

The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring, Christian community



Child Protection Policy

Child Protection Policy			
Approval	Board of Governors	Chairman	Geoff Tabor
Headteacher	Sarah Richardson	Ratification	25.09.24
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1. Important contacts

Role/organisation	Name	Contact details
Designated Safeguarding lead (DSL)	Mrs Sarah Richardson (HT)	01202 484105 office@prioryceprimary.co.uk
Deputy DSL	Mr Matthew McLean (AHT) Mrs Sarah Russell (SENCo) Miss Jenna Field (Attendance /pastoral Lead)	01202 484105 office@prioryceprimary.co.uk
Designated Teacher (DT) for Looked After and Previously Looked After Children	Mrs Sarah Russell (SENCo)	01202 484105 office@prioryceprimary.co.uk
Online Safety Champion/Lead	Mr Matthew McLean	office@prioryceprimary.co.uk
Anti-bullying Champion	Miss Jenna Field	office@prioryceprimary.co.uk
Local authority designated officer (LADO)	BCP	01202 817600 lado@bcpcouncil.gov.uk
Chair of governors	Geoff Tabor	01202 484105 gtabor@prioryceprimary.co.uk
Governor responsible for Safeguarding	Sally Hawkrige	01202 484105 shawkrige@prioryceprimary.co.uk
Channel helpline	-	020 7340 7264

2. **Aims**

Safeguarding and child protection is prioritised at the Priory School and underpins all aspects of our processes and policy development. The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff and governors are properly trained in recognising and reporting safeguarding issues
- Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.
- Governors will ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (usually via the Multi Agency Safeguarding Hub) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect.
- Pupils are protected and supported and the school contributes to a coordinated offer of early help.

3. **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by the Pan Dorset Safeguarding Children Partnership.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

4. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. [Appendix 3 explains the different types of abuse.](#)

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. [Appendix 3 defines neglect in more detail.](#)

Sharing of nudes or semi-nudes (also known as sexting or youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children/pupil/student includes everyone under the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

5. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexual orientation (protected characteristics)
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are refugees or asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are gender questioning

6. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. **Abuse will never be tolerated, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.**

6.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, our core policies ([see appendix 5 required safeguarding reading and training for staff](#)) and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

6.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is the [Headteacher, Sarah Richardson](#). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Staff can also contact them with concerns outside of school hours.

When the DSL is absent, the deputies – [Mr Matthew McLean](#), [Mrs Sarah Russell](#), [Miss Jenna Field](#)– will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare, safeguarding and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- The DSL will also keep the Deputies informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

6.3 The governing body

Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a link governor - [Sally Hawkrige](#)- to monitor the effectiveness of this policy in conjunction with the full governing body. One of the actions of the Safeguarding governor is to complete the annual BCP safeguarding audit alongside the Headteacher.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education and will receive appropriate safeguarding and child protection (including online) training at induction.

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.

- o The leadership team and **all** staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- o The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). See our Managing Allegations of Abuse Policy.
- o That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

6.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy or the guidelines, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL and deputies have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable

7. Confidentiality

Timely information sharing is essential to effective safeguarding:

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- parents or carers should normally be informed of a disclosure made (unless this would put the victim at greater risk)
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy) and log it on CPOMs

8. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue (if a child is suffering or likely to suffer harm, or in immediate danger).

Please note – in this and subsequent sections, any references to the DSL mean “the DSL (or deputy DSL)”.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required and to those in need of early help services).

Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

8.1 Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges. Early help support is kept under constant review and consideration given to a referral to the [BCP First Response Hub](#) if the child's situation does not appear to be improving.

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help and:

- Undertake an assessment of the need for early help (using the signs of safety resource)
- Provide early help services e.g. School Nurse, Pastoral Worker, SENCO, Christchurch Family HUB, Parenting Courses,
- Refer to appropriate services e.g. CAMHS,

The school ensures that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

8.2 Emotional health and wellbeing

Emotional wellbeing is an important issue and in the school's pastoral support structure, [Miss Jenna Field oversees the schools pastoral provision](#). CAMHS referrals will be made by Mrs Sarah Russell (SENCO). **See also our mental health and wellbeing policy.**

In addition, the school will provide pathways to outside support services for pupils and their parents including counselling or online support such as Childline. This is particularly relevant if the need is not thought to meet the threshold for CAMHS intervention. The SENCO, Pastoral Care Team or DSL can discuss individual cases to gain information and advice with the CAMHS link worker. Training, supervision and support is available to staff to assist them with children's emotional issues and specialist roles in the school staff.

Additional support will be available at exam, result and transition times or after bereavement or tragic events.

Contextual Safeguarding issues i.e. children vulnerable to abuse or exploitation outside of their families ('extra-familial harms') is an issue the school takes account of and outside advice and support is sought to protect children accordingly.

8.3 Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest**
 - ❑ Do not make promises that you cannot keep.
 - ❑ Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
 - ❑ Stay calm.
 - ❑ Reassure the child and stress that he/she is not to blame.
 - ❑ Tell the child that you know how difficult it must have been to confide in you.
 - ❑ Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the appropriate form (CPOMS) exactly what the child has said to you and include;**
 - ❑ Date and time of any incident
 - ❑ What the child said and what you said
 - ❑ Your observations e.g. child's behaviour and emotional state
 - ❑ Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - ❑ If appropriate, sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - ❑ Do not interview the child and keep questions to a minimum. At the Priory School, we encourage the use of **TED** (Tell, Explain, Describe).
 - ❑ Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - ❑ Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - ❑ Immediately consult your Designated Safeguarding Lead or a Deputy DSL so that any appropriate action can be taken to protect the pupil if necessary.
 - ❑ The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by the MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - ❑ Although referrals to the BCP First Response Team would normally be made by the DSL or in their absence a deputy DSL or other member of the SLT but in exceptional circumstances any other individual with concerns can take advice from the local children's Social Care and any action taken should be shared with the DSL (or Deputy) as soon as is practically possible.

Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk. Staff should remember that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse. They should also keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

8.4 Responding to signs of abuse neglect and/or exploitation

Through training, all staff need to be able to identify signs of abuse, neglect and/or exploitation and be able to identify cases of children who may be in need of help or protection. They should be vigilant, protective and discuss any concerns with the DSL or deputy who will refer to Social Care or other agencies where appropriate.

The DSL and Deputies use the [Pan Dorset Safeguarding Children Partnership's Continuum of Need](#) when making decisions about appropriate support or referral for a child.

- All concerns are recorded on CPOMS in line with Safeguarding Children Partnership guidance.
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Fear about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Where physical injuries have been observed, these will be carefully noted but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the child's body.

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

Occasionally parents or other people in the local community tell school staff about an incident or accumulation of concerns they have about the family life of a child who is also a pupil at the school. If the incident or concern relates to *child protection*, the information cannot be ignored, even if there are suspicions about the motives of the person making the report. Members of staff will therefore pass the information to the DSL in the usual way.

It is *preferable* if the parent/community member who witnessed or knows about the concerns or incident makes a call to Children's Social Care themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family.

If the parent/community member refuses to make the referral, the DSL will clarify that s/he (the DSL) has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

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.

8.6 Following up referrals and escalation procedures

As explained in section 8.3, school records (on CPOMS) should include:

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

NB - DSL/DSLs should record on CPOMS their rationale if the decision is made not to make a referral.

Once a referral is received by the MASH team, a manager will decide on the next course of action. When there is concern that a child is suffering, or likely to suffer significant harm, this will be decided more quickly, and a strategy discussion held with the Police and Health professionals and other agencies as appropriate (section 47 Children Act 1989).

The Designated Safeguarding Lead should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again.

- S47 Enquiries (regarding a child suffering or likely to suffer significant harm)

The process of the investigation is determined by the needs of the case, but the child/young person will always be part of that process and sometimes without parents' knowledge or permission. On occasions, this will mean the child/young person is jointly interviewed by the Police and social workers, sometimes at a special suite where a video-recording of the interview is made.

- The Child Protection Conference

If, following the S47 enquiries, the concerns are substantiated and the child is judged to be at risk of significant harm, a Child Protection Conference (CPC) will normally be convened. The CPC must be held within 15 days of the first strategy discussion and school staff will be invited to attend - normally the DSL or Headteacher. This person will produce a written report in the correct format. This will be shared with the child/young person and his/her family before the conference is held. A copy will also be sent to the person chairing the initial CPC at least 24 hours in advance.

- Escalation

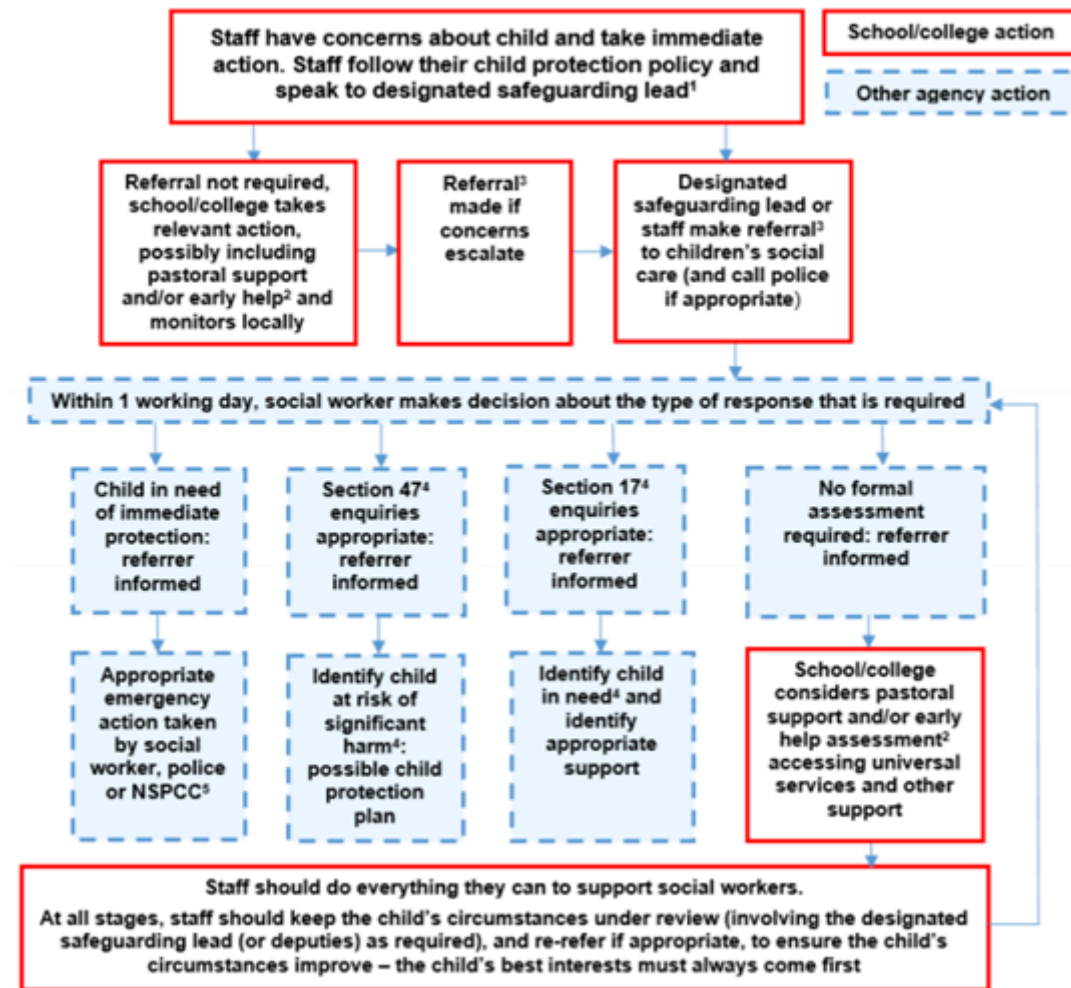
If after a referral the child's situation does not appear to be improving, the DSL should consider following local escalation procedures (KCSIE paragraph 67)

It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at **early help, child in need or child protection level**

Where there is a difference of opinion with another agency and this cannot be resolved the Escalation policy should be used.

https://pandorsetschb.proceduresonline.com/p_escalation.html

Actions where there are concerns about a child



8.7 Social Care referrals

Contact the **BCP First Response Hub** to request support, or to report a concern about a child or young person.

Call 01202 123334 from 8.30am to 5.15pm, Monday to Thursday and 8.30am to 4.45pm on a Friday

Or e-mail direct on: childrensfirstresponse@bcpcouncil.gov.uk

Out of Hours Service on 01202 738256

Email: ChildrensOOHS@bcpcouncil.gov.uk

9. Partnership with parents/carers and the community

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to promote the welfare and protect the safety of children.

DSLs will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with the school. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff e.g. Anti Bullying Champion, Online Safety Champion, information in the school prospectus and the school website safeguarding page. The school has links with its local community which will promote the welfare and safeguarding of the pupils e.g. with respect to religious, cultural or other local issues.

The school will provide and/or access early help services and can refer or signpost to services with consent.

If parents have any reason to make a complaint about the school, the procedures will be found on the school website.

10. Domestic Abuse (Operation Encompass)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident involving a police call out in a household where a pupil lives, through Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse.

Operation Encompass means that the police will share information about domestic abuse incidents with Priory School PRIOR to the start of the next school day when they have been called to a domestic incident.

The school's key adults, who has access to these reports is the **DSL/DSLs -Sarah Richardson, Matthew McLean, Jenna Field, Sarah Russell.**

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The key adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification. We are aware that we must do nothing that puts the child/ren or the non abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports. The key adult has used the Operation Encompass

toolkit to ensure that all appropriate actions have been taken by the school.

Where a multi agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The school website/information boards will provide contacts to local domestic abuse services e.g. [National DV Helpline](#) 0808 2000247, [Bournemouth DA Service](#).

11. Pupils with Child Protection or Child in Need Plans

Pupils who are the subject of a Child Protection conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or Deputy will attend and provide reports for strategy discussions, CP conferences, core group meetings, Child in Need meetings and contribute to assessments and plans.

The school recognises that pupils who are victims of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

12. Children with Special Educational Needs or Disabilities

Governors recognise that children with special educational needs or disabilities can face additional safeguarding challenges (both online and offline) and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to:

- being more prone to peer group bullying (Including prejudice-based bullying)
- being victims of online grooming and radicalisation
- being at higher risk of criminal (including sexual) exploitation

Staff work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others' behaviour towards them such as bullying. Another barrier may be cognitive understanding; for example being unable to understand the difference between fact and fiction online then repeating the content or behaviour in school. Staff are made aware of these potential challenges.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

See also our SEND Policy.

13. Children with Mental Health/Emotional Health needs

Pupils identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Pupils will have a choice of staff who will listen to their concerns about themselves or other pupils and appropriate early help services are available within school/college.

Some staff will practise mental health first aid (if trained). Referrals will be made to CAMHS or other appropriate services in conjunction with parents. The DSL or other appropriate member of staff may seek advice from the CAMHS Link Worker or consultation service.

There will be a strategy for providing ongoing education for children subject to S26 Mental Health (Children & Families) Act 2014.

The school is working in line with [mental health and behaviour in schools guidance](#) 2018 and has taken guidance from [promoting and supporting mental health and emotional wellbeing in schools and colleges 2021](#).

The school will support all pupils with strategies to develop their own emotional well being i.e. through our Relax Kids, Heartsmart and Jigsaw programmes. Additional support will be available at times of need through our [ELSA - Linda Poulter and Pastoral Lead - Jenna Field](#). Children can self-refer at any time.

See also our [Mental Health and Wellbeing Policy](#)

14. Children with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

15. Children who are looked after, those previously looked after and care leavers

We will ensure that staff have the skills, knowledge and understanding to keep looked after children and previously looked after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, [Mrs Sarah Russell](#), who is responsible for promoting the educational achievement of looked after children and previously looked after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

See also our [Designated teacher for Looked After Children Policy](#).

16. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. We have a full time ELSA Teaching Assistant available to listen to and speak with pupils who need additional emotional support.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

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

17. Substance Abuse

As a school, we provide drug education as part of our PSHE curriculum (Jigsaw). If needed, school work with the appropriate agencies and services will be accessed. We work in partnership with the child and parents/carers.

See also our [Alcohol and substance misuse Policy](#).

18. Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in **Appendix 4**.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

19. Extremism – The Prevent Agenda

See also [Prevent Duty Guidance for England and Wales Para 57 – 76](#)

We use the updated definition of radicalisation: the process of a person legitimising support for all use of terrorist violence.

The school has responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty. The Prevent lead is the Headteacher.

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

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

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

As a school we:

- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the MASH or for immediate response call the Anti Terror hotline on 0800 789321. A Channel programme (for older children) may be appropriate.
- Where the school has any concerns about pupils travelling to a conflict zone, advice may be sought from the Home Office and a referral to the MASH if still concerned.
- Work in partnership with other agencies
- Ensure that staff training raises awareness and keeps them up to date with local risks. Staff and governors in this school have either attended a WRAP (Workshop to Raise Awareness of Prevent) session or have completed on-line Prevent training.
- Ensure that children are safe from terrorist and extremist material when accessing the internet in schools through online policies and suitable filtering.
- Promote British values in the curriculum and on the web site to help minimise engagement in extremist activity
- Publicise the Educate against hate website to staff and parents (via the school website) <http://educateagainsthate.com/>

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. (Consent must be sought before any support through the programme is provided.)

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

20. Trafficking and Modern Day Slavery and other Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. This is a growing challenge in BCP. The vulnerability of children involved in criminal exploitation is not always recognised by adults and the indicators of exploitation are different for boys and girls.

Staff are made aware of this as an issue within safeguarding training and referrals will be made to the police or MASH where there are safeguarding considerations for children.

See Annex B in KCSIE 2024

21. Children at risk of Child Sexual Exploitation (CSE)

School works together with other agencies to identify and reduce the risks of child sexual exploitation. As a school we refer to the Pan Dorset Safeguarding Children Partnership guidance and use the [Child Exploitation Toolkit](#).

Both staff and pupils receive education about CSE/CCE and children are advised as to how to keep themselves safe at an age appropriate level. The school should also raise awareness with parents and provide advice themselves or 'sign post' parents to further advice. Rape, assault by penetration and sexual assault 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 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains (See Appendix 4)

The school work closely with the police and other agencies and take guidance to reduce risk of harm from other potential forms of criminal exploitation e.g. **County Lines drug trade**, trafficking, gangs, youth violence, weapons and serious violence.

21. Children and the court system

The pastoral care team is available to offer additional support at school to children involved in any form of court process. Documentation is held securely and dealt with in a confidential manner.

There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

22. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The school should be made aware of any housing issues which may be posing a risk to a child's welfare or emotional health. As part of the Early Help support we work with appropriate services and where a child is thought to be at risk of harm, a referral would be made to MASH.

23. Children with family members in prison

'To help mitigate negative consequences for those children', with a family member(s) in prison, school is able to offer further support through the pastoral care pathway. We also seek assistance from other agencies who may also provide assistance. ([NICCO](#))

24. Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse).

It can happen both inside and outside of school and online. It is more likely that girls will be victims and boys the perpetrators, but it can happen the other way round.

All staff should understand that, even if there are no reports in school, it does not mean it is not happening - it may be the case that it is just not being reported. **If staff have any concerns regarding child-on-child abuse they should speak to the DSL.**

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

At the Priory School, procedures are in place to minimise the risk of child-on-child abuse. There is a zero tolerance approach to sexual violence and sexual harassment. Any allegations will be recorded, investigated and dealt with. There will be support available for victims, perpetrators and other children affected.

Concerns about child-on-child sexual violence and sexual harassment will be reported to the DSL immediately and a referral made to the [BCP First Response Hub](#) who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate.

A school risk assessment will be put in place, preferably by way of a meeting, which will consider;

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- Is the incident a one off or a sustained pattern of abuse?
- Are there ongoing risks to the victim, other children, school or college staff?
- Contextual safeguarding

All staff should act in the best interests of the child.

Bullying, significant friendship issues and **prejudice** are addressed in the school's **Positive Behaviour and Anti-bullying policies**. Serious bullying (including cyber bullying, prejudice-based and discriminatory bullying), causing children frequently to feel frightened or in danger is a form of emotional abuse (KCSIE def Part 1). This could include bullying from siblings. The DSL will consider referral to Social Care where bullying is at this level.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to;

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to

- strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Further guidance about procedures at the Priory School in relation to online abuse can be found in our **Acceptable use of IT policy and online safety policy**.

At the Priory School we aim to minimize the risk of child-on-child abuse by:

- Creating a culture which values diversity, difference and mutual respect through our Curriculum, PSHE and SMSC programmes (jigsaw, Trick Box & Global Neighbours)
- Proactively speaking with parents when issues arise
- Challenge any form of derogatory or sexualised language
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Having a clear online safety programme in school (with strict mobile phone procedures and age specific acceptable use policies) for all in the school community

25. Pupil Participation in Safeguarding

It is important that all pupils in the school are aware of staff who they can talk to. The names of the DSL/safeguarding leads/pastoral care team/anti-bullying champion and online safety champion are available in the school planner and posters are available so that staff are readily identifiable.

- Safeguarding and what constitutes a healthy relationship both online and offline are taught through the curriculum e.g. personal safety, the impact of risky behaviour as well as road, rail and water safety.
- The Safe Schools and Communities team are used to give advice and training e.g. online safety
- Online resources e.g. Childline, Kidscape, NSPCC are promoted to pupils and links are on the website

220. In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

See our Curriculum Maps.

26. Safer Recruitment (KCSIE Part 3)

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Safer recruitment training has been undertaken by the Headteacher and at least 1 governor.

Volunteers and Governors all have a DBS check, references are taken and a discussion about safeguarding guidelines takes place before they work in the school.

Please also see our Safer Recruitment Policy.

27. Staff training, development and induction

All new staff, volunteers and Governors/Trustees will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy and procedures.

The DSL and deputies will attend Level 3 safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and local safeguarding policy and guidance.

The whole school staff group will receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings.

The school follows the Pan Dorset Safeguarding Children Partnership guidance in relation to safeguarding training (*see appendix 5*)

Support and supervision sessions are provided for staff if requested.

Staff are aware of the expectations of **safer working practice** (*including the use of reasonable force - see positive behaviour policy*) and work within these guidelines. Relevant training is given and advice, guidance or sanctions applied where guidance is not followed.

Priory School Training Records: [here](#)

Priory School Training Certificates: [here](#)

28. Allegations against staff, supply staff or volunteers/external clubs providers

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer external provider/organisation, or contractor, has behaved in a way that indicates they may pose a risk of harm to children, or may have harmed a child, and/or possibly committed a criminal offence against or related to a child.

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the Local Authority Designated Officer (LADO):

Contact: LADO team

01202 817600 / lado@bcpcouncil.gov.uk

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The school follows the guidance as set out by Dorset HR (*see Allegations of abuse against staff policy*) and works closely with BCP Council.

28.1 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount.

The school's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All staff should also be aware of the NSPCC whistleblowing helpline:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

29. Welcoming other Practitioners

Visitors with a practitioner role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Practitioners will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

An appropriate adult would be present if there was the need for a police interview.

For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE must be followed.

30. Off Site Visits

Off site visits are the subject of a risk assessment on Evolve. Generic risk assessments are in place for off-site sporting competitions.

Safeguarding concerns or allegations will be responded to following the Pan Dorset Safeguarding Children Partnership procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to the MASH if appropriate. In an emergency the staff member in charge will contact the police and/or the MASH.

The child protection/safeguarding policy and procedures of an off site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

31. Use of Alternative Provision

If alternative provision is made for any pupils it is the school's continued responsibility for safeguarding and we ensure that appropriate safeguarding procedures are in place in any provision used (KCSIE paragraph 326).

32. Safeguarding and online safety (including remote learning)

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

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

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

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, the school will:

- Educate pupils about online safety as part of our curriculum. For example:
 - o The safe use of social media, the internet and technology
 - o Keeping personal information private
 - o How to recognise unacceptable behaviour online
 - o How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation and filtering and monitoring processes.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - o Staff will not take pictures or recordings of pupils on their personal mobile devices
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use

of the school's ICT systems and use of their mobile and smart technology

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

The above represents a summary of our comprehensive policies on online safety. The school has in place the following (the policies can be found on the school website):

- Acceptable use of IT Policy (including mobile devices)
- Online Safety Policy
- Online Safety Programme of study (Project Evolve Resources)
- Remote Learning Plan and clear expectations for pupils during these times in order to keep them safe, which takes into account <https://www.lgfl.net/online-safety/resource-centre>, <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> and <https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely>
- Annual 360 safe website audit
- SWGFL filtering monitored by TurnITOn providers

Staff and pupils are encouraged to refresh their understanding of our approach to online safety every Autumn and during our online safety week in February.

33. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that safeguards are in place. To protect children, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent for photographs to be taken or published ([link to our Data Protection Policy](#))
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

At school events, where parents/ carers are taking photographs of children, everyone is reminded that these are to be for personal use only and are not to be shared on social media.

34. Children who are absent from education, Elective Home Education, exclusion and attendance

The school keeps its admission register accurate and up to date. It recognises that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

The **school attendance policy** is regularly updated and understood by all staff.

Attendance and patterns of attendance will be regularly reviewed by the attendance lead.

Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2016)

A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including criminal or sexual exploitation, at risk from or are involved with serious violent crime or risk of radicalisation.

After reasonable attempts have been made by the school to contact the family, the school will follow the Statutory Guidance and local procedures and refer to the Local Authority education welfare/attendance service.

We inform the Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded. The school will work to coordinate a meeting with the parents where elective home education is the stated intention.

Any safeguarding concerns about children who become EHE will be communicated to the MASH or other services.

If the school excludes a pupil from site or educates them off site, we will endeavour to ensure their safety by carrying out regular wellbeing checks.

35. Sharing of nudes and semi-nudes (previously known as sexting)

If a member of staff is made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), it must be reported to the DSL immediately.

Staff must **not**:

- View, download or share the imagery themselves, or ask a pupil to share or download it. If they have already viewed the imagery by accident, they must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

35.1 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

35.2 Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

35.3 Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

35.4 Referring to the police

If it is necessary to refer an incident to the police, this will be done.

35.5 Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

35.6 Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes.

36. Children at risk of serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

37. Complaints

Any complaints are referred to the **complaints procedure** on the school website.

38. Record-keeping

We will hold records in line with our records retention schedule. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. Records can be both paper-based or electronic.

Records are held securely within CPOMs, in confidential folders within the school computer system and locked in a secure, fireproof cabinet in the headteacher's office. Information is shared with other agencies when this is appropriate, in line with local safeguarding procedures.

39. Monitoring arrangements

This policy will be reviewed **annually** by the DSL/Headteacher. At every review, it will be approved by the full governing body.

40. Links with other policies

This policy links with the majority of school policies, but specifically referred to are the following:

1. Positive Behaviour, restraint handling and anti-bullying policy
2. Mental Health and Wellbeing Policy
3. Code of conduct
4. Complaints
5. Health and safety
6. Attendance
7. Online safety
8. Acceptable use of IT
9. Relationships, Sex and Health Education Policy
10. Medical Needs (including First Aid)
11. Curriculum policy
12. Data Protection & Privacy notices
13. Managing allegations of Abuse
14. Whistle-blowing



At the Priory Primary School, safeguarding is **everyone's responsibility**.

All concerns must be shared with a DSL and recorded on CPOMs.

<p>Sarah Richardson HEADTEACHER Lead DSL Prevent Lead Operation Encompass Key Adult Health & Safety</p>	<p>Matt McLean ASSISTANT HEADTEACHER Deputy DSL Online Safety</p>	<p>Jenna Field Deputy DSL Pastoral Care and Mental Health Attendance Lead</p>	<p>Sarah Russell SENCO Deputy DSL Special Educational Needs Coordinator Designated adult for Looked After Children PP Champion</p>
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Dorset Police

Remember to call 999 if you believe a child is in immediate danger.

If FGM is suspected, this must be reported to a school DSL. Teaching staff must report to the police if there are clear indicators or a disclosure of FGM.

Christchurch neighbourhood team: 101

Community intelligence can be shared with Dorset Police as part of their community partnership programme on [their website](#). This is for partner agencies to share non-urgent information related to anti-social behaviour, child abuse, community tension, cuckooing, cyber crime, general crime, hate crime, knife crime, serious Organised Crime, sexual offending, vulnerability, gang activity and modern slavery or trafficking.

Safeguarding advice and latest guidance

The **Pan Dorset Safeguarding Children Partnership** (all BCP safeguarding information):

<https://pdscp.co.uk/>

The **Pan Dorset Continuum of need** document should be read before any referrals.

Sue Wickings is our safeguarding and standards advisor 01202 456117

Whistleblowing / Allegations of abuse about a member of staff

If you have a concern about the Headteacher you should contact Geoff Tabor, Chair of Governors or LADO (lado@bcpcouncil.gov.uk)

01202 817600

The NSPCC whistleblowing helpline is:

The Priory Church of England Primary School - Child Protection Policy (Sept 2024)

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice/e-line/>

Reporting a Concern

Any staff member can report a concern directly to children's social care, but it is best if this is done through the DSL as they may be aware of additional information.

BCP First Response Hub:

01202 123 334 (8.30am to 5.15pm, Monday to Thursday and 8.30am to 4.45pm on a Friday)

Or e-mail direct on: childrensfirstresponse@bcpcouncil.gov.uk

In an emergency or out of hours contact:

01202 738 256

Email: ChildrensOOHS@bcpcouncil.gov.uk

Policy Version History

Date	Comments / Reviewed:
July 2024	<ul style="list-style-type: none"> ● Policy reviewed by Sarah Richardson ● Changes to names/roles of staff within policy ● Link added to training records spreadsheet and certificates directly from policy. ● Addition of the word 'exploitation' in 'abuse, neglect and exploitation' section. ● Updated definition of Radicalisation. ● Addition of a section on pupils who are lesbian, gay, bisexual or gender questioning ● Added that DSL/DSLs must record the rationale if a decision has been made to not make a referral.

Appendix 3 to Priory School Safeguarding Policy

Types of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others (particularly relevant in relation to the impact on children of domestic abuse). Children may be abused in a family or institutional/community setting by those known to them or, more rarely by others. Abuse can take place online, or technology may be used to facilitate offline abuse. Children may be abused by an adult/s or by another child/ren.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- 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 is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible Indicators of Abuse

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

i) Physical Abuse

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

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

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

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

Other physical signs of abuse can include:

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

Changes in behaviour which can also indicate physical abuse:

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

ii) Emotional Abuse

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

The physical signs of emotional abuse can include:

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

Changes in behaviour which can also indicate emotional abuse include:

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

iii) Sexual Abuse

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

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

The physical signs of sexual abuse can include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

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

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- missing school
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts

- saying they have secrets they cannot tell anyone about
- alcohol / substance / drug use
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults or other children

iv) Neglect

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

The physical signs of neglect can include:

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

Changes in behaviour which can also indicate neglect can include:

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

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

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they **can** care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should **be** a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL.

Appendix 4 to Priory School Safeguarding Policy

Further information relating to CSE, forced marriage, honour based violence, fgm and prevent.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

Speak to the pupil about the concerns in a secure and private place

Activate the local safeguarding procedures and refer the case to the local authority's designated officer

Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk

Refer the pupil to the school's pastoral lead

Preventing radicalisation

Radicalisation refers to the process by which a person legitimises support for all use of terrorism or extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends

- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 16 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.



Staff Safeguarding Checklist

Required Training	Frequency
Safeguarding L2 training (half day)	3 years (15.4.23) or induction + Annual refreshers
Safer Working Practice training (half day)	3 years (2021) or induction + Annual refreshers
Prevent training	One off Gov online training (Nov 2023) Updates as appropriate
Online safety training <i>Online safety and cyber security training for all staff.</i>	Annually or induction Whole School training (January 2024) Governors (June 2024)
FGM training <i>DSL staff only</i>	One off online training Updates as appropriate

Required Reading

Autumn	Spring	Summer
<p><u>Statutory Documents</u></p> <ul style="list-style-type: none"> Working Together to Safeguard Children (DEC 2023 version) Keeping Children Safe In Education (part 1) (01 SEPT 2024 version) Prevent Duty for schools (JUNE 2015 version) Safer working practice (MAY 2019 version) Regulated Activity Guidance <p><u>Core School Policies</u></p> <ul style="list-style-type: none"> Priory School Child Protection Policy Priory School Staff Code of Conduct Whistleblowing Policy Allegations of abuse procedures 	<p><u>Health and Safety Risk Assessments and Procedures</u> <u>-including but not limited to</u></p> <ul style="list-style-type: none"> Emergency Evacuation Fire Safety First Aid (incl. Medical needs & intimate care pol.) Lunchtime Offsite Emergency Violence & Aggression Volunteers & Adults in School <p>+ Critical Incident Policy + Health and Safety Policy</p>	<p><u>Online Safety Policies and Data Handling</u></p> <ul style="list-style-type: none"> Online Safety Acceptable Use of IT Data Protection Mental Health and Wellbeing Policy Positive Behaviour Policy

Appendix 6 - Priory School Child Protection Policy

Reporting Systems for our Pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

We promote, display and ensure all pupils know how to report any concern to a trusted adult.

The Priory School Stay Safe Code



**“Please don’t do that -
I don’t like it!”**

**If they don’t stop – tell a
trusted adult!**