




Yewstock School

Safeguarding & Child Protection Policy

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Safeguarding is everyone's responsibility.

Yewstock School Safeguarding Statement

- Safeguarding and promoting children's welfare is our highest priority.
- Our pupils know how to tell someone when they are hurt or feel unsafe; we listen to pupils and take seriously what they tell staff.
- We monitor children's non-verbal communication especially of any pupils who are unable to communicate through speaking or signing.
- Prompt and appropriate action is taken if we have any concerns.
- Staff take part in safeguarding training as part of their induction; they regularly receive updated training in recognising and reporting safeguarding issues and are aware of their statutory responsibilities.
- All staff and volunteers at Yewstock have the necessary clearances which are checked regularly.

Yewstock School recognises that the welfare of the child/young person is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

An agreed definition of **Safeguarding** is: 'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' - Joint Chief Inspectors' report 2002.

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

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1. Introduction & Context

1a. Our responsibilities

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance every September. This guidance must be adhered to in full by all schools and colleges. KCSIE now also applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.

This policy develops procedures and good practice to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavour to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

1b. Terminology

- **Child**- includes everyone under the age of 18 years old
- **Young Person**- includes students based at the college site for age 14-19
- **All staff**- refers to all those staff working for or on behalf of the school, full time, or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parents**- refers to birth parents
- **Carers**- refers to other adults in a parenting role, for example stepparents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child
- **Governing Body**- refers to all forms of governance within a multi academy trust, academy, independent or maintained school
- **Safeguarding and promoting the welfare of children**- is defined in KCSIE 2022 as:
 - protecting children from maltreatment
 - preventing the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes
- **Child protection**- refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm
- **Children in Need**- refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare
- **Child Protection**- a child/young person may have a Child Protection Plan. A child protection plan is drawn up at a child protection conference. The plan is a written record for parents and carers and professionals which sets out: who the key worker is- usually the social worker. what work needs to be done to reduce the concern
- **Child in Care**- In most circumstances a child in care is a child under 18 years of age who has been provided with accommodation or cared for by the local authority for more than 24 hours because the parent(s) or guardian(s) for whatever reason are prevented from providing them with a suitable accommodation or care

1c. Acronyms

- **DSL**- Designated Safeguarding Lead
- **DDSL**- Deputy Designated Safeguarding Lead
- **FSA**- Family Support Advisor
- **ChAD**- Children's Advice and Duty
- **MASH**- Multi-agency Safeguarding Hub
- **HSB**- Harmful Sexual Behaviour
- **CSE**- Child Sexual Exploitation
- **CCE**- Child Criminal Exploitation
- **FGM**- Female Genital Mutilation
- **KCSIE**- Keeping Children Safe in Education
- **LADO**- Local Authority Designated Officer

- **CIC**- Child(ren) in Care
- **CP**- Child Protection
- **CiC**- Child(ren) in Care
- **DT**- Designated Teacher for Children in Care
- **SEND**- Special Educational Needs and Disability

1d. Key People and Key Documents

Key People:

Role	Name	Contact information
DSL	Christine Chadwick	c.chadwick@yewstock.dorset.sch.uk
DDSL	Clive Padgett	c.padgett@yewstock.dorset.sch.uk
DDSL	Jules Daulby	j.daulby@yewstock.dorset.sch.uk
DDSL	Oliver Turner	o.turner@yewstock.dorset.sch.uk
DDSL	Tom Maher	t.maher@yewstock.dorset.sch.uk
DDSL	Emily Briggs	e.briggs@yewstock.dorset.sch.uk
DDSL	Rebecca Sedgwick	r.sedgwick@yewstock.dorset.sch.uk
Chair of Governors	Pete Lagden	chair@yewstock.dorset.sch.uk
LADO	Martha Sharp	01305221122, lado@dorsetcouncil.gov.uk
	Yewstock School Office	01258472796, office@yewstock.dorset.sch.uk



Yewstock School and College



Designated Safeguarding Lead:



Mrs Chadwick

Deputy Designated Safeguarding Leads:

Ms Daulby Mr Turner Mr Padgett Mr Maher Mrs Briggs Ms Sedgwick



ChAD (Children's Advice and Duty Service) 01305 228558



Yewstock School & College



Others who can offer Safeguarding support:

Family Support Advisor: **Claire Kellaway-Moore**

Attachment Lead/Mental Health & Wellbeing Lead: **Josh Tun Pe**

E-Safety Lead: **Ben Healy**

Antibullying Lead/PSHE Lead: **Claire Donohoe**

Safeguarding Governors: **Pete Lagden, Linda Caride & Seonaid Walton**

Local Authority Designated Officer (LADO)

Martha Sharp is the person to whom concerns and allegations about adults who work with children in schools should be reported.

The LADO should be contacted when there is an allegation made against a member of staff or volunteer who works in a school.

The individual may have:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

To contact the Dorset LADO, telephone
01305 221122 or email lado@dorsetcouncil.gov.uk

Yewstock's Designated Teacher for Children in Care (DT) is: Christine Chadwick (also the DSL)

Key Documents:

This is an overarching policy and should be read in conjunction with the following documents:

- Keeping Children Safe in Education (updated every September), which is the statutory guidance for Schools and Colleges
- Working Together to Safeguard Children (2013) further revised July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education
- The Equality Act (2010) is a document that legally protects people from discrimination in the workplace and in wider society
- The Ofsted School Inspection Handbook: <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>
- In addition, further documentation and guidance can be found at The Pan Dorset Safeguarding Children Partnership website: <https://pdscp.co.uk/>

In accordance with the above procedures, the school carries out an annual audit of its Safeguarding provision and sends a copy to the Local Authority from which a report is submitted to the relevant Safeguarding Children's Partnership.

This policy should also be read in conjunction with the following school policies which can include:

- Acceptable Use Agreement
- Acceptable Use of Mobile phones, Devices and Smart Watches Policy
- Allegations Policy
- Anti-Bullying Policy
- Attendance (Pupil) Policy
- Behaviour Support Policy
- Child Protection Policy Addendum During Covid
- Code of Conduct
- Code of Conduct for Safe Working Practices
- Data Protection- GDPR Policy
- DSL and Deputy DSL Supervision Policy
- E-safety Policy
- Intimate Care Policy
- Children in Care Policy
- Prevent Policy
- Remote Teaching & Learning Policy
- Sexting Policy
- Whistleblowing Policy

1e. Contextual Safeguarding

Contextual safeguarding recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people, and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.

2. Key Elements of this Policy

- Establishing positive, supportive, secure working practices that put children first
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our schools
- Keeping child protection issues at the forefront of our work and know who in the school the DSL and DDSL are
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them
- Supporting children and young people in accordance with his/her agreed child protection plan
- Taking into account of all guidance issued by the DfE, OFSTED and other significant bodies
- Ensuring we have a DSL and a DDSL who have received appropriate training and support for their role
- Developing effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate
- Keeping written, dated, and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalization, Children who are absent from education, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed
- Following procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files
- Risk-assessing any off-site activity, led by the school; cascade all risk assessments through the school to inform effective, safe working practice
- Promoting a culture which makes this school a safer place to learn

We will endeavour to safeguard children and young people by:

- Valuing them, listening to, and respecting them
- Involving them in decisions which affect them
- Making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- Sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Adopting a code of conduct for all staff and volunteers
- Providing effective management through induction, support, and training
- ensuring staff and volunteers understand about ‘whistle blowing’
- Dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Yewstock’s Safeguarding and Child Protection procedures include:

- Mandatory training for staff and Governors – safeguarding and child protection training at induction and updated regularly, Keeping Children Safe in Education training annually
- Fully trained Designated Safeguarding Lead and Deputy DSLs
- Leadership and Management Team and Governors trained in Safer Recruitment
- Use of KCSiE compliant secure digital platforms to report, record and share safeguarding information
- Regular review and monitoring of policies and procedures
- Availability of all policies and procedures for staff, visitors, and parents/carers

- Use of Operation Encompass
- Significant safeguarding incident investigation
- Regular communication of information, updates and highlights with staff, Governors, Parents/Carers, and other linked professionals

3. Early Help

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services.

3a. School indicators for children or families that may require Early Help:

- Special Educational Needs
- Low parenting skills
- Poor diet – obesity, malnourished
- Low income or poverty
- Transport
- Limited community integration
- Young carer
- Substance/alcohol abuse
- Breakdown in family relationships
- Domestic abuse
- Breakdown in community relationships
- Child mental health
- Isolation
- Adult mental health
- Disability of a child
- Disability of an adult
- Bereavement
- Poor attendance and punctuality
- Changes in behaviour
- Poor behaviour and risk of exclusion
- Child unaware of how to keep themselves safe online
- Child unaware of danger and how to keep themselves safe
- Child demonstrates sexualised behaviours
- Frequent house or school moves
- Extremist views
- Involved in anti-social or criminal activity
- Is associated with gangs
- Frequently goes missing from care of from home
- At risk of modern slavery, trafficking, or exploitation
- Has returned home to their family from care
- Is privately fostered

3b. Some of the Early Help strategies we use:

- ELSA
- Drawing & Talking
- Counselling
- Mosaic
- Wellbeing days
- Mental Health & Wellbeing Lead
- Attachment Nurture Programme

- Therapeutic Thinking approach
- Family Support Advisor
- TAF, CiN, CP, CiC meetings
- Communication with families
- Parent/Carer Evenings
- Person Centred Reviews
- PSHE/RSE lessons
- E-Safety lessons
- Anti-bullying Week
- Advice & guidance for parents/carers
- Sensory support
- OT support
- Communication support
- SaLT support
- Narrative Intervention
- Personal Learning Goals
- Designated Teacher for Children in Care
- CPD for staff
- Breakfast Club
- Extra-curricular activities
- After-school clubs
- Off-site provisions
- Designated Safeguarding Leads
- Police Community Support Officers (PCSOs)
- Liaise with health professionals
- Swifts
- CAMHS
- Educational Psychologists
- School policies
- Risk assessments
- Appropriate curriculum
- Early Birds

Further, with consent from parents/carers, we may refer to the Early Help Hub through ChAD on 01305 228558.

However, if staff have an immediate concern about a child/young person they MUST act immediately.

4. Procedures

4a. Visitors

All visitors to the school are asked to sign in and be directed to read the Visitor's Safeguarding Leaflet and Acceptable Use Agreement. Visitors will be given a badge which is colour-coded and labelled according to the purpose of their visit. Any visitor not DBS checked will be supervised at all times.

4b. Safer Recruitment

Our school operates safer recruitment policy and procedures including making sure that:

- Statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006
- Statutory guidance relating to volunteers is followed

- At least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme
- We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff
- We comply with the requirements of the most recently updated version of KCSiE, Part 3

4c. Training

At Yewstock, we adhere to all requirements for safeguarding training for all staff and Governors. In addition, we take part in several areas of training that are considered best practice, including termly Child Safeguarding Practice Reviews.



Yewstock School Safeguarding Training



Training	Who	When
Level 3 Safeguarding initial/update	DSLs	Every 2 years
Safeguarding for Supervision	Staff with Level 3 training supervising others	Every 2-3 years
Keeping Children Safe in Education (KCSiE) Part 1	All staff	At Induction/start of school year
Keeping Children Safe in Education (KCSiE) Part 1 & 2	All Governors	At Induction/start of school year
Full Safeguarding & Child Protection	All staff	Every 3 years
Safeguarding & Child Protection update	All staff	At Induction/start of school year
Safeguarding & Child Protection	All Governors, particularly Safeguarding Governors	Every 2 years
Safeguarding & Child Protection highlights & updates	All staff & Governors	At least weekly
Safeguarding & Child Protection highlights & updates	Parents/Carers	At least termly

Prevent Duty	All staff	At Induction/start of school year
WRAP	All staff	Every 3 years
My Concern	All staff	At Induction/start of school year
Safer Recruitment & KCSiE Part 3	At least 1 member of interview panel	Every 3 years
KCSiE Part 3	All members of interview panel	At Induction/start of school year
Managing Allegations	Head Teacher & Chair of Governors	Every 2 years
Review of Safeguarding policies:	All staff	At Induction/start of school year
Designated Teacher for Children in Care	Designated LAC Teacher	Update annually

Additionally, staff and Governors are provided with weekly Reminders/Updates/Highlights. Relevant safeguarding information is also emailed to staff and Governors and accessible to staff on our school documents system and our Safeguarding Teams link.

4d. Allegations and Whistleblowing

Allegations:

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

It is imperative that everyone who deals with allegations of abuse maintains an open and enquiring mind. Even allegations that appear less serious must be followed up and taken seriously.

Staff are provided with the Allegations Policy and Procedure documents.

Staff need to be mindful that it is not only their behaviour in school which may lead to concerns being raised. Where a member of staff or volunteer is involved in an incident outside of school which may/may not have involved children but could impact on their suitability to work with children this should be discussed with the LADO. Usually referred to as 'Transferrable risk'.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what they say will be taken very seriously and everything possible done to help.

In all instances the Head teacher must be informed. If the head teacher is not available, then the DSL should be advised.

Any allegation regarding ANY member of staff (including the Head Teacher) MUST be passed onto the LADO in regard to information received (within 24 hours). Once the LADO has been informed.

If the allegation concerns relate to the Head teacher, then the Chair of Governors must also be informed.

The allegations policy and procedures aim to ensure that all allegations are dealt with fairly, consistently, and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing Policy.

Whistleblowing:

The Whistleblowing Policy and Procedures provides individuals (staff) with full protection from victimisation and dismissal, where they raise genuine concerns about malpractice i.e., make a protected disclosure.

The aims of this policy and procedure are to:

- Encourage employees to question and act upon concerns about practice and feel confident in raising those concerns;
- Provide avenues for employees to raise concerns and receive feedback on any action taken;
- Ensure employees receive a response and allow them to take the matter further if they are dissatisfied with the Headteacher, Governors or Council's response to the concerns expressed;
- Reassure employees that they will be protected from reprisals or victimisation for any disclosure that they have made in good faith including an employee acting in the capacity of friend, colleague, or trade union representative at any meeting in connection with the disclosure;
- Ensure that employees about whom concerns are raised are treated fairly and supported appropriately

This policy should also be read in conjunction with the 'Code of Conduct – Guidelines for Safe Working Practices' and the procedure for 'Dealing with allegations of abuse against members of staff and volunteers.

4e. Supervision

Safeguarding supervision uses the supervisory relationship to promote positive outcomes for children and families through creating a safe contained environment where the practitioner has the capacity to think and reflect.

All staff in supervisory safeguarding positions undertake Supervision for Safeguarding training. In this training, staff:

- Learn how to create a safe contained environment where practitioners can engage in effective supervision
- Develop a working knowledge of anxiety, stress, and resilience
- Consider how emotions may impact on practitioners and the decisions they make
- Explore professional vulnerability and protective factors inherent in working with children and families
- Explore the use of power and authority and its relevance to the supervisory space
- Use the Integrated model of supervision to facilitate effective supervision in both formal and informal situations
- Understand the values and how to create a culture of safeguarding supervision
- Use skills /tools to facilitate critical thinking in practice

Those who receive regular safeguarding supervision include:

- The DSL
- The DDSLs
- The Family Support Advisor
- The Attachment/Nurture Lead
- The Attachment/Nurture Key Adults
- EYFS Leads

4f. Monitoring

All areas of safeguarding at Yewstock are regularly monitored by the DSL. This includes:

- Environment and premises
- Visitor procedures
- Policies
- Safer recruitment
- Single Central Record
- Safeguarding in the curriculum
- Staff knowledge
- Safeguarding culture

In addition, the Governing Body acts in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (updated every September) to safeguard and promote the welfare of children in this school.

The Governing Body is accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective. Therefore, the nominated Safeguarding Governors carry out regular monitoring at Yewstock.

It is a Dorset Safeguarding Standard (recommended by the Pan-Dorset Safeguarding Children Partnership) that Governors receive an annual report from the DSL and Nominated Governor in order to help monitor compliance with statutory responsibilities.

Yewstock carries out an annual audit of its Safeguarding provision and sends a copy to the Local Authority from which a report is submitted to the relevant Safeguarding Children's Partnership.

We also commission an independent safeguarding audit and inspection. From this, we create a Safeguarding Action Plan to make any changes and improvements found necessary.

4g. Reporting and Recording Concerns

Concerns about a child/young person:

In the first instance if a member of staff has a concern about a child/young person they should record this immediately on *My Concern* (a KCSiE compliant secure digital platform). All staff are given training on how to use *My Concern*.

If there is risk of immediate harm, the staff member should immediately verbally report the concern to the DSL/a DDSL. The DSL Team may well have information that other members of staff do not know about a child/young person and their family.

Staff should be told particular sensitive information on a 'need to know basis'.

However insignificant you think your concern might be, you must report and record. It may only be a small piece of information but it helps to form a bigger picture.

Managing a disclosure:

It is extremely important that if a child discloses that you know what to do. This is explained by the DSL during Induction and at the start of each school year and will form a key part of any safeguarding training undertaken within school.

These are the key principles:

If:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional

You RECORD AND REPORT:

- Respond without showing any signs of disquiet, anxiety, or shock
- Enquire casually about how an injury was sustained or why a child appears upset
- Confidentiality must never be promised to children, young people, or adults in this situation
- Carefully observe the demeanour or behaviour of the child
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure)
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?
- It is important to know when to stop asking questions and listen
- It is important not to interrogate

Types of Questions you can ask: **TED**

Can you **t**ell me?

Can you **e**xplain?

Can you **d**escribe?

Remember you are only clarifying with the child if something concerning did happen or could have happened

from the information they give you.

Then report to your DSL or DDSL immediately and record it on *My Concern*.

Staff MUST NOT

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the designated staff or ChAD
- Speak to the parents/carers until you have had a conversation with your DSL/ChAD
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret

If the DSL/DDSLs are not available:

If there is an immediate concern about a child or their family any member of staff can phone Children's Advice and Duty Service for advice and guidance.

The ChAD Team:

- Provide a single point of contact for families, members of the public and professionals who are seeking to raise a concern in respect of a child or young person they have concerns about or believe to be at risk of harm
- Works alongside MASH Multi-agency Safeguarding colleagues, the Dorset Police Safeguarding Referral Unit and Safeguarding Health professionals
- Progress all new contacts and make the decisions in respect of whether a Referral is allocated to the one of the other Care and Protection Teams
- Provide the Out of Hours Service- the service supports and works in partnership with the different Help & Protection Area teams to deliver outcomes for children. The Early Help hub is a single point of contact for consultation around services provided through Universal Partnership Plus and identifying need for Early Help assessment

Professionals can call 01305 228558.

Members of the public can call 01305 228866.

The service is available Monday to Friday between 8am and 10pm and 9am-10pm during the weekend. An 'on call' social worker is also available 24-hours-a-day if immediate action is required. The same number should be used.

Concerns about a staff member:

In addition, the policies, procedures and guidance for Allegations and Whistleblowing, the following refers to low-level concerns about staff.

One of the most sensitive issues facing school leaders is how to handle both serious allegations and lower-level concerns raised about their staff or others working in or with their organisation.

The professional practice of safeguarding starts with good record keeping and the need to preserve evidence. It's vitally important that leaders and staff in all education settings adopt an open and transparent approach to the reporting and recording of such concerns.

The safeguarding culture in your setting should demonstrate that all concerns of this nature are taken seriously and will be followed up effectively.

At Yewstock, we use *Confide*. This is:

A secure system to record and case manage ALL relevant allegations and concerns about people working or volunteering in or with your organisation. It ensures full compliance with Part 4 of 'Keeping Children Safe in Education 2022' in education settings. It enables you to work closely with the LADO and to identify 'lessons learned'. The system tracks all relevant activity in an investigation including key decisions, contact with other agencies and the outcome of cases. It is secure and fully data protection compliant.

Staff are made aware of the use of *Confide* and is further described in the school's Code of Conduct Policy.

If staff have a concern about a colleague or another adult working in the school, they should report the concern to a member of the Senior Leadership team (who also make up the DSL Team). The member of SLT will record the concern on *Confide* and make any further investigations or referrals needed.

Concerns relating to transport:

If there is a safeguarding concern in relation to transport the DSL or a DDSL must be informed immediately And record the concern on *My Concern*. The school will report the concern to the Local Authority transport department with immediate effect. Copies of all correspondence made/received will be held by the school.

4h. Escalation

The Pan-Dorset Multi-agency Escalation Policy sets out the expectations and pathways for managing differences of professional opinions in the child's best interest. It has a focus on resolving multiagency safeguarding challenges.

The use of professional challenge and escalation is expected and promoted in multiagency working to enable to children (including young people) to be safeguarded effectively. The child's welfare and safety are paramount.

The Pan-Dorset Multi-Agency Safeguarding Policies and Procedures Manual provides detail of expected practice, and this should be referenced by practitioners in their challenge and escalations. Particular policies such as the 'Threshold documents', 'Hard to engage families' and child protection procedures will be used in many escalations. <https://pandorsetscb.proceduresonline.com/index.html>

4i. Confidentiality and Data Protection/GDPR

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents/carers, children, colleagues.

Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Yewstock uses the Eight Caldicott Principles as guidance:

1. Justify the purpose(s) for using confidential information
2. Use confidential information only when it is necessary
3. Use the minimum necessary confidential information
4. Access to confidential information should be on a strict need-to-know basis
5. Everyone with access to confidential information should be aware of their responsibilities
6. Comply with the law
7. The duty to share information for individual care is as important as the duty to protect patient (child/young person) confidentiality
8. Inform patients and service users (children/young people) about how their confidential information is used

The General Data Protection Regulation (GDPR) is replacing the previous data protection directive. The GDPR is enforced by The Information Commissioner's Office.

Yewstock School is committed to complying with this and it became enforceable on the 25 May 2018. Our Privacy Notice outlines information about the data that we store and how we use it. This can be found on the school website.

Yewstock also has a Data Protection/GDPR Policy. This policy applies to all staff employed by our school, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

Photos/Videos:

Yewstock does not publish a child/young person's photo or video image without parent/carer consent.

Storage of safeguarding records:

All records relating to safeguarding concerns are sensitive and confidential so will be kept in a secure (i.e., locked at all times) filing cabinet, separate from other school files, and accessible through the DSL or DDSL. Where possible, records will be electronically uploaded to the child/young person's profile on *My Concern*.

Retention of records:

The school should retain the record for as long as the pupil remains in school and then transferred as described below.

Guidance from the Records Management Society is that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, and why).

Transfer of safeguarding records:

When a pupil transfers to another school (including to a Learning Centre because of permanent exclusion) the DSL should inform the receiving school as soon as possible in person or by telephone that safeguarding records exist. The original records must be passed on either through secure electronic file transfer, by hand or sent by recorded delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

If the records are to be posted, they should be copied, and these copies retained until there has been confirmation in writing that the originals have arrived at the new school. They can then be shredded.

Whether safeguarding files are passed on electronically, by hand or posted, there should be written evidence of the transfer (such as email confirmation, a form or slip of paper signed and dated by a member of staff at the receiving school.) This receipt should be retained by the originating school for 6 years (in line with guidance from the Records Management Society).

If the pupil is removed from the roll to be home educated, the school should pass the child protection file to the LA EHE Administrator and a receipt obtained as described above.

If a pupil with a safeguarding record leaves the school without a forwarding address and no contact is received from a new school the DSL should follow the school's Child who is absent from education procedures. If there is reason to suspect the pupil is suffering harm, then the DSL will refer to Social Care in the usual way.

If a child arrives in the school in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school for a discussion with the DSL. There might be a safeguarding file which has not been passed on.

Electronic records must be password protected with access strictly controlled in the same way as paper records.

Sharing information with Further Education (FE) Colleges:

A protocol is in place with DSLs at FE colleges: at the start of each academic year, they will send to secondary school DSLs a list of newly enrolled students who have previously attended the school, requesting any relevant information. Secondary School DSLs will use their professional judgement but should always disclose if a young person is in care, is or has been subject of a child protection plan or is assessed as posing a risk to themselves or other students.

Note this applies only to Dorset schools and FE Colleges with whom the protocol has been agreed.

4j. Intimate Care

The NSPCC says: Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

All staff are encouraged to read the Intimate Care Policy which outlines best practice when working with children/young people needing support with intimate care.

Intimate Care Plans are created in conjunction with parents/carers and require consent. All intimate care is to be recorded on an Intimate Care Plan record.

4k. Offsite Visits and Risk Assessments

Yewstock uses *EVOLVE* to support with offsite visits and risk assessments. *EVOLVE* is an online system for the planning, approval, and management of educational visits (including residentials), sports fixtures and extra-curricular activities that follow both employer and National Guidelines.

Staff receive training in both risk assessing best practice and how to use the system. Three senior members of staff act as *Evo* Approvers. All trips and visits must be approved by Senior Leaders before being allowed to go ahead.

Individual risks and needs are always taken into account when planning a trip or visit and creating a risk assessment.

4I. Remote Teaching and Learning

Yewstock has a Remote Teaching and Learning Policy which outlines safeguarding information and guidelines for staff, parents/carers, and pupils.

It is essential that all parties understand these guidelines to ensure safeguarding of themselves and others.

These safeguarding measures are to be used alongside this policy as well as Acceptable Use Agreement, Code of Conduct for Safe Working Practices, GDPR and E-Safety policies.

5. Specific Safeguarding Issues

5a. Mental Health and Wellbeing

Mental Health and Wellbeing Statement:

Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing, and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that they think may be a safeguarding concern, they should report it to the DSL or a DDSL immediately and record the concern.

If staff have a mental health concern that is not also a safeguarding concern, speak to the DSL or a DDSL to agree a course of action.

Identifying children with possible mental health problems:

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions)

5b. Four Main Types of Abuse

Keeping Children Safe in Education (updated every September) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'.

It is generally accepted that there are four main forms of abuse. The following definitions are from Working Together to Safeguard Children (2013). They are:

1. Physical abuse

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

2. Emotional abuse

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

3. 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. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4. Neglect

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

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

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

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time.

5c. Child on Child Abuse (formerly known as Peer on Peer Abuse)

Child on Child abuse can take many forms, like:

- Bullying, including cyber-bullying and prejudice-based and discriminatory bullying – for example, bullying because of a child's gender identity, or perceived sexuality
- Physical abuse, for example, hitting, kicking, shaking, biting, hair pulling
- Abuse in intimate personal relationships between peers. This is sometimes known as teenage relationship abuse
- Sexual violence: this could be rape, assault by penetration, sexual assault
- Sexual harassment, including sexual comments and jokes, and online sexual harassment
- Causing someone to engage in sexual activity without consent. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Sharing nude and semi-nude images or videos. This is sometimes known as sexting or youth-produced sexual imagery
- Upskirting. This is where someone takes a photo under another person's clothes without their permission, for sexual gratification, or to cause the victim humiliation, distress, or alarm
- Initiation or hazing-type violence and rituals. This includes activities involving harassment, abuse, or humiliation, used as a way of initiating someone into a group

Many of these behaviours can take place online, including sexting- non-consensual sharing of sexual imagery, abusive, harassing, and misogynistic or misandrist messages, and sharing of abusive images or pornography to those who don't want to receive this kind of content.

Staff should always assume it's happening here.

Staff might witness child on Child abuse between pupils, or a pupil might tell them they've been a victim of child-on-child abuse.

Staff might also see signs that something is wrong. They should always be alert to changes in a child, such as in their mood, behaviour, or school performance.

Whether a child makes an allegation or staff see something that's a cause for concern, staff should always take immediate action, following policies and procedures.

If a child does make an allegation, staff should reassure the child that they'll be supported and kept safe. Don't make the child feel like they're causing trouble by speaking up.

Staff shouldn't dismiss an allegation as banter, part of growing up, 'having a laugh' or 'boys being boys'. Doing this can create a culture of unacceptable behaviours and an unsafe environment for children. It can normalise abuse, leading to children accepting it as normal and not reporting it.

5d. Harmful Sexual Behaviour, Sexism, Sexual Harassment and Sexual Violence

Harmful Sexual Behaviour (HSB) is 'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'.

Sexism is 'the inability or refusal to recognize the rights, needs, dignity, or value of people of one sex or gender. More widely, the devaluation of various traits of character or intelligence as 'typical' of one or other gender.'

Sexual harassment is 'unwanted behaviour of a sexual nature which: violates your dignity, makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment.'

Sexual violence is 'any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.'

Yewstock has a zero tolerance to harmful sexual behaviour, sexism, sexual harassment, and sexual violence. It is never acceptable and will never be tolerated.

All victims must be taken seriously, supported, and kept safe. A victim should never be given the impression that they are creating a problem by reporting the abuse.

Reports of this nature are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimize the disruption to their education.

Part 5 of Keeping Children Safe in Education clearly outlines the response that should be taken.

If anyone has any concerns that a child or children may be at risk, they must report them to the DSL or DDSL immediately and record the concern. The DSL or DDSL should then liaise with ChAD and follow guidance given.

5e. Bullying

At Yewstock School, we are committed to creating a culture of mutual respect where the bullying of adults, children or young people is not tolerated in any form. We strive to create an inclusive, supportive environment where everyone feels safe and valued and is able to reach their potential. We know bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a severe barrier to learning and have serious consequences for mental wellbeing and the emotional development of children. We also understand that there may be complex reasons why children or adults bully others, and that perpetrators, as well as victims, need to be treated in a positive and constructive manner.

Our Anti Bullying Policy was created with the involvement of the whole school community and outlines what we do to prevent and tackle all forms of bullying.

There is no legal definition of bullying; however, it can be defined as "behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Our emphasis at Yewstock School is to create an environment where bullying will not occur. We do this in a variety of ways.

Any incident of bullying will be dealt with thoroughly and proportionately. The precise nature of the response will be guided by the context of the situation, and all involved.

The school will offer a proactive, supportive, and problem-solving approach, guided by the particular situation and the different pupils' needs. We will aim to ensure that pupils who are the victims of bullying are (and feel) listened to, included and safe, and that pupils involved in bullying others are helped to behave in a more acceptable way and to form positive friendships.

We recognise that the bullying of adults, including staff and parents, whether by pupils, parents/carers, or other staff members, is unacceptable.

5f. Child Sexual Exploitation (CSE)

CSE is a form of abuse that involves exploitative situations, contexts, and relationships where young people receive something (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of

technology without the child's immediate recognition, e.g., being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

Any child or young person may be at risk of sexual exploitation, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

Any concerns about child sexual exploitation should be discussed with the DSL or DDSL and recorded. There is more detailed information and a 'risk matrix' in the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website.

5g. Child Criminal Exploitation (CCE)

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Any concerns about child criminal exploitation should be discussed with the DSL or DDSL and recorded.

5h. Extremism/Radicalisation/Terrorism

Yewstock's Prevent Policy outlines information related to extremism, radicalisation, and terrorism.

The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

For more information please see: <https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales>

Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Radicalisation is the action or process of causing someone to adopt radical positions on political or social issues. Young people can become vulnerable to radicalisation and terrorism for a variety of reasons and if exposed to

extremist rhetoric may adopt more fundamental views. This is the radicalisation process in which someone adopts extreme views and actions, and this can lead to acts of violent extremism.

Terrorism can occur anywhere in the world with atrocities carried out in support of various ideologies and campaigns. There is no single definition of terrorism, but it commonly refers to criminal acts intended to provoke a state of terror in the general public and the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.

At Yewstock, we have robust safeguarding policies in place to ensure that pupils at risk are identified and supported. Where there is a concern, we 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 children's social services.

Yewstock School sets out protocols in our safeguarding policy for ensuring that visiting speakers are suitable and appropriately supervised.

Teaching and Learning:

At Yewstock, we teach a "broad and balanced curriculum" that promotes pupils' spiritual, moral, cultural, mental, and physical development and prepares them for life's opportunities, responsibilities, and experiences. We also promote community cohesion. Pupils are given the opportunity to explore sensitive or controversial issues and recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. We also aim to equip pupils to think critically and make reasoned arguments and teach them about topics such as democracy and the need for mutual respect.

Training:

At Yewstock, we ensure staff are given training that enables them to identify pupils at risk of being drawn into terrorism, and challenge extremist ideas. Our staff also know where and how to refer pupils for further help. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection (as with other safeguarding risks). Staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Training around Prevent is available through Pan Dorset, usually delivered through a one-hour WRAP session (Workshop to Raise Awareness of Prevent).

5i. Forms of abuse linked to culture, faith, or belief

Female Genital Mutilation (FGM):

FGM is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration.

Forced Marriage:

Forced Marriage is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

So called 'honour-based' violence:

So called 'honour-based' violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

It is important that staff are aware of all above forms of abuse and report concerns to the DSL or DDSL who will seek further advice from statutory agencies.

5j. Online Safety

At Yewstock School we take E-Safety very seriously and see it as our duty to keep our pupils safe whilst using technology not only in school but also at home. New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times. Staff should always seek to inform and communicate any apps/games/trends on social media that they come across as a concern or are warned about, to parents so students can remain safe in and out of school.

Network Safety:

The school's network is presently managed by Jamie Dawe, the ICT Systems Technician, who is responsible, in conjunction with Oakford Technology and the Leadership & Management Team, for the safety of the Network and the pupils/staff who access it.

Twice yearly meetings take place with representatives of the E-Safety Committee to review the system and procedures in place and raise any issues with the Network and E-Safety in general.

Senso, a monitoring and safeguarding system which identifies safeguarding concerns, is reviewed by Jamie Dawe and the Designated Safeguarding Lead. Incidents that *Senso* categorises as high/urgent/critical are sent directly to the Designated Safeguarding Lead for review. Issues that are highlighted in these reviews are written in the online safeguarding reporting system 'My Concern' and are then dealt with by the DSL Team.

RM SafetyNet provides filtering for all devices connected to the school's network. Alerts are triggered after a set number of denied requests are made and emailed to the Designated Safeguarding Lead for review. Issues highlighted in these reviews are written in the online safeguarding reporting system 'My Concern' and then dealt with by the DSL Team. School-owned devices used in our off-site provision use *Senso's* Content Filtering solution.

We review filtering and monitoring provision at least annually. We Block harmful and inappropriate content without unreasonably impacting teaching and learning. We annually test that harmful and inappropriate content is blocked using <http://testfiltering.com/>. We then review the impact on teaching and learning with issues that have been raised and adjust from there.

DSLs ensure all staff are aware of where they can find additional guidance. Regular guidance is provided to staff by the DSL and the E-Safety Lead. We also signpost additional guidance to relevant staff.

The DSL is responsible for updates and responsible for (alongside the DSL Team and the ICT Systems Technician) leading an investigation when there has been a breach

It is important that all staff are aware of their responsibilities. This includes:

- Ensure staff have read and understood schools' policies, processes and procedures in relation to online safety and safeguarding.
- Ensure staff are undertaking physical monitoring of students whilst technology is in use within school.
- Staff must ensure they report to the DSL/SLT when:
 - They witness or suspect unsuitable material has been accessed.
 - They can access unsuitable material.
 - There are teaching topics which could create unusual activity on the filtering logs. (Such as PSHE topics)
 - There is a failure in the software or abuse of the system.

- There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks.
- They notice abbreviations or misspellings that allow access to restricted material.

Safety and Responsibilities for Staff:

All staff are required to read and sign an Acceptable Use Agreement (AUA) which clearly states the responsibilities of staff using technology in the workplace. This will be signed when they commence their employment at Yewstock School and will be reinforced each year during the staff's E-Safety update. The AUA lists the responsibilities of all staff and covers the use of digital technologies in school: i.e., E-mail, Internet, Intranet, and network resources, and this will also apply to 'Bring Your Own Device' if it is adopted in the future.

All staff receive Online Safety training as part of Safeguarding training at Induction and annually.

Safety and responsibility for Pupils:

Although some of our pupils are unable to access the Internet, we have a good percentage of pupils who are able to use the Internet independently and therefore are at risk from either deliberately accessing inappropriate material or, due to their level of literacy, accidentally accessing harmful sites.

No child is able to access the Internet in school without their parents/carers giving permission to do so. This consent form is filled in when the child starts school and is kept on record until they leave; it will only need amending if a parent/carer would like to change it.

All pupils who are able will have to sign an AUA and this will be completed every year. This document will clearly state their responsibilities when using technology in school.

All pupils will receive E-Safety training. They will also have the opportunity to be reminded regularly of E-Safety by all Teachers and Teaching Assistants. Students will receive regular termly help guides and parent awareness information on potential and concurrent threats. Students will receive a termly e-safety focus from younger years to older years to ensure scaffolding and reinforcement of basic and evolving whole school e-safety ethos.

All pupils will be taught how to use all technologies in a responsible and safe way. This will be part of the ICT curriculum.

No child may appear on the school website without their parent/carers consent, the consent form is completed when the child starts school and is kept on record until they leave; it will only need amending if the parent/carer would like to change it.

Support for Parents/Carers:

As a school we believe it is our duty to support parent and carers in keeping their child safe while using technology within the home environment. Computers and other devices in the home are more open and don't have the security features which we have in school, which does make the child more vulnerable in this environment.

The school web site will have information regarding E-Safety for parents/carers and young people in order to reach the widest audience possible. An E-Safety link is kept up to date on the school website with advice and resources for parents/carers to use.

Parents/Carers receive a termly newsletter specifically structured around a breakdown of national online safety threats and possible areas of concern, together with this they also receive an e-safety pack of key parent/carer guides that are tailored around threats that have been raised and subject areas relevant at that time.

In addition to our E-Safety Policy, we also address online safety issues in other policies such as Behaviour Support Policy, Anti Bullying Policy, Acceptable Use of Mobile phones, Devices and Smart Watches Policy, Sexting Policy, and Staff Code of Conduct Policy.

5k. Domestic Abuse and Violence

Domestic abuse is abusive, violent, controlling, coercive or threatening behaviour between people aged 16 or over who are, or have been, intimate partners or family members. It can happen to anyone.

Children who see, hear, or experience the effects of domestic abuse and are related to the victim or perpetrator are victims of abuse themselves. It can seriously affect children's physical and mental wellbeing, including into adulthood, so we have a responsibility to share concerns.

Intervening early helps to stop abuse getting worse and prevent children experiencing significant harm, so it's important to be alert to signs.

Domestic abuse can take different forms:

- Physical: for example, hitting, punching, pushing, biting, burning, or choking
- Psychological/emotional: for example, putting a person down, controlling them with threats and intimidation, blaming them for the abuse or denying it
- Sexual: any form of sexual activity that takes place without the other person's full consent (e.g., physical contact, withholding contraception, or pressuring into sexual activities)
- Financial: controlling the partner's ability to earn and use their own money and resources (e.g., stopping them going to work, spending, or taking their money)

Speak to the DSL or a DDSL if you have any concerns and record your concerns on *My Concern*.

If a child tells you about abuse, make it clear that you'll need to tell someone else – but only those who really need to know.

If you think a child is in immediate danger, contact the local authority children's social care team, and the police, if appropriate. Then tell the DSL or DDSL.

Operation Encompass Safeguarding Statement:

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school soon after they have been called to a domestic incident.

All Key Adults (DSL/DDSL) have attended an Operation Encompass local briefing as well as national online training.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led briefings 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.

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.

Our Key Adults are: Christine Chadwick, Clive Padgett, and Oliver Turner

5l. Children who are absent from education

The attendance of children and young people at school is of vital importance. If children and young people do not attend school regularly their acquisition of skills and knowledge is interrupted, and their educational achievements are potentially damaged.

Bi-weekly Pupil Attendance monitoring meetings are attended by the Headteacher, the DSL and the School Attendance Officer. Pupils at risk of poor or irregular attendance are discussed and action plans are developed. Where appropriate, letters of concern are sent home and meetings with parents/carers take place to find ways to address any issues and increase attendance.

Where required, we report non-attenders to the Local Authority as a Child who is absent from education.

5m. Vulnerable Children and Young People

In general, any child or young person up to 25 with an EHCP can be classed as 'vulnerable'. However, the DfE states that there is no set definition as there are very specific reasons a child/young person can be classed as vulnerable based on individual circumstances. Headteachers use data from their school communities along with individual student information to make judgements about who is considered vulnerable.

Although all of our students have a degree of vulnerability, some require further support from schools and could be considered to have an additional vulnerability. For the purposes of making this distinction, we define 'vulnerable' to mean any student who, as a result of cognitive delay or disability, physical disability, or social, emotional, or mental health difficulties is unable to safeguard his or her personal welfare or who may be unable to protect him/herself against significant harm or exploitation and are safest when in school.

In addition, children who are recognised as Children in Need, children on Child Protection Plans or children under the care of the local authority (Children in Care and Children Previously in Care) are considered to have an additional vulnerability.

Regular meetings (such as Team Around the Family/TAF, Child in Need/CiN, Child Protection/CP Conferences or Core Group) for vulnerable children with professionals from education, social care, and other agencies such as health take place alongside parents/carers and sometimes the child/young person. These meetings are for raising concerns, discussing progress, offering support, and making action plans to improve outcomes for the child/young person. Key staff such as the DSL or a DDSL or the Family Support Advisor always attend these meetings and feedback to relevant staff.

The Designated Teacher for Children in Care receives regular training for this role. The DT attends Child in Care/CiC meetings and Personal Education Plan/PEP meetings for Children in Care. The DT works closely with Virtual School, carers, and the child/young person to ensure the best education outcomes possible. The DT produces an annual Children in Care Report for Governors and is monitored regularly by Virtual School and Governors.

5n. Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

5o. Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place, they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via ChAD.

6. Additional Information

6a. Indicators of the four main types of abuse

1. Physical Abuse:

Bumps and bruises don't always mean a child is being physically abused. All children have accidents, trips, and falls. And there isn't just one sign or symptom to look out for. But it's important to be aware of the signs.

If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Physical abuse symptoms include:

- bruises
- broken or fractured bones
- burns or scalds
- bite marks

It can also include other injuries and health problems, such as:

- scarring
- the effects of poisoning, such as vomiting, drowsiness or seizures
- breathing problems from drowning, suffocation, or poisoning.

Head injuries in babies and toddlers can be signs of abuse so it's important to be aware of these. Visible signs include:

- swelling
- bruising
- fractures
- being extremely sleepy or unconscious
- breathing problems
- seizures
- vomiting
- unusual behaviour, such as being irritable or not feeding properly

2. Emotional Abuse:

There might not be any obvious physical signs of emotional abuse or neglect. And a child might not tell anyone what's happening until they reach a 'crisis point'. That's why it's important to look out for signs in how a child is acting.

As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might:

- seem unconfident or lack self-assurance
- struggle to control their emotions
- have difficulty making or maintaining relationships
- act in a way that's inappropriate for their age.

The signs of emotional abuse can also be different for children at different ages

Babies and pre-school children (or those at this developmental level) who are being emotionally abused or neglected might:

- be overly affectionate to strangers or people they don't know well
- seem unconfident, wary, or anxious
- not have a close relationship or bond with their parent
- be aggressive or cruel towards other children or animals

Older children might:

- use language you wouldn't expect them to know for their age
- act in a way or know about things you wouldn't expect them to know for their age
- struggle to control their emotions
- have extreme outbursts
- seem isolated from their parents
- lack social skills
- have few or no friends

3. Sexual Abuse:

Knowing the signs of sexual abuse can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out. Some of the signs you might notice include:

Emotional and behavioural signs:

- Avoiding being alone with or frightened of people or a person they know
- Language or sexual behaviour you wouldn't expect them to know
- Having nightmares or bed-wetting
- Alcohol or drug misuse
- Self-harm
- Changes in eating habits or developing an eating problem
- Changes in their mood, feeling irritable and angry, or anything out of the ordinary

Physical signs:

- Bruises
- Bleeding, discharge, pains, or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy

4. Neglect:

Neglect can be really difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there's a serious problem. Children and young people who are neglected might have:

Poor appearance and hygiene:

- being smelly or dirty
- being hungry or not given money for food
- having unwashed clothes
- having the wrong clothing, such as no warm clothes in winter
- having frequent and untreated nappy rash in infants

Health and development problems:

anaemia
body issues, such as poor muscle tone or prominent joints
medical or dental issues
missed medical appointments, such as for vaccinations
not given the correct medicines
poor language or social skills
regular illness or infections
repeated accidental injuries, often caused by lack of supervision
skin issues, such as sores, rashes, flea bites, scabies, or ringworm
thin or swollen tummy
tiredness
untreated injuries
weight or growth issues

Housing and family issues:

living in an unsuitable home environment, such as having no heating
being left alone for a long time
taking on the role of carer for other family members

Change in behaviour:

becoming clingy
becoming aggressive
being withdrawn, depressed or anxious
changes in eating habits
displaying obsessive behaviour
finding it hard to concentrate or take part in activities
missing school
showing signs of self-harm
using drugs or alcohol

6b. Useful Links

Yewstock information and policies:

<https://yewstock.dorset.sch.uk/>

Dorset Guidance:

<https://www.dorsetcouncil.gov.uk/w/childrens-services-childrens-advice-and-duty-service-chad>

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

<https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/childrens-social-care>

<https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/children-in-care/dorset-virtual-school>

<https://www.dorset.police.uk/support-and-guidance/youth/>

National Guidance:

<http://www.workingtogetheronline.co.uk/index.html>

<https://www.nspcc.org.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Allegations and Whistleblowing:

<https://pdscp.co.uk/working-with-children/allegations-against-staff/>

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Radicalisation/Extremism:

<https://actearly.uk/>

<https://yewstock.dorset.sch.uk/wp-content/uploads/2020/12/The-NRM-a-Guide-for-Parents.pdf>

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Abuse:

<https://www.childline.org.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/>

<https://www.supportline.org.uk/problems/child-abuse/>

Domestic Abuse:

https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/?gclid=CjwKCAjwx7GYBhB7EiwA0d8oe1FIUgcaRVDKHRdSizQqi9_7bmyQFYw5-zKCBSWl0wP9C1gLvzIMkRoCU58QAvD_BwE

https://donate.refuge.org.uk/page/86578/donate/1?gclid=CjwKCAjwx7GYBhB7EiwA0d8oezbnsAgSCBWmyScxAO6GRhuRrCV4Binq9odhV89LbtrrbqFGYzxeQxoCdsUQAvD_BwE

<https://www.victimsupport.org.uk/>

<https://www.mankind.org.uk/>

Online Safety:

https://swgfl.org.uk/online-safety/e-safety-facts/?gclid=CjwKCAjwx7GYBhB7EiwA0d8oe1p45FVQORlChOJ-o35v_VVWZefPslvca98Wxm71M5CMWDral0POJhoCSj4QAvD_BwE

<https://www.thinkuknow.co.uk/parents/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

<https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>

Anti-Bullying:

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support>

<https://www.nationalbullyinghelpline.co.uk/>

<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>

Mental Health:

<https://www.nhs.uk/nhs-services/mental-health-services/>

<https://camhsdorset.org/>

<https://www.mind.org.uk/information-support/guides-to-support-and-services/seeking-help-for-a-mental-health-problem/where-to-start/>

https://www.youngminds.org.uk/?gclid=CjwKCAjwx7GYBhB7EiwA0d8oe5bb4n3rz6wtLCqAHTuBLJ-mq3XeBt2N9S_mRwy0yABIRJF7kDkNihoCtiQQA vD_BwE

https://www.relate.org.uk/relationship-advice/help-children-and-young-people/children-and-young-peoples-counselling?gclid=CjwKCAjwx7GYBhB7EiwA0d8oe4y-UeBLgYY6VJ0WU1f2j6hGv2T-6YzxlBxcoMDmnCmh483pEy_srxoC0oUQA vD_BwE

Private Fostering:

<https://corambaaf.org.uk/practice-areas/kinship-care/information-kinship-carers/what-private-fostering>

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

Mental Health and Wellbeing Statement:

Yewstock school aims to provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.