If your concerns are about the Head, you should, without delay, contact the LADO on 01305 221122, and not speak to anyone else at the school.

### Information for Parents and Carers

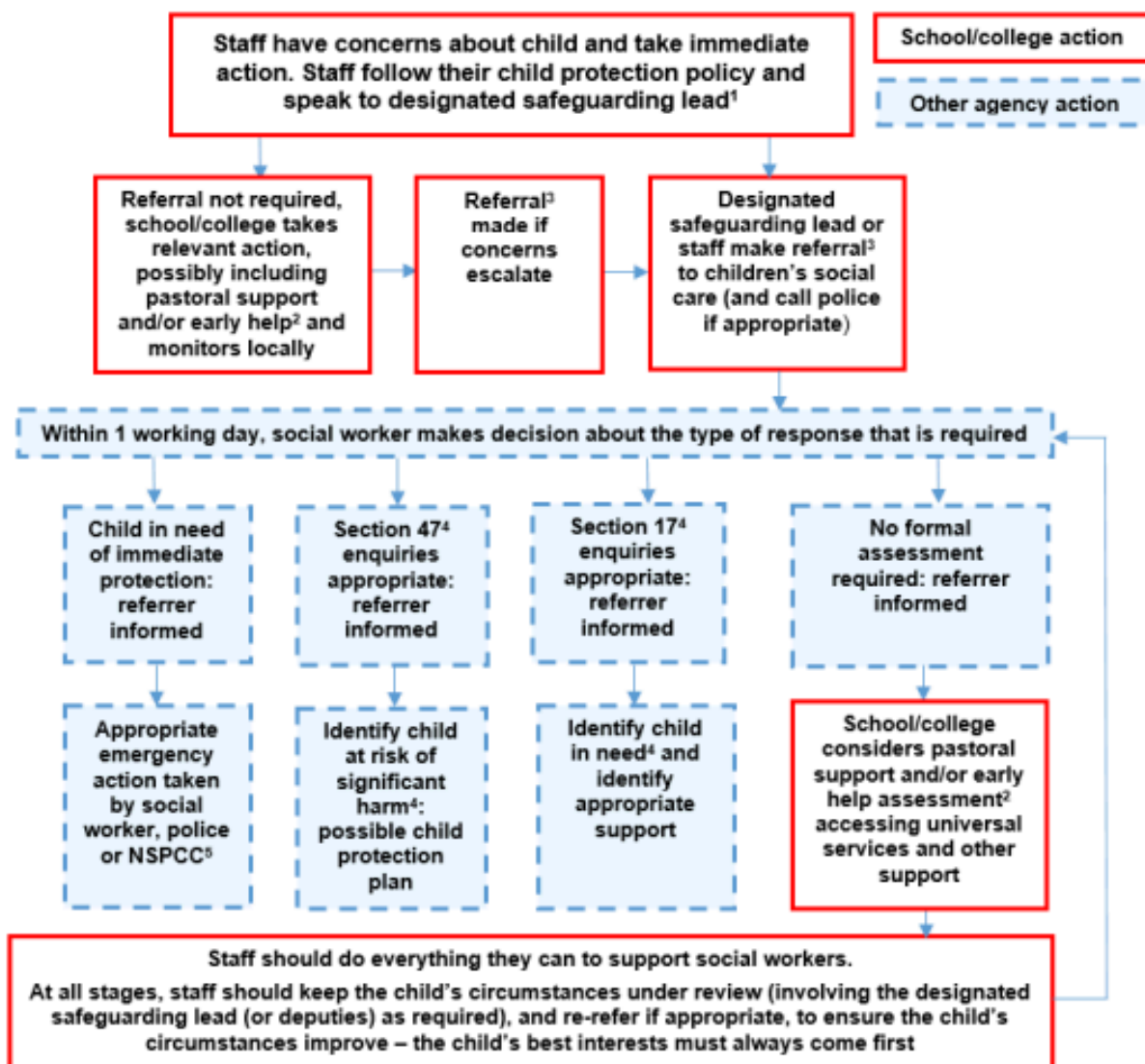
221. At Clayesmore we are committed to keeping our pupils safe. Our first priority is your child's welfare and we will usually discuss with you any concerns we have about your child. There might be rare occasions, however, when we have to provide information to or consult other agencies such as Childrens' Services before we contact you. This will include situations where we judge that to tell you first will or might put your child at risk of significant harm.
222. Our responsibilities are set out in this policy. It reflects statutory guidance and the Inter-Agency Safeguarding Procedures, which can be found on the Pan - Dorset Safeguarding Children Partnership website [Pan-Dorset Safeguarding Children Partnership](#)
223. If you have any questions speak to the Designated Safeguarding Lead, SarahJane Newland (Clayesmore School) 01747 813131 - [sjnewland@clayesmore.com](mailto:sjnewland@clayesmore.com)

## APPENDIX 4 - SUMMARY OF STAFF RESPONSIBILITIES

224. As an adult working in this school you have a duty of care towards all pupils. This means you must act at all times in a way that is consistent with their safety and welfare.
225. You must follow the principles of safer working practice, which includes use of technology – on no account should you take images of pupils on personal equipment, including your mobile phone.
226. If the behaviour of another adult in the school gives rise to concern you must report it to the Head.
227. If you have a concern about a child, particularly if you think they may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL) or the Deputy/ies. The DSL is SarahJane Newland (Clayesmore School 01747 813131). The deputy DSL is Dan Browse (Clayesmore Prep School 01747 813080)
228. The following is not an exhaustive list but you might become concerned as a result of:
- seeing a physical injury which you believe to be non-accidental
  - observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
  - a pupil telling you that s/he has been subjected to some form of abuse
229. In any of these circumstances you must write down what you observed or heard, date and sign the account and give it to the DSL or Deputy.
230. If a pupil talks to you about (discloses) any kind of abuse, you:
- listen carefully without interruption, particularly if s/he is freely recalling significant events
  - only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
  - make it clear you are obliged to pass the information on, but only to those who need to know
  - tell the DSL or Deputy without delay
  - write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.
231. Do not ask the pupil to repeat the disclosure to anyone else in school, ask them or any other pupil to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth.
232. Remember – share any concerns, don't keep them to yourself.
233. Staff must speak to a DSL or deputy DSL, regarding their concerns.
234. You may refer to Social Care yourself if you deem it necessary.



### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## APPENDIX 5 - USEFUL CONTACTS

235. Dorset Children's Services Family Support Teams (incorporating Children's Social Care and Early Intervention Services).

- a. Children's Advice and Duty Service 01305 228866
- b. The LADO to whom allegations against adults who work with children in education establishments must be reported (01305 221122)
- c. Dorset Virtual School for children who are In Care/ Looked After (01305 228309)

## APPENDIX 6 - DESIGNATED SAFEGUARDING LEAD – JOB DESCRIPTION

Responsible to: The Head

236. The DSLs at Clayesmore must have the authority and status to be able to commit resources to safeguarding, including online safety, filtering and monitoring, and be able to support and direct other staff in all safeguarding matters.

### Training

237. The DSL must attend appropriate training at two yearly intervals, arranged through PDSCP. This is in order to understand the assessment process for providing early help and interventions such as early help assessments.

238. The DSL has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and will be expected to attend and contribute to these effectively when required to do so.

239. The DSL is responsible for the induction training of new and part time staff and volunteers, ensuring that they understand the school's child protection policy, Part One and Annex B of the KCSIE, and the Code of Conduct.

240. The DSL is responsible for organising safeguarding training at least annually and full updates for the whole staff every three years. This includes all academic staff and all other employees. The DSL works with the bursar to keep training records.

241. Through consistent and regular training, the DSL is responsible for encouraging a culture of listening to children in the school and to ensure that the feelings and wishes of children are taken into account in any measure the school may put in place to protect them.

### Managing Referrals

242. The DSL will refer all cases of suspected abuse to:

- a. Dorset Social Care
- b. Dorset Children's Services officer for child protection concerns which involve a staff member
- c. The DBS where a person is dismissed or resigns due to risk or harm to a child, and/or
- d. The police (in cases where a crime may have been committed).

243. The DSL will liaise with the Head and inform her of issues, especially ongoing enquiries under section 47 of the Children Act and police investigation.

244. The DSL is expected to give support, advice and expertise on matters of safety and safeguarding and when deciding when to make a referral.

245. The DSL should consult freely with the advice service at PDSCP.

246. The DSL must be able to keep accurate and secure written notes of concerns and referrals.

### Raising Awareness

247. The DSL is to ensure that the Clayesmore's Safeguarding Policy is reviewed by the Council annually and work together with the designated governor and others to ensure thorough review.

248. The DSL must ensure that Clayesmore's Safeguarding Policy is available to parents publicly via the Clayesmore website so that they are aware of the fact that referrals for child abuse may be made and that the school has a role in this.
249. The DSL must ensure that when children leave Clayesmore any Child Protection File is copied and sent as soon as possible to the new school. This should be sent separately from the main pupil file.
250. The DSL is the link with PDSCP and the local children's services and should make staff aware of training opportunities and the latest local policies on safeguarding.

### **Filtering and Monitoring**

251. Each year (at least) the DSL, along with the IT team and appropriate governor, review the filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content.
252. Working with others, the DSLs also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
253. The DSLs ensure that all teaching staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns.
254. All teaching staff have taken part in annual cybersecurity training

## APPENDIX 7 – CHILDREN AT RISK OF GOING MISSING FROM EDUCATION

255. Knowing where children are during school hours is an extremely important aspect of Safeguarding.
256. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children..
257. Clayesmore staff must be alert to this and will initially follow the procedures as documented in the Missing Pupil policy and the [Attendance policy](#).
258. If a child is missing from education the appropriate safeguarding procedures will be used for children who go missing from school, particularly on repeat occasions.
259. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.
260. Staff are aware of potential triggers such as travelling to conflict zones, FGM, forced marriages etc.
261. Involvement in serious violence can also result in a pupil going missing from education. Indicators for this are:
  - a. Increased absence from school
  - b. Change in friendships or relationships with older individuals or groups
  - c. A significant decline in wellbeing
  - d. Signs of assault or unexplained injuries
  - e. Unexplained gifts or new possessions
262. If a child is failing to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days, then the local authority will be notified of the absence.
263. The local authority will be notified when a pupil is deleted from the admission register/school register. This will be acted upon as soon as the grounds for deletion are met, but no later than deleting the pupil's name.
264. Dorset Council are notified via an online form found [here](#)
  - a. [Flowchart for children missing out on full time Education](#)
  - b. [Guidance - Children missing out on education](#) (CMOOE)
265. Further non-statutory advice can be found in the document, [Children missing education - September 2016](#).

## APPENDIX 8 – APPROVAL OF VISITING SPEAKERS

266. See separate [Visiting Speakers Policy](#)

## APPENDIX 9 - MANAGING ALLEGATIONS MADE AGAINST STAFF

267. This appendix offers guidance for Governors, the Head, the DSL and other senior staff about how to manage an allegation against staff. Advice and guidance for staff who are the subject of an allegation can be found in the appendix to the teaching staff handbook.
268. At Clayesmore we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any low-level concerns or allegations about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors, John Andrews, who can be contacted directly using the following email address: johnandrews@steelersaymond.co.uk

### Summary of the Process

269. Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Head or DSL. The DSL will pass all concerns to the Head without delay. .
270. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
271. The Head will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### Low level concerns

272. Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:
- a. being over friendly with children;
  - b. having favourites;
  - c. taking photographs of children on their mobile phone;
  - d. engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
  - e. using inappropriate sexualised, intimidating or offensive language.
- (\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)
273. All Clayesmore staff should be aware of the [Low Level Concerns Policy](#) and the information and guidance contained within it, including the form for reporting a low level concern to the Head.

### Allegations

274. It is an allegation if the person\* has:
- a. behaved in a way that has harmed a child, or may have harmed a child and/or;

- b. possibly committed a criminal offence against or related to a child and/or;
- c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

275. Allegations should be reported to the LADO 'without delay'.
276. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. No investigation will take place before referral to the LADO.
277. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

## Initial Action

278. If there is an immediate risk, appropriate actions may need to be taken e.g. urgent involvement of police; removal of member of staff; securing evidence; urgent medical attention. The consultation with the LADO should take place before any investigations commence to establish whether:
- a. the allegation falls within the scope of the procedures, including physical contact;
  - b. the Head needs to gather further information;
279. After taking advice from the LADO the Head will gather a team of appropriate senior staff and governors to manage the ongoing allegation and determine how best to proceed with the staff involved.
280. The Head must consider carefully whether the circumstances of the case warrant the person being suspended from contact with children in the workplace until the allegation is resolved.
281. Suspension should not be the default position; an individual should only be suspended if there is no reasonable alternative, and suspension should be seen as a neutral act. It is important this is explained to the member of staff concerned, and also to the staff common room.
282. The Head should inform the person subject to the allegation about the allegation as soon as possible after consulting the LADO at Dorset Children's Services. She will follow their advice about what information can be disclosed to the person subject to the allegation and by whom. The Head will need to consider advising parents of an incident involving their child. This might be straight away, for example, if the child has been injured whilst in the organisation's care and requires medical treatment, or this may need to wait until initial consultation has taken place with the agencies involved, to determine what can be disclosed and by whom.
283. A chronology of events, decisions and documents will be kept for the Head, by the HR manager. The Chair of Governors will be informed by the Head.



## No Further Action

284. Where the LADO agrees that no further action is to be taken regarding the individual facing the allegation, the decision and justification should be recorded by both the Head and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head should then consider with the LADO any action in respect of those who made the initial allegation and consider what information should be shared with the child and their parents / carers and by whom.

## Disciplinary/Internal Investigation

285. Where an investigation by the police or Children's Social Care is unnecessary, or has been completed, the Head will need to determine if any further disciplinary / internal investigation is needed. The LADO should discuss with the Head who will undertake this and in straightforward cases this would normally be the Head.
286. However, in some circumstances appropriate resources may not be available, or the nature and complexity of the allegation might require the employer to commission an independent investigation to ensure objectivity. In such cases the person investigating the situation should aim to provide a report to the employer within 10 working days. On receipt of the report, the Head should decide whether a disciplinary hearing is needed within two working days, and if a hearing is needed it should be held within 15 working days.
287. The outcome of any process must be reported to the Designated Office of the Local Authority, who should consider with the Head what information should be shared with the child and their parents / carers and by whom.

## Action on Conclusion of a Case

288. Where investigations are concluded, the school will act in a timely way to incorporate any advice regarding its policies or procedures offered by Dorset Children's Services LADO or any other competent authority regarding how it might improve its systems or arrangements.
289. Where an internal/disciplinary process is concluded, Dorset Children's Services should be informed of the outcome and should reach agreement with relevant professionals as to the category of the allegation.

## Allegation Categories

290. Substantiated: there is sufficient identifiable evidence to prove the allegation;
291. False: there is sufficient evidence to disprove the allegation;
292. Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
293. Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the allegation or was mistaken about what they saw. Alternatively they may not have been aware of the circumstances.
294. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

295. For all allegations a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken and decisions reached should be kept on the confidential personnel file of the individual concerned and a copy of this should be provided to the individual.
296. If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the Head and the employer's personnel adviser whether a referral to the Disclosure and Barring Service (DBS) for consideration of inclusion on the barred lists, and / or to a Professional Regulatory Body is required.

### **Unfounded or Malicious Allegations**

297. For those cases where it is immediately clear that the allegation is unfounded or malicious then it is expected that they should be resolved within one week.
298. If an allegation is determined to be unfounded or malicious, the LADO should discuss the matter with Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else.

### **Learning Lessons**

299. At the conclusion of a case the manager at Dorset Children's Services should consider whether there are any improvements to be made or lessons to be learned. This should include, where appropriate, consideration of the employer's procedures or practice to help prevent similar events in the future, including issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

## APPENDIX 10 - SAFEGUARDING FOR OTHER ORGANISATIONS DURING HOLIDAY HIRINGS

### Introduction

300. Clayesmore hosts other organisations outside of term-time, particularly, but not exclusively, during the longer summer break. Many of these organisations e.g. Exsportise, occupy a significant part of the campus and boarding accommodation. The responsibility for safeguarding the children and vulnerable adults who are part of these organisations rests with the organisation itself. However, Claysmore accepts that when hosting such organisations we have a responsibility to ensure that the safeguarding procedures and practices of these organisations is appropriate.
301. If the school has any safeguarding concerns about the provider, these will be referred to the local authority.
302. In order to fulfil this responsibility the following procedures are applied:

### Pre-Arrival Requirements

303. It is written into the contract for all commercial lettings that the hirer shall provide:
- a. A copy of their Health and Safety policy.
  - b. Risk assessments for all activities.
  - c. A copy of their safeguarding policy.
  - d. The name of the Deputy DSL who will act as the Designated Safeguarding Lead (DSL) for the hirer.
  - e. A complete list of all adult staff and visitors, confirming that:
  - f. Safer recruitment checks were used during recruitment
  - g. All staff are up to date with safeguarding training
  - h. Photo ID was checked to confirm identity
  - i. Staff have appropriate essential qualifications such as first-aid
304. It is also part of the terms and conditions that:
- a. Claysmore may terminate a contract if, in the reasonable opinion of the School, to continue would pose a significant risk of reputational damage to the School.
  - b. The School's officers may enter any part of the Venue at any time during the Hire Period and interrupt or terminate the Residential Camp if the safety of the Visitors or other persons is at risk or significant concerns regarding the safeguarding of children has arisen. In such circumstances, the School will not be responsible for any loss that the Hirer or Visitors may suffer.
  - c. The Venue is not to be used for any illegal or immoral purposes or in a manner that might cause a nuisance, disturbance or reputational damage to the activities of the School or persons living in neighbouring homes to, or otherwise occupying or using land/buildings neighbouring, the Premises or that might in any way damage the reputation of the School, its staff, pupils or the facilities provided at the School.
  - d. The Hirer complies fully with the Safeguarding Vulnerable Groups Act 2006, and in particular ensuring that a recent, clear Disclosure and Barring Service check is in place for all staff who might have access to the students at the Residential Camp (and providing evidence of this to the School at its request);

305. At least one individual is designated as the duty (Deputy) DSL and safeguarding contact for each day of the holiday period. A rota, including contact details, is provided to duty staff.

### **During the Period of Hire**

306. On arrival the hirer's designated safeguarding representative is met by the School's duty DSL to receive a briefing on any particular concerns, minimum acceptable standards, contact details and the procedure in the event of a safeguarding incident. The duty DSL must keep a record of this meeting.
307. Any incident that is, or could reasonably expect to become, a safeguarding issue must be reported to the School's duty DSL immediately. The Duty DSL will consult either the CSS DSL or the CPS DSL for advice and follow the School's safeguarding policy as necessary.
308. If the duty DSL or the School is made aware of any safeguarding concerns through other channels then they will act according to the School safeguarding policy.