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King Arthur's School

King Arthur's School

Safeguarding and Child Protection Policy 2025-2026

King Arthur's Document Control Table	
Document Title	Safeguarding and Child Protection Policy
Author	Headteacher
Date approved by LGB	September 2026
Date of next review	September 2027

Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Academy Representative	Chair of Academy Committee	Trust Head of Safeguarding
Becky Smith	Jonty Archibald Sarah Legg Vicky Cornish Claire Pattemore Adele Creed Amy Whiting	Annette Newman	Annette Newman	Kaye Elston

Personnel with designated responsibility in relation to allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Academy Committee	Nominated Academy Representative
Jonty Archibald	Becky Smith	Annette Newman	Annette Newman

Dates the Child Protection Policy is reviewed:

Review Date	Changes made/Details of action plan	Due Date	By Whom
15/09/2025	Update all of policy in line with government updates	14/09/2025	Jonty Archibald Becky Smith
17.6.26	Update to DDSL & Chair		DSL

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1. **Terminology**

Safeguarding

Safeguarding and promoting the welfare of children is defined as:

• Providing help and support to meet the needs of children as soon as problems emerge

• Protecting children from maltreatment, whether that is within or outside the home, including online

• 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

• 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.

Staff

Refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child

Includes everyone under the age of 18.

Parent

Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2. Useful Contact Details

Contacts in School (including EYFS)

Designated Safeguarding Lead: Becky Smith

Nominated Academy Representative (responsible for Safeguarding and Whistleblowing):

Chair of Governors: Annette Newman

Children's Social Care

Dorset

Dorset's Family Support and Advice Line (Integrated Front Door): 01305 228558

Children's Social Care Out of Hours Service: 01305 228558

Somerset Emergency - Children's Social Care on **0300 123 2224**
Email: **childrens@somerset.gov.uk**

Somerset Consultation Line contact the Family Front Door call: **0300 123 3078**

Safeguarding in Education Service: Laura Tulk (part time) and Annabel Mitchell (full time), 01305 221122, safeguardingandstandardsadvisors@dorsetcouncil.gov.uk

LADO: Martha Sharp (full time), Lynne Bowman (full time) and Laura Tulk (part time), 01305 221122, lado@dorsetcouncil.gov.uk

LADO Somerset **sdinputters@somerset.gov.uk**

3. Introduction and Purpose

This policy sets out how King Arthur's School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

King Arthur's School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Safeguarding and Child Protection Policy is one of a range of documents that set out the safeguarding responsibilities of the whole school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Safeguarding information is published throughout the school and all children know who they can talk to in school and how they can make an anonymous disclosure.

We recognise that the school may provide the only stability in the lives of children who are suffering or are at risk of suffering harm.

We are aware that the behaviour of a child may be impacted by their lived experiences and can range from being angry and violent to sad and withdrawn.

We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. Wherever the word "staff" is used, it covers all staff on site, including ancillary, supply and self-employed staff, contractors, volunteers and Governors. It seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

This policy will be updated as and when required and annually as a minimum. This may require our policy to be published 'pending Governor/Trustee ratification'.

4. Key Personnel

Designated Safeguarding Lead (DSL)- Becky Smith

Deputy Safeguarding Lead(s) (DDSL) Jonty Archibald,- Adele Creed, Amy Whiting,

Designated Teacher for Children Looked After - Becky Smith

SENDCo - Irene Moynihan

Mental Health Lead - Christabel Gale

Chair of Academy Committee- Annette Newman

Designated Academy Representative for Safeguarding - Kaye Elston

Head of Safeguarding for SAST (not based in school) - Kaye Elston

Designated Trustee for Safeguarding

5. Policy Principles and Aims

This policy aims to demonstrate to staff, Academy Representatives, Trustees, pupils, parents, stakeholders and other partners, commitment to safeguarding and child protection.

The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults in our school have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Our school is committed to developing a culture of safeguarding by providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their social, physical and moral development. Children in our school feel confident and know how to approach adults if they are in difficulties.

This policy is used in conjunction with staff training and continued professional development to strengthen our whole school approach to safeguarding.

We have a culture of prevention and education in order to raise responsible, caring adults of the future. The school encourages respectful behaviour and language to be used to all; a restorative approach to incidents of concern; and a commitment to make reasonable adjustments to encourage students to remain in education and to feel included and that they belong in our school.

There is no tolerance of discriminatory language or abuse towards staff or students.

6. Statutory Framework, Key Statutory and Non-Statutory Guidance

To safeguard and promote the welfare of children, King Arthur's will act in accordance with the following legislation and guidance:

Keeping children safe in education 2025

Children Act 2004

Education Act 2002

Working together to safeguard children 2023: statutory guidance

Education Inspection Framework

Teachers' Standards

What to do if You're Worried a Child is Being Abused

Equality Act 2010: advice for schools

Information Sharing

Statutory framework for the early years foundation stage 2021

Working together to improve school attendance

ID checking guidelines for Standard/Enhanced DBS check applications from 22 April 2025 - GOV.UK

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been harmed or is at risk of harm.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties and this policy.

We will ensure that all staff read and understand the King Arthur's School

- Safeguarding and Child Protection policy
- Online safeguarding policy
- Keeping Children Safe in Education (2025) [Part One] and school leaders and staff that work directly with children will also read Annex B
- Code of conduct
- Behaviour Policy

We will ensure that all staff are aware of:

- The Dorset Continuum of Need Appendix 2 - Continuum of Need.pdf
- The safeguarding response to children who are absent from education

- The role of the Designated Safeguarding Lead
- The identity of the Designated Safeguarding Lead and Deputy
- The additional vulnerabilities of children who are looked after/previously looked after, children with Special Educational Needs and Disabilities and children who are young carers

7. Roles and responsibilities

7.1 The Academy Committee and Board of Trustees

Safeguarding is a standing item on the agenda for every meeting of the full board.

The Academy Committee and Board of Trustees understands and fulfils its responsibilities, namely to ensure that:

- They liaise with the headteacher and/or designated teachers over safeguarding matters. (This is a strategic role rather than operational, Academy Representatives and trustees will not be involved in concerns regarding individual children)
- There is a Safeguarding and Child Protection policy that reflects the whole school approach to child-on-child abuse
- There is a Code of Conduct that includes the process for responding to low level concerns and acceptable use of technology
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Code of Conduct, are consistent with statutory requirements. They are reviewed when needed (annually as a minimum)
- The Safeguarding and Child Protection policy is publicly available on the school website
- All staff, including temporary staff and volunteers, sign to say they have read, understood and agree to work within the Safeguarding and Child Protection policy and SAST Code of Conduct.
- All staff sign to say they have read and understood Keeping Children Safe in Education (2025) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance
- All Academy Representatives and Trustees sign to say they have read and understood Keeping Children Safe in Education (2025) and the Safeguarding and Child Protection Policy
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensure that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years
- King Arthur's has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- The Academy Committee has at least one nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of the

Academy Committee is responsible in the event of an allegation of abuse made against the headteacher.

- An annual audit of safeguarding policies, procedures and practices is undertaken with SAST Head of Safeguarding and designated safeguarding lead (DSL) as well as the audit by the Local Authority.
- We are is aware of relevant legislation and local guidance, which has been agreed through the local safeguarding partnership arrangements
- There are clear lines of accountability for safeguarding within the school's leadership
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSLs and their deputy(ies) undertake multi-agency (Level 3) safeguarding training which is updated every two years
- There is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- All members of the Academy Committee receive safeguarding training
- At least one member of the Academy Committee has completed safer recruitment training to be repeated every five years
- Children are taught about safeguarding (including online safety, Conspiracies, Misinformation and Disinformation) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through relationships education or relationships and sex education (RSE)
- Appropriate safeguarding responses are in place for children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- Ensure appropriate online filtering and monitoring (including awareness of mobile network access) systems are in place and review the effectiveness of these regularly.
- Ensure the Senior Leadership Team and all relevant staff have 'an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (including awareness of mobile network access). The school's approach to online safety, including appropriate filtering and monitoring (including awareness of mobile network access) on school devices and school networks and which include awareness of the ease of access to mobile phone networks (Schools to insert Internet policy) and know how to escalate concerns when identified. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK Plan technology for your school - GOV.UK
- Academy Committees and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

7.2 The Headteacher

The Headteacher will ensure that:

- The safeguarding and child protection policy and related policies and procedures are implemented and followed by all staff
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) to carry out their roles effectively
- Systems are in place for children to express their views and give feedback, which operate with the best interests of the child at heart
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing/managing allegations against staff procedures
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, the PSHE curriculum is reviewed regularly to ensure that it remains relevant and current
- Behaviour expectations around the whole school site will be consistent with the safeguarding and relationship lessons taught in the classroom
- They liaise with the Local Authority Designated Officer (LADO) within 24 hours before taking any action, and then on an ongoing basis, where an allegation is made against a member of staff or a volunteer

7.3 <u>The Designated Safeguarding Lead (DSL)</u>

The DSL will;

- Hold lead responsibility for safeguarding and child protection, this responsibility will not be delegated
- Acts as a source of support and expertise for the whole school community in regards to our safeguarding duties
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Undertake multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals, but at least annually
- Undertake Prevent awareness training
- Refer a child if there are concerns about possible abuse to Dorsets Integrated Front Door Service (Family Support and Advice Line)/ Somerset Family Front Door call: **0300 123 3078** and/or the local authority where the child resides and act as a focal point for staff to discuss concerns
- Keep detailed, accurate records, either written or using appropriate online software (My Concern), of all concerns about a child, even if there is no need to make an immediate referral
- Ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file (Arbor)
- Ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil general file (Arbor)
- Ensure that a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded / destroyed
- Liaise with the local authority and work with other agencies and professionals in line with Working together to safeguard children 2023: statutory guidance

- Have a working knowledge of the Pan Dorset Safeguarding Children Partnership and Dorset Children's Social Care processes and procedures/ Somerset Safeguarding Children Partnership
- Ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents and child (depending on age and understanding)
- Notify Children's Social Care if a child subject to a child protection plan is absent from school without explanation (Working together to improve school attendance (applies from 19 August 2024))
- ensure that all staff sign to say they have read, understood and agree to work within name of school's safeguarding and child protection policy, Code of Conduct and Keeping Children Safe in Education 2025 Part 1 and Annex A (or Part One, as determined by the school for non-direct staff) and ensure that the policies are used appropriately
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences
- Have an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation, conspiracies, disinformation and misinformation
- Help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff
- Ensure that the name of the Designated Safeguarding Lead and deputies are clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- Ensure that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns
- Ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.

This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2025.

Deputy Designated Safeguarding Lead(s) (DDSL)

A DDSL will;

- Be trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing

safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All school staff and volunteers

All school staff and volunteers will;

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- Undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding and Child Protection policy and Code of Conduct
- Consider at all times what is in the best interests of the child
- Know how to respond to a pupil who discloses abuse
- Refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk, to the police or the Front Door for Dorset Children's Social Care (Family Support and Advice Line)/ Somerset Children's Social Care on **0300 123 2224** Email: **childrens@somerset.gov.uk** or if a child lives out of borough, to the relevant Local Authority
- Provide a safe environment in which children can learn

8. Safe School, Safe Staff

At King Arthur's, we will ensure that;

- At least one member of every recruitment panel has completed safer recruitment training within the last five years
- Safer recruitment practices are adhered to, including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken and has a Safer Recruitment Policy, which is available as a separate document
- All staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to the SAST code of conduct
- There will be no use of alcohol by staff or pupils on school trips or at residential units
- Our policies will seek to ensure the suitability of adults working with children on school sites at any time
- Adequate risk assessments are in place including for off-site activities, after school clubs and residential trips
- Any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in

Education 2025, the Pan Dorset Safeguarding Children Partnership/ Somerset Safeguarding Children Partnership, LADO and HR policy, procedures and guidance

- Staff have the confidence, and are fully aware of how to report misconduct, including low level concerns
- All staff receive information about] safeguarding arrangements, safeguarding statement, SAST Code of Conduct, Safeguarding and Child Protection policy, the role and names of the DSL and their deputy(ies), and Keeping Children Safe in Education part 1 and Annex A (or Part One, as determined by the school for non-direct staff) on induction, as well as other relevant procedures such as health and safety and online safety
- All staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually
- All members of staff are trained in and receive regular updates in online safety and reporting concerns
- All staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- The safeguarding and child protection policy is made available via our school website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
- All parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and are able to access this on our website or via the school office
- The names of the DSL and deputy(ies) are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- All staff will be given a copy of Part 1 and Annex A (or Part One, as determined by the school for non-direct staff) of Keeping Children Safe in Education 2025 and will sign to say they have read and understood it, the DSL and the Governing Board are required to read the whole document

8.1 <u>Extended School and Off-Site Arrangements</u>

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply
- If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place, meaning policies such as the school's Safeguarding Policy remain in place during off site activities.
- Where a parent/carer has expressed their intention to remove a child from our school with a view to educating at home, we will work together with the parent/carer, EHE Coordinator and other professionals to ensure that this decision has been made in

the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker

8.2 Alternative Provisions

- In accordance with KCSIE 2025, if a pupil who is on role attends an Alternative Provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil
- Before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. The School will remind the provider of their duty to notify us of any staff changes or risks.
- We understand that good practice highlights the importance of a member of school staff visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement
- An accurate record will be kept of where the child is including all sites attended through Alternative Provision.
- When a child who is on role is attending an alternative provision, half-termly visits will be undertaken by a member of school staff to see that child to ensure the safety and suitability of the provision.
- When possible, we will always look to use an alternative provision that are on Dorset Council's list of alternative provision providers/Somerset list of alternative provision providers.
- If a safeguarding concern arises for a child within their Alternative Provision, the school will look to immediately review or end the placement.

8.3 Media recordings, audio, image and video (including digital files)

- The vast majority of people who take or view images 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 we have some safeguards in place, to protect pupils, we will seek their consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

9. Procedure for dealing with complaints and allegations about staff

King Arthur's has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners, other outsider organisations and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff, supply staff or volunteer or other outsider organisations may have:

- 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;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside an organisation that might make an individual unsuitable to work with children, this is known as transferable risk)

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the headteacher or the DSL. The headteacher or the DSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO as above, without notifying the headteacher first.

We will follow the guidance detailed in Keeping Children Safe in Education 2025 for managing allegations against staff.

9.1. Low level concerns

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that;

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO, examples of such behaviour could include, but are not limited to;

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

9.2. Whistleblowing

King Arthur's has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the headteacher, the DSL or the chair of governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 800 5000 or email: help@nspcc.org.uk

10. Training

All staff members and volunteers receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff also receive regular online safety training.

The nominated safeguarding Academy Representative undergoes safeguarding training prior to or as soon as appointment to the role and at every two years thereafter.

The DSL attends the multi-agency local safeguarding partnership training within 12 weeks of taking up their responsibilities.

We ensure that its DSL attends the Designated Safeguarding Lead training and conferences/networks/forums to keep abreast of child protection learning and developments, at least biannually. We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, such as catering staff, are aware of our Safeguarding and Child Protection policy and procedure and have received appropriate safeguarding training.

11. Teaching and Learning

We are dedicated to ensuring that children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victim's of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk);

- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, Conspiracies, Misinformation and Disinformation, e-safety and bullying (personal, social, health and economic education)
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents)
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum
- Children can inform the curriculum via discussions with the school council

2. Child Protection Overview and Specific Safeguarding Concerns

12.1 Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

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. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (KCSIE 2025.)

There are four categories of abuse.

Physical Abuse

- Physical abuse is a form of abuse that 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 (this used to be called Munchausen's Syndrome by Proxy,but is now more usually referred to as fabricated or induced illness).

Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to a child 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 a 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, such as in situations of domestic abuse.
- It may involve serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

- 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.
- We encourage all pupils to speak out either in person or to report concerns using our reporting systems.

Neglect

- 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
- Definitions taken from Working Together to Safeguard Children 2023: statutory guidance.
- Neglect can occur in affluent families, Engaging Neglectful Parents from Affluent Backgrounds

12.2 Indicators of Abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for

anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused. It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

12.3 Impact of abuse

The sustained abuse or neglect of children physically, emotionally or sexually can have long term effects on the child's health, development and wellbeing. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability.

13. Key Safeguarding Areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address (which are hyperlinked.)

13.1 Child-on-Child Abuse

In accordance with Keeping children safe in education 2025, all staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff understand that even if there are no reports it does not mean it is not happening, it may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse, they speak to their designated safeguarding lead (or a deputy).

All staff will challenge inappropriate behaviours between children that are abusive in nature.

Child-on-child abuse 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 (sometimes known as 'teenage relationship abuse')
- 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 nude and semi-nude 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
- 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).

We will seek to minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

13.2 Mental Health

Mental health issues affect at least 1 in 10 children and young people and includes depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives.

We recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one.

We aim to promote positive mental health for all pupils and will utilise and engage with the support, knowledge and services of the Mental Health in Schools Team when there are concerns for the mental health of a child(ren) within the school.

We will also ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

Useful links: Mental health and behaviour in schools guidance, NSPCC, Mind and Kooth

13.3 Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic
- emotional
- controlling or coercive behaviour

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs.

We recognise that exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We acknowledge that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

We have has signed up to the police initiative Operation Encompass that helps the school to provide support to children. The system seeks to ensure that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable silent support to be given to the child according to their needs.

Domestic Abuse Toolkit - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

Support for children -Somerset

13.4 Child Exploitation (including Child Sexual Exploitation, Child Criminal Exploitation, County Lines, Modern Day Slavery and Trafficking)

All staff have a knowledge and understanding of the exploitation that children and young people are at risk of within the local community, county wide, nationally and online.

Staff receive appropriate training to enable them to continue to develop their knowledge and understanding of exploitation and the different signs that a child or young person may be being exploited.

Extra-Familial Harm - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

Dorset Child Exploitation Toolkit - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

Criminal Exploitation and County Lines - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

Child Trafficking and Modern Slavery - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

Child Sexual Exploitation - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

12.5 Homelessness

We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

12.6 Children with family members in prison

We recognise that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as NICCO to help mitigate negative consequences for those children.

12.7 So Called Honor based Abuse (including Female Genital Mutilation and Forced Marriage)

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty.

Female Genital Mutilation - Pan-Dorset Safeguarding Children Partnership (pdscp.co.uk)

Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)

12.8 Online Safety

King Arthur's School has a whole school approach to online safety, which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum in all subjects.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, TikTok, X (Formerly Twitter), MSN, Tumblr, Snapchat, Instagram and gaming platforms. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users; for example: 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: online behaviour that increases the likelihood of, or causes, harm; for example, 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,

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are 40Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency, however branding remains unchanged. 39 at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

Pupils may also be distressed or harmed by accessing inappropriate material that promote unhealthy lifestyles, extremist behaviour, criminal activity, Conspiracy Theories, Misinformation and Disinformation.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils

own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The school will carefully consider the use of AI, in line with the Online Safety Policy and Date Protection Policy. The school recognise that whilst there are benefits to utilising Generative AI, the safeguarding of children needs to remain the priority when deciding on use. The school recognise the use of Generative AI needs to consider the suitability against the age and needs of the children using this. The school will ensure robust Monitoring and Filtering to reduce the risk of exposure to harm through AI use (including misinformation, disinformation and conspiracy theories).

The school's E-safety Policy is published on the school website. This online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology.

King Arthur's follows the DfE guidance regarding teaching online safety in schools (2023.) Teaching online safety in schools Online bullying and sharing nudes and semi-nudes by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sharing nudes and semi-nudes' below).

12.9 Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. We recognise that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When we become aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

Looking after someone else's child.

12.10 Radicalisation and Extremism

Protecting children from the risk of radicalisation and extremism is part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

We take seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL. We will discuss any concerns about possible radicalisation identified in school with a pupil's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. They will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contacting the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

14. Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency, take the action necessary to help the child, for example call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern and seek support for yourself if you are distressed or need to debrief
- If any member of staff is concerned about a child, he or she must inform the DSL.

The DSL will decide whether the concerns should be raised to Children's Social Care. If a referral to Children's Social Care is required, the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm or a criminal offence has been committed.

Whilst it is the DSL's role to make referrals to Children's Social Care, any staff member can make a referral to Children's Social Care and / or the police if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc) and the DSL / Deputy DSL is unavailable (the DSL / Deputy DSL should be informed of the referral(s) made as soon as possible.)

15. What to do if staff are concerned about a child's welfare

If staff have any concerns about a child's welfare, they must act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be recorded on a form, which can be found in the staffroom and passed to the DSL or Deputy DSL. For physical signs of abuse, a body map can also be used. Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing.

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

We recognise that the signs may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will exercise professional curiosity and will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way. Staff should use record these early concerns on the school's recording system. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

16. What to do if a pupil discloses to a member of staff

Remember the seven Rs: Receive; Reassure; Respond; Report; Record; Remember; Review (see appendix 5 for more details).

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

For some extra help: NSPCC Responding to a child's disclosure of abuse

During their conversation with the pupil staff will:

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Do not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive, but may be interpreted by the child to mean they have done something wrong. There are multiple reasons why children delay disclosing
- Tell the child what will happen next

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the form available from the staffroom, in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used. The record should be handed to the DSL.

17. Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem or if a criminal offence has been (or potentially been) committed, advice will first be sought from children's services front door service.

Where there are concerns about forced marriage, honour-based abuse or any harmful practice, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

18. Making a referral to Children's Social Care

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to the Children's Social Care (in Dorset this is the Family Support and Advice Line) is appropriate. If a referral is needed, then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil or if a criminal offence has been (or may have been) committed.

If you have not had any feedback from Children's Social Care within 72 hours of making the referral, you must follow this up. If after a referral the pupil's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves. If necessary the Dorset Multi-Agency Procedure for Resolution of Professional Differences should be followed dorset-multi-agency-resolution-and-escalation-procedure-v2-15042024.pdf/Somerset Resolving Professional Differences process Resolving Professional Differences Protocol - Somerset Safeguarding Children Partnership

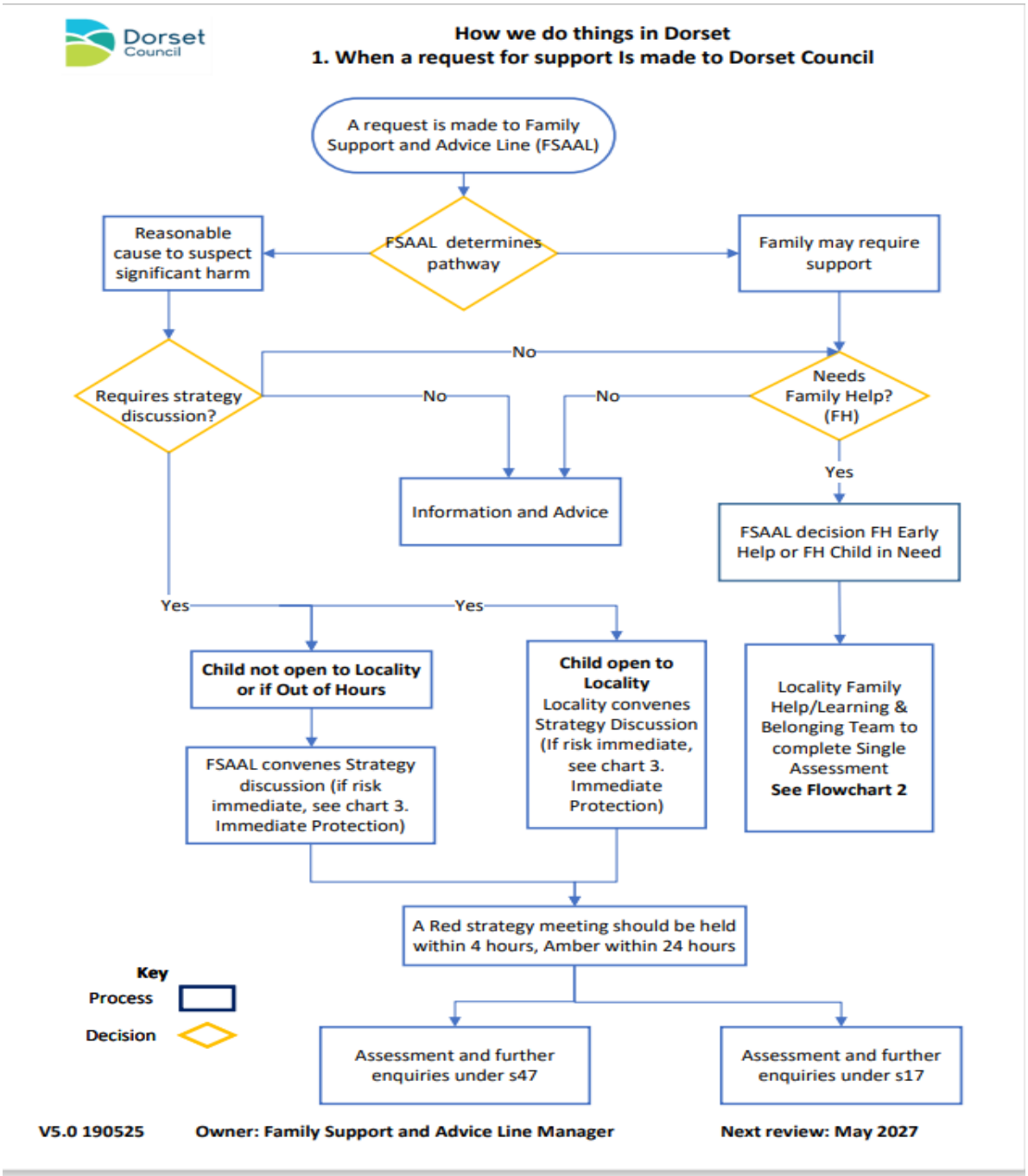
If a pupil is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Appendices

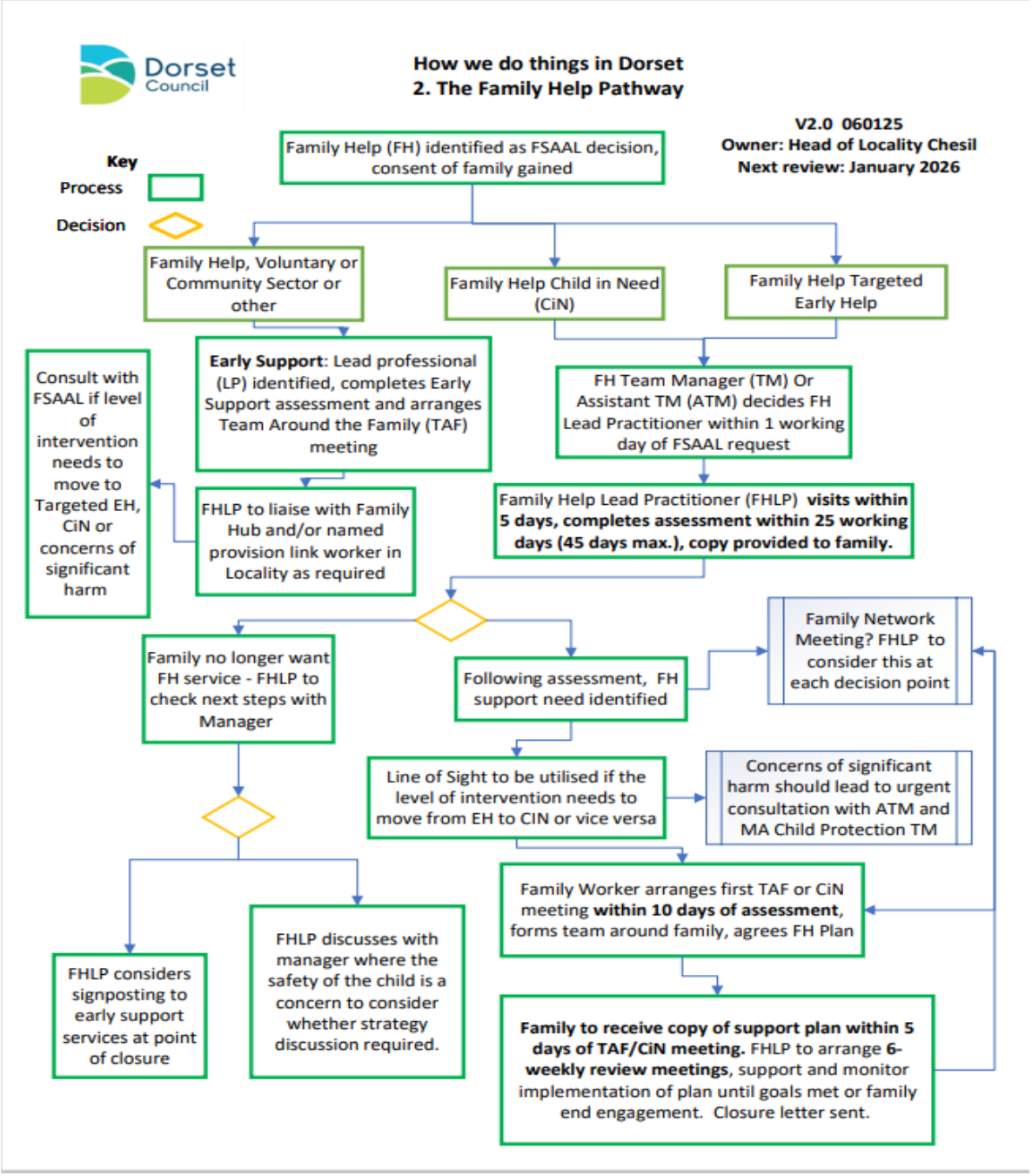
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Appendix 1. Action taken when a child is referred to Dorset Children's Services



Appendix 2.

Family Help Pathway



Appendix 3.

The Seven R's

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the pupil /student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "we are going to do something together to get help".

Respond

Respond to the pupil/student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details. Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

● Tell me what happened, tell me who was there….

● Explain what you mean when you say….

● Describe the place to me….

● Do not criticise the alleged alleged perpetrator (noting that some may also be vulnerable); the pupil may care about him/her, and reconciliation may be possible.

● Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child is at risk of immediate harm, you MUST contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record

If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. The child should not be examined intimately, or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

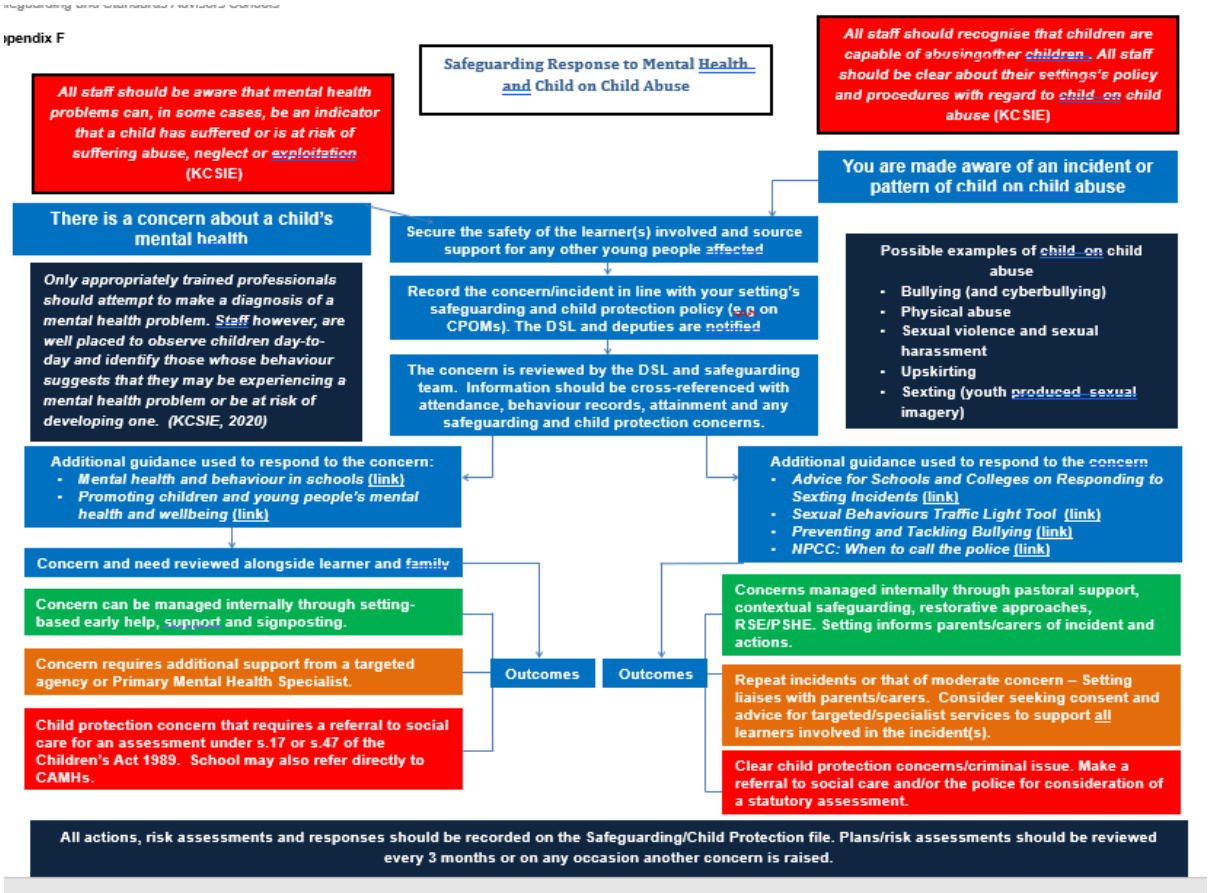
Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?

Appendix 5



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Appendix 6.

Additional Useful Links

Dorset - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

PDSCP Resources

Dorset Council – Worried About a Child

Continuum-of-Need-Final-07.05.2025.pdf

Allegations Against Staff

Somerset Safeguarding Children Partnership

Mental Health

Mental health and behaviour in schools guidance

NSPCC: https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/

Mind: https://www.mind.org.uk/

Kooth: https://www.kooth.com/

Papyrus: https://www.papyrus-uk.org/suicide-prevention/

Child on Child Abuse

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021)

Sharing nudes and semi-nudes: how to respond to an incident

Home - Shore

Resources for education settings | CSA Centre

Domestic Abuse

Domestic Abuse Act 2021

Child Exploitation and Contextual Safeguarding

Beyond Referrals | Contextual Safeguarding

Stop it Now

Child Sexual Exploitation Definition and Guide

CEOP (Child Exploitation and Online Protection)

CEOP's Thinkuknow website www.thinkuknow.co.uk

Criminal exploitation of children and vulnerable adults: county lines

Preventing Child Sexual Exploitation | The Children's Society.

FGM / Modern Slavery / Prevent / Forced Marriage

New Definition of Extremism

Female Genital Mutilation Statutory Guidance

Guidance Forced Marriage

Protecting Children from Radicalisation: The Prevent Duty

Educate Against Hate: Educate against hate

Online Safety

National Cyber Security Centre: National Cyber Security Centre

The UK safer Internet Centre (www.saferinternet.org.uk)

Plan technology for your school - GOV.UK

Generative AI: product safety expectations - GOV.UK

Artificial Intelligence - DfE Guidance

Legislation

Children Act 2004

Education Act 2002

Statutory Guidance

Keeping children safe in education 2025

What to do if You're Worried a Child is Being Abused

Guidance for safer working practice 2023

Use of reasonable force

Statutory guidance for alternative provision

Role and Responsibilities of the Designated Teacher

Children Missing Education Statutory Guidance

Preventing youth violence and gang involvement

RCPCH updated guidance on fabricated or induced illness

Children who run away or go missing from home or care

Positive environments where children can flourish

Inspecting Safeguarding in Early Years, Education and Skills

Teachers' Standards

Information Sharing

Statutory framework for the early years foundation stage

Working together to improve school attendance

External Contact Details

Childline 0800 11 11 https://www.childline.org.uk

Crimestoppers 0800 555 111

Foreign and Commonwealth Office 0207 008 0151 (

Kidscape Bullying Helpline 0845 1205 204

NSPCC (NSPCC website) 0800 800 5000

NSPCC whistleblowing helpline: 0800 0280285 Email: help@nspcc.org.uk

Professional organisations who provide guidance and practical support TES, MindEd, NSPCC

RU Safe? (Barnardo's - Child Sexual Exploitation Service) 01494 461112

Samaritans 0845 790 9090