



DORSET HOUSE SCHOOL

Child Protection and Safeguarding Policy (including Safer Recruitment)

7a, 7b, 7c, 7e, 8a, 18a

(Whole school including Boarding and Pre-Prep)

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Next review: September 2017

(review and approval by Governing Body: November 2016)

Prepared by: Matt Thomas, Headmaster



1. POLICY STATEMENT

The safety and well-being of all our pupils is our highest priority; we fully recognise our moral and statutory responsibilities for child protection and are committed to safeguarding and promoting the welfare of children¹ at Dorset House. In particular:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

If a child is suffering, or is likely to do so, we must take action to protect the child. If a child is in need of additional support, and even if a child is not suffering harm / not at immediate risk, we must take action to promote the welfare of such a child.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should work together and make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

We recognise that our staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

The school is responsible for:

- Ensuring that we have in place policies and procedures for dealing with concerns about a child and working with social care, the police, health services and other services to promote the welfare of children and to protect them from harm;
- Ensuring that our staff are familiar with the contents of this policy and with Part I of "*Keeping Children Safe in Education*" (DfE September 2016);
- Appointing key child protection staff – in particular, a Designated Safeguarding Lead with the status and authority to take responsibility for child protection matters. The Designated Safeguarding Lead will provide support to staff members to enable them to carry out their safeguarding duties and will liaise closely with other services such as children's social care;
- Ensuring that our staff safeguard children's wellbeing and provide a safe environment in which children can learn;
- Ensuring that our staff understand that they have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and that our staff further recognise that they then have a responsibility to take appropriate action (to include working with and supporting other services, as necessary);
- Providing our staff with sufficient guidance about their behaviours and actions to ensure that they do not place our pupils or themselves at risk of harm or of allegations of harm;

¹ Children includes everyone under the age of 18



- Ensuring that we have in place arrangements for dealing with allegations against members of staff, volunteers and the Headmaster, as set out in this policy and with regard to the school's policy on 'whistleblowing' (as set out on in this policy and in the Staff Handbook);
- Arranging training for the Designated Safeguarding Lead, staff and volunteers;
- Operating safer recruitment procedures;
- Considering how children may be taught about safeguarding as part of providing a broad and balanced curriculum, to include e-safety;
- Complying with the statutory Prevent guidance. In particular:
 - Assessing the risks of children being drawn into terrorism
 - Working together with West Sussex Safeguarding Children Board
 - Arranging Prevent training for teachers
 - Ensuring that children are safe from terrorist and extremist material when accessing the internet at school

Review of Policies and Procedures

This policy is reviewed on an annual basis by the Governing Body; the Governors also review the efficiency and effectiveness with which the related duties have been discharged and ensure that any deficiencies are swiftly remediated. These matters are recorded in the relevant minutes of the Governing Body.

Accessibility of Policy

This Policy is available to all interested parties (including parents and prospective parents) on the school web-site and is also available on request from the school Office. A copy can also be sent, on request, by post or email. All staff, Governors and volunteers must be familiar with this policy and the procedures set out herein.

This policy has been developed in accordance with the principles established by:

- The Children Act 1989 and 2004
- Education Act 2002
- The Equality Act 2010

It is in line with statutory guidance and government publications

- *'Keeping Children Safe in Education'* (September 2016), which also incorporates
 - *'Disqualification under the Childcare Act 2006'* (June 2016)
 - Non-statutory guidance *'What to do if you're worried a child is being abused'* (March 2015)
- *'Working Together to Safeguard Children'* (March 2015), which also incorporates
 - Non-statutory guidance *'Information sharing'* (March 2015)
- *'Prevent Duty Guidance for England and Wales'* (March 2015), which is supplemented by
 - Non-statutory guidance *'The Prevent duty: Department advice for schools and childminders'* (June 2015)
 - Briefing note *'The use of social media for on-line radicalisation'* (July 2015)
- The National Minimum Standards for Boarding

Finally, it is in line with locally agreed inter-agency procedures.



2. ROLES AND RESPONSIBILITIES

Key contacts

At Dorset House

- **The Designated Safeguarding Lead** ('DSL') with responsibility for Safeguarding & Child Protection matters is **Matt Thomas (the Headmaster – 01798 831456, mthomas@dorsethouseschool.com)**
- In the absence of the Designated Safeguarding Lead, the Deputy Designated Persons to whom reports should be made are Laura Hutchings (the Deputy Head – 01798 831456, lhutchings@dorsethouseschool.com) or Jason Marconi (the Housemaster – 01798 831456, jmarconi@dorsethouseschool.com)
- The Designated Person for the Pre-Prep is Sarah Hobrow (Head of the Pre-Prep – 01798 831456, shobrow@dorsethouseschool.com)
- The Governor with an oversight of Child Protection is Hilary Dugdale (Deputy Head and DSL, Lancing College – 01273 465812)
- The Chair of Governors (for reporting allegations about the Headmaster) is Willy Hockin – 07843 339454, w.hockin@sky.com

West Sussex Agencies

- **West Sussex Safeguarding Children Board** - 0330 222 4108, lscb@westsussex.gov.uk , www.westsussexscb.org.uk, (the LSCB is the partnership of all the different organisations working together to safeguard children across West Sussex and sets the local procedures)
- **WSCC Children's Access Point** – to discuss concerns about the welfare of a child, or to report concerns – 01403 229900 or 0330 222 6664 (out of hours), mash@westsussex.gcsx.gov.uk
- **WSCC Safeguarding in Education Manager is Jez Prior** (jez.prior@westsussex.gov.uk), tel: 0330 222 3339
- **WSCC Principal Manager of Children's Safeguarding (LADO) is Kevin Ball** (kevin.ball@westsussex.gov.uk) tel: 0330 222 3339
- **WSCC Assistant LADO is Anne Richards** (anne.richards@westsussex.gov.uk) tel: 0330 222 3339
- **Local Police (Petworth & Bury Ward) – 101** or 01273 470 101 – from October 2015, it is mandatory that we report to the police cases where we discover that an act of FGM has been carried out
- **(9)999 – the Police**



Other useful contacts

- Childline: 0800 1111
- CEOP (Child Exploitation and Online Protection Centre) – to report or discuss any concerns relating to surfing online – www.ceop.police.co.uk, or www.thinkyouknow.co.uk
- NSPCC: 0808 800 5000
- NSPCC whistleblowing helpline for staff: 0800 028 0285 or help@nspcc.org.uk
- ISI (Independent Schools Inspectorate): 020 7600 0100
- Children’s Commissioner: 020 7783 8330
- DfE support and advice about extremism – 020 7340 7264, counter-extremism@education.gsi.gov.uk
- FGM helpline: 0800 028 3550

Responsibilities of Governors

- The Governing Body is responsible for ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare. This includes allegations against teachers, the Headmaster, volunteers and other staff.
- The Governing Body appoints an appropriate senior member of staff to the role of Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection.
- The Governing Body should ensure that all staff members undergo safeguarding and child protection training at induction. Training should be regularly updated.

Responsibilities of All Staff and Volunteers

- To be aware of child protection issues and processes for dealing with such issues by being thoroughly familiar with this policy and by attending staff child protection training.
- To be aware of and follow the Sussex Child Protection & Safeguarding Procedures, produced by West Sussex, East Sussex, and Brighton & Hove and available as an electronic copy at <http://sussexchildprotection.procedures.org.uk>.
- To have read at least Part I of “Keeping Children Safe in Education” (DfE September 2016). Teachers and any other staff with significant access to children are also to read Annex 1.
- To be alert to signs of possible abuse and to know what these are.
- To maintain an attitude of ‘it could happen here’ where safeguarding is concerned; when concerned about the welfare of a child, staff members should always act in the interests of the child.
- To be aware that children can be particularly vulnerable in a residential / boarding school setting and to be alert to pupil relationships and the potential for peer abuse.
- To identify children who may benefit from early help and to liaise with the DSL to provide support as soon as a problem emerges.



- To conduct themselves appropriately with and around children and avoid all unnecessary physical and inappropriate contact with pupils; **staff and volunteers should follow the guidance in section 7 of this policy (Staff Behaviour Policy)** to ensure that their behaviours and actions do not place pupils or themselves at risk of harm or allegations of harm (for example, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil etc). For one to one tuition, (learning support, peripatetic music, individual sports lessons etc.), please take extra care not to put yourself at risk of allegation of harm.
- For teachers (including the Headmaster), the “Teacher Standards 2012” state that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- To understand the responsibilities of all staff with regard to child protection:
 - **Pass on disclosures or concerns about a child to the Designated Safeguarding Lead immediately.**
 - **Pass on disclosures or concerns about a member of staff to the Headmaster immediately. Concerns about the Headmaster should be referred to the Chair of Governors.**
 - **If you have concerns about the welfare of a child, or you wish to report a concern, contact WSCC Children’s Access Point. Please remember that anyone can make a referral and you should do so if you are unsure or if you feel that the school is not taking your concern seriously enough.**
 - **If a child is at immediate risk of significant harm, call the Police (9)999.**
- Do not promise confidentiality to a pupil making a disclosure but you can commit that you will only disclose on a ‘need to know’ basis. Fears about information sharing cannot be allowed to stand in the way of the need to promote the welfare and safety of children.
- Record disclosures or concerns in detail as soon as they are made; pass this record to the DSL soon as possible to be placed in the Child Protection records (which are held securely by the DSL).
- Do not make your own investigation into an allegation.
- Be aware that a child going missing from an education setting, particularly on repeat occasions, is a potential indicator of abuse or neglect.
- Teachers to be aware of the reporting requirements with regards to known or suspected cases of Female Genital Mutilation.
- Be able to identify children who may be vulnerable to radicalisation and treat such concerns in a similar way to protecting children from other forms of harm.
- Help to build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (through our PSHE programme).
- If you have concerns about poor or unsafe practice, or potential failures, in our safeguarding regime, you should raise them (please refer to section of ‘whistleblowing’ for further details).



Key Responsibilities of the DSL

The broad areas of responsibility for the DSL are:

- Managing referrals: the DSL will promptly contact children's social care where there are concerns that a child may be in need of help or at risk and / or the LADO in relation to allegations against someone working at the school and / or the police if a criminal offence is suspected.
- Training: the DSL receives appropriate training every two years.
- The DSL is required to keep his knowledge and skills up to date.
- Raising Awareness: the DSL is responsible for ensuring that the school's Safeguarding policy is regularly updated, known and followed appropriately.
- Maintaining links with the West Sussex Safeguarding Children Board.
- While activities of the DSL can be delegated to deputies (who will be trained to the same standard as the DSL), the ultimate lead responsibility for safeguarding remains with the DSL and cannot be delegated.
- Either the DSL or deputies will always be available during school hours for staff to discuss any safeguarding concerns.

Staff, Governor and Volunteer Training

- The school consults with WSCC to determine the most appropriate schedule, level and focus for training.
- The Designated Safeguarding Lead is trained at least every two years in child protection and inter-agency working to the level required of the Designated Person; this training is provided either by WSCC or by an external agency acceptable to WSCC. The Deputy Designated Persons are all trained externally (by WSCC or WSCC approved provider) in child protection and inter-agency working.
- The DSL and all teaching staff complete the Channel Programme General Awareness module (Prevent strategy).
- All staff, governors and volunteers are trained regularly in child protection by the Designated Safeguarding Lead or by an appropriate external agency. Safeguarding and child protection updates are provided as required, but at least annually, via e-mail and at staff meetings. Training should be differentiated for teaching and support staff.
- All new staff, governors and volunteers receive induction training in child protection (including staff behaviour) from the Designated Safeguarding Lead. The induction training includes discussion of:
 - The Child Protection and Safeguarding Policy (which includes the Staff Behaviour Policy).
 - The Staff Handbook (which includes the Whistleblowing Policy).
 - The identity of the DSL (and deputies).
 - Ensuring that they have read Part I and where applicable, Annex A, of KCSIE.
- All staff, governors and volunteers are required to acknowledge that they have read Part 1 of 'Keeping Children Safe in Education'. Teachers and anyone with significant access to children are required to acknowledge that they have read Annex A of KCSIE
- All staff are reminded of the key points of this policy on an annual basis at INSET.



- All staff, governors and volunteers are required to sign to acknowledge that they have received and read this policy.

Summary of training dates

Role	Role in school	Named person	Training Received	Next training due by
Designated Safeguarding Lead	Headmaster	Matt Thomas	ISBA Safeguarding Children Oxfordshire SCB 2016: Advanced (specialist level) Safeguarding Training	May 2018
Deputy Designated Person	Deputy Head	Laura Hutchings	“Working Together to Safeguard Children – modules 1 & 2”	July 2017
Deputy Designated Person	Housemaster	Jason Marconi	“Working Together to Safeguard Children – modules 1 & 2”	June 2017
EYFS Designated Person	Head of the Pre-Prep	Sarah Hobrow	Working Together To Safeguard Children	September 2017
Governor with oversight of Child Protection	Member of Governing Body	Hilary Dugdale	WSCC “Designated Member of Staff for Child Protection” training course	November 2017



3. DEFINITIONS OF CHILD ABUSE

The definitions that follow are taken from “Keeping Children Safe in Education”:

ABUSE

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children”

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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”

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 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. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone”

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.”

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 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); or
- ensure access to appropriate medical care or treatment.

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

Appendix 1 contains a detailed list of possible signs of abuse.

In addition, all staff must be aware of the following specific safeguarding issues.

CHILD MISSING FROM EDUCATION

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse and neglect and all staff need to be aware of this to help identify the risk of abuse and neglect (including sexual abuse or exploitation) and to help prevent the risks of children going missing in future. Concerns about missing children should be referred to the Designated Safeguarding Lead (as any other concerns about abuse would be).

We monitor pupils’ attendance through the daily register and are required to inform our local authority of any pupil who fails to attend school regularly or who has been absent without the school’s permission for a continuous period of 10 school days or more. The pupil can only be removed from the admission register when the school and local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child (DfE guidance ‘Children missing education’, September 2016).

The school will also notify the local authority whenever a child leaves or joins the school at any time other than at standard transition points (i.e. at the start of the Reception year or end of Year 8).

CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can



take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

PREVENTING RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

PEER ON PEER ABUSE

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.



4. DEALING WITH CONCERNS AND ALLEGATIONS OF ABUSE

(a) Actions to be taken by the member of staff identifying a concern or receiving a disclosure

What to do if you are concerned about a child or receive a disclosure from a pupil about abuse

- Treat the concern seriously and take all reasonable steps to protect the pupil.
 - ◇ The law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare e.g. a teacher should take all reasonable steps to offer a child immediate protection.
 - ◇ If the child is suffering from a serious injury, medical attention must be sought immediately from Accident and Emergency.
- Listen carefully and patiently to the pupil.
- Do not interrupt the pupil, or make assumptions, or offer suggestions or alternative explanations, or ask leading questions.
- Do not promise confidentiality as you have a legal responsibility to pass the information to the Designated Safeguarding Lead; you can, however, reassure the pupil that information will only be disclosed on a 'need to know' basis.
- Take accurate notes at the time of the disclosure or immediately afterwards; record the time, place, details of anyone else present and what was said in the **pupil's own words**. The Designated Person will file this record in the secure Child Protection files.
- **Tell the Designated Safeguarding Lead immediately (and within 24 hours) or, in his absence, one of the Deputy Designated Persons).**
- **If, at any point, there is a risk of immediate serious harm to a child a referral should be Children's Access Point (or to the Police if immediate intervention is required). Anybody can make a referral.**
- **FGM:** With effect from October 2015, all teachers have a statutory duty to report to the Police where they discover (either through disclosure or by visual evidence) that FGM appears to have been carried out on a pupil. N.B It will be rare for teachers to see visual evidence and they should NOT be examining pupils. Teachers should, as with other forms of abuse, discuss with the DSL and involve children's social care as appropriate.
- **Preventing Radicalisation:** This should be viewed as similar in nature to protecting children from other forms of harm and abuse and concerns should be referred to the DSL.

What to do if you become aware of an allegation of abuse by a pupil(s) against another pupil

- **Tell the Designated Safeguarding Lead immediately (and within 24 hours) or, in his absence, one of the Deputy Designated Persons.**
- You should follow the same recording procedure as you would for any other child protection disclosure and, again, you cannot promise confidentiality.



What to do if you suspect or become aware of an allegation of child abuse against an adult at the school

- **If a pupil makes a disclosure to you about an adult working at the school, you must pass this information immediately to the Designated Safeguarding Lead (who is also the Headmaster) or, in his absence, the Chair of Governors.**
- You should follow the same recording procedure as you would for any other child protection disclosure and, again, you cannot promise confidentiality.
- Neither you, nor the school, should investigate the allegation without prior consultation with the WSCC LADO (or in most serious cases, the police) so as not to prejudice statutory investigations.
- If you feel that the school is not taking your concern seriously enough, you should pass it directly to the WSCC LADO.

What to do if you receive a disclosure about the Headmaster

- **If you receive a disclosure about the Headmaster, you must refer this directly and immediately to the Chair of Governors (who will consult with the WSCC LADO).**
- Do not refer the disclosure to the Headmaster himself or to any other member of staff.

(b) Actions to be taken by the Designated Safeguarding Lead

In the event of a concern about a child or a disclosure from a pupil

- The Designated Safeguarding Lead will discuss the information with the person who identified or received the concern / disclosure.
- The Designated Safeguarding Lead will assess whether the child has suffered, or is likely to suffer, significant harm, or whether the child is in need of additional support from one or more agencies. The Designated Safeguarding Lead will have regard to WSCC's "Threshold Guidance", September 2014:
<http://www.westsussexscb.org.uk/wp-content/uploads/West-Sussex-Threshold-Guidance.pdf> – to ensure that the thresholds imposed in assessing cases and situations are not too high.
- **If the Designated Safeguarding Lead considers the child to be at immediate risk of significant harm, he will call the Children's Access Point immediately.**
- **For children in need of additional support from one or more agencies, the Designated Safeguarding Lead will seek advice from or make a referral to WSCC by contacting the 'Children's Access Point' on 01403 229900; this will be done as soon as possible (and within 24 hours).** This will lead to inter-agency assessment using local processes, including use of "Common Assessment Framework" (CAF) and "Team around the Child" (TAC) approaches .
- In general, agreement to refer child welfare concerns should be sought from the child, if sufficiently mature, and / or family, provided that doing so will not increase the risk of harm or prejudice an investigation. There is no requirement to seek consent for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.



- The Designated Safeguarding Lead is responsible for keeping child protection records separate from pupil records and securely locked. When a child moves to a new school, the confidential child protection file should be copied and sent on.

In the event of a concern about radicalisation

- The DSL will consider the level of risk to determine the most appropriate course of action, to include:
 - Consultation with / referral to Children's Access point.
 - Consultation with local police (101) or the DfE dedicated extremism telephone line.
 - In some instances, it will be appropriate to make a referral to the Channel programme (Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism). An individual's engagement with Channel is entirely voluntary at all stages.

In the event of abuse against a pupil by another pupil(s)

- For allegations of abuse made against another pupil(s), if the Designated Safeguarding Lead has reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, he will refer the matter to WSCC as a child protection concern.
- In the event of disclosures about pupil on pupil abuse, all children involved (whether perpetrator or victim) will be treated as "at risk" (as also set out in the Anti-Bullying Policy).

In the event of an allegation against a teacher or another member of staff

- If a disclosure has been made against a member of staff (whether employed or a volunteer), the Headmaster will contact the WSCC LADO immediately (and within one working day). The procedures set out in "Keeping Children Safe in Education (DfE September 2016)" will be followed in such cases.
- In the event of a disclosure against the Headmaster, the Chair of Governors will contact the WSCC LADO immediately (and within one working day).
- In the most serious cases, the Designated Safeguarding Lead may contact the police immediately; the LADO must be informed within one working day of all reports of allegations that are made directly to the police.
- In consultation with, and having due regard to the views of the LADO, the school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.
- In the event that a member of staff who resides in the boarding house is subject to suspension, alternative accommodation will be provided for the member of staff away from the children (pending the result of the investigation).
- Throughout any investigation, and up to the point where the accused person is charged with an offence (or the DfE / NCTL publish information about an investigation or decision in a disciplinary case), every effort will be made to ensure confidentiality and to guard against unwanted publicity.



- The school will promptly report to the Disclosure and Barring Service (DBS) any person, whether employed, contracted, volunteer or student, who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or who would have been removed had he / she not left earlier.
- The school will also refer to the National College for Teaching and Leadership (NCTL) a teacher who has been dismissed for misconduct, or who would have been dismissed had he / she not resigned first (misconduct covers unacceptable professional conduct, conduct that may bring the profession into disrepute, and a conviction at any other time for a relevant offence).

Arrangements for listening to pupils

- An Independent Listener visits the school once a term to meet classes and boarders and can be contacted at any other time (contact details displayed throughout the school).
- Details for other Helplines (Childline etc) are also displayed throughout the school.
- All members of staff, both teaching and ancillary, can be approached by pupils with any concerns.

Key contact details

Children's Access Point – for all new enquiries or referrals to children's social care services

Address: Children's Access Point
4th Floor
County Hall North
Chart Way
Horsham
West Sussex, RH12 1XH

Email: mash@westsussex.gcsx.gov.uk

Telephone: 01403 229900

Out of hours: 03302 226664

Disclosure and Barring Service

Address: Disclosure and Barring Service
PO Box 181
Darlington DL1 9FA

Email: dbsdispatch@dbs.gsi.gov.uk

Telephone: 01325 953795

National College for Teaching and Leadership

Address: Teacher Regulation
53-55 Butts Road
Earlsdon Park
Coventry CV1 3BH

Email: misconduct.teacher@education.gsi.gov.uk

Telephone: 0207 593 5393



5. SAFER RECRUITMENT

(a) Appointment of Staff

Dorset House recognises that it is illegal, under The Protection of Freedoms Act 2012 (which superseded the Safeguarding Vulnerable Groups Act 2006), for anyone who is barred from regulated activity relating to children to carry out work or intend to carry out work at the school in contravention of any direction made under section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction.

We make the following checks on **all new members of staff prior to appointment** (the term staff includes, teachers, peripatetic staff, sports coaches, part-time staff, gap pupils, non-teaching / support staff and pupils paid to work at the school). All checks are recorded on the school's Single Central Register.

(i) **Identity**

Identity is verified against an official document such as a passport or a driving licence which must contain a photograph. Two utility or bank statements (less than 3 months old) are required to confirm name and home address.

(ii) **Medical fitness**

Applicants are required to make a declaration, duly signed, that (i) they know of no reasons, on grounds of medical or physical health, why they should not be able to discharge the responsibilities required by the post in question; and (ii) they understand that any offer of employment by the school will be conditional on verification of medical fitness. Under section 60 of the Equality Act it is unlawful to ask health-related questions of applicants before the appointment is offered unless the questions are specifically related to an intrinsic function of the work.

(iii) **Previous employment history**

This is checked on the application form and any unexplained gaps in employment are questioned at interview. Notes from interviews are retained on the employee's personal file.

(iv) **Character and professional references**

Employment is conditional on the receipt of at least two satisfactory references, one of which must be from the applicant's current or most recent employer. If the current / most recent employment does not involve work with children, the second reference should be from the employer with whom the applicant most recently worked with children. Referees will be asked to confirm (i) if the applicant has ever been involved in disciplinary procedures involving issues relating to the safety and welfare of children, and (ii) if any allegation or concerns have been raised about the applicant that relate to the safety and welfare of children or behaviour towards children. If the applicant has never worked with children, a character reference is sought in which the referee is asked to comment on the suitability of the applicant to work with children. If a reference is taken over the telephone, detailed notes are taken (and signed and dated). Where written references are received, a phone call will be made to verify the references.



(v) Qualifications

Where an applicant claims qualifications as part of the application process, these are checked in advance of appointment. Copies of all relevant certificates are retained on the employee's personal file

(vi) Right to work in the UK

Checks are made to ensure that an applicant has permission to work in the UK.

(vii) Enhanced DBS check

We apply for an Enhanced DBS check for all new staff and seek to ensure that this procedure has been completed prior to appointment. We also seek to achieve best practice by completing the DBS checks not more than three months prior to the commencement of employment. Candidates are made aware that any appointment at the school will be subject to an Enhanced DBS Disclosure.

In exceptional circumstances, if a disclosure has been delayed, the school may allow a member of staff to commence work if (i) a check has been made against the Barred List / List 99, and (ii) 'controlled conditions' have been put in place. The school recognises that it is illegal for anyone to work in a school without first being checked against the Barred List. In these circumstances, the following controlled conditions are required:

- Appointment is not confirmed
- The DBS check has been applied for
- Appropriate safeguards are in place (risk assessment, supervision arrangements etc.)
- Safeguards are reviewed at least every two weeks
- The person in question is aware of the safeguards
- Evidence of the measures put in place is retained

(viii) Barred List

It is illegal to employ anyone or use a volunteer in a regulated activity who is barred from working with children. We undertake a separate Barred List check in the event an enhanced disclosure is not received in advance of a member of staff starting work.

(ix) Overseas checks, where appropriate

If the DBS disclosure is not considered sufficient, we obtain available evidence from the person's country of origin (or any other countries in which he or she has lived) prior to appointment where possible.

(x) Secretary of State Prohibition Orders

Candidates to be employed as a teacher, (including peripatetic teachers, activity leaders and teaching assistants), will be checked with the National College for Teaching and Leadership (NCTL) Employer Access Online Service to ensure that the individual is not subject to a prohibition order issued by the Secretary of State.

(xi) Prohibition from management of independent schools directions ('section 128 directions')

We are required to check if staff appointed to a management position after 12th August 2015 are subject to a s.128 direction (such staff include the Headmaster, all members of the Senior Management Team and teaching positions with department headship).



(xi) Early Years – Disqualification by Association

Staff employed to work in Early Years, the management team of the school and staff involved in out of hours school care for children up to the age of 8, are required to complete a self-declaration to confirm that neither they, nor other members of their household, are ‘disqualified’.

(b) Appointment of the Chair of Governors and other Governors

The Chair of Governors is subject to an enhanced DBS. We also make the following checks on all new Governors:

- Enhanced DBS check
- Identity check
- Right to work in UK
- Further checks if the applicant lives or has lived outside the UK
- s.128 direction check
- Barred List check (only if in regulated activity)

(c) Appointment of Volunteers

The arrangements for volunteers vary by individual and activity. Firstly, we assess whether a volunteer is in regular unsupervised activity; if so, we undertake the following checks:

- Enhanced DBS disclosure
- Barred List check
- Character and professional references
- Informal interview
- Confirmation that no objections have been raised by others in the school community

If the volunteer is ‘regular’ but is supervised, we undertake the following:

- Enhanced DBS
- Character and professional references
- Informal interview
- Confirmation that no objections have been raised by others in the school community

(d) Appointment of supply staff and contractors’ staff

We do not have supply teachers nor do we have contract staff (caterers, groundsmen etc).

(e) Other adults resident in school accommodation

- We undertake an enhanced DBS disclosure, Barred List check and ID checks for all other adults resident in school accommodation (e.g. husband/wife/partner/children over 18 of a staff member).
- The member of staff occupying the property is responsible for passing on safeguarding training to the other resident adult(s).
- The licence to occupy agreement specifies procedures for any visitors/guests to the property.

(f) Those who do not require vetting checks

- We are not required to undertake vetting checks on a) visitors who have only brief contact with children in the presence of a member of staff b) visitors carrying out repairs or servicing



equipment c) secondary school pupils on work experience or similar, and d) those on the school site when pupils are not present.

- All such visitors are required to sign in at the school office and to wear a visitor's badge. They are also accompanied by a member of staff for the duration of their visit whilst the school is in session.

(g) Visiting Speakers

- The Headmaster is required to approve all visiting speakers to the school to ensure that, as set out in Prevent, they are suitable and appropriately supervised.
- Visiting speakers will not be left alone with pupils; the Headmaster will also take steps to ensure suitability – for example, he will undertake an internet search. Records of visiting speakers are kept on file.

(h) Children staying with host families

We have not historically had any visiting students who have been provided with care and accommodation at weekends by a host family to which they are not related. If, in the future, we were to do so we recognise that such arrangements could amount to 'private fostering' under the Children Act 1989 or the Safeguarding Vulnerable Groups Acts 2006. The school would consider any such cases on an individual basis and, if the school is deemed to be the regulated activity provider, an enhanced DBS disclosure with barred list check would be obtained for the host family.

(i) Training

The following staff have been trained in Safer Recruitment and one of them will always be on the interview panel:

Hilary Dugdale (Governor), June 2015

Andrew Owens (Bursar) (NSPCC Safer Recruitment in Education (online course)), March 2015

6. MOBILE PHONES / DEVICES, PHOTOGRAPHY & FILMING AND E-SAFETY

Mobile phones / devices

- Staff may bring personal mobile telephones and devices into school but they must ensure that there is no inappropriate or illegal content on them.
- Personal mobile calls may only be taken during break time and when doing so does not interfere with the care or supervision of children.
- Under no circumstances should staff contact a pupil using their mobile device.
- Staff in EYFS (Reception) must ensure that their mobile devices are left in the kitchen; they may be left switched on but must be unobtrusive.
- Personal mobile devices are not to be used to take photographs or videos of children – staff should use school equipment instead.



- If staff are on a school visit / outing and do not have the school camera with them, they may use their personal devices as long as the images are uploaded to the school network and deleted from the device immediately after the event.
- However, in EYFS (Reception) personal devices must never be used (all images must instead be taken using the designated setting camera), in accordance with the EYFS framework.
- The Headmaster reserves the right to check the content of personal mobile phones and devices; should inappropriate content be found the LADO will be contacted immediately.

Photography & Filming

To protect our pupils we:

- Seek consent for photos to be taken or published prior to a child joining the school.
- Ensure pupils are appropriately dressed.
- Encourage pupils to tell us if they are worried about any photos that are taken of them.

E-Safety

Internet access is designed expressly for pupil use and includes filtering appropriate to the age of the children. We have invested in a Unified Threat Management system (Sophos) which, amongst others, provides content filtering / blocking to fixed and mobile devices.

Pupils are taught what Internet use is acceptable and what is not and are given clear objectives for Internet use.

- Internet access is planned to enrich and extend learning activities. Access levels are reviewed to reflect the curriculum requirements and age of pupils.
- Staff guide pupils in online activities that support the learning outcomes planned for the pupils' age and maturity.
- Pupils are informed that Internet use will be monitored.
- Instruction in responsible and safe use precedes Internet access.
- Pupils are reminded of the rules and risks at the beginning of any lesson using the Internet.
- Responsible Internet use is included in the PSHE programme covering both school and home use.
- Pupils are not to be allowed access to public or unregulated chat rooms.
- A risk assessment is carried out before pupils are allowed to use a new technology in school.
- Emerging technologies are examined for educational benefit and a risk assessment is carried out before use in school is allowed.
- Mobile phones may not be present during school time. The sending of abusive or inappropriate text messages is forbidden.
- There is an annual talk from an e-safety specialist for years 3 – 8.



7. STAFF BEHAVIOUR POLICY

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Staff should remember at all times that they are in a position of trust in respect of the children in their charge and must not take any action which would constitute a breach of trust.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message, personal email or social media. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups (if age appropriate). The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the Designated Safeguarding Lead informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Corporal punishment is prohibited.



Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to defuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Designated Safeguarding Lead who will decide what to do next. Where this relates to the EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

One to One Tuition

As noted earlier, particular care must be taken in one to one tuition situations. At Dorset House, this includes individual music lessons, learning support lessons and sessions with the independent listener; these activities take place in easily visible rooms, they are timetabled (and a member of SMT is aware of the activity / lesson) and other members of staff are within ear-shot.

The Boarding House

Only members of the boarding team are allowed to access boarding accommodation. However, there may be one to one situations in the boarding house e.g. bed-time routines and other situations involving intimate care (shower-time); however, the boarding staff are given clear guidance and procedures as to how to behave in those situations (maintain a gap or barrier between staff member and child, ensure that other staff are within ear-shot, keep any physical contact to the minimum required for care or restraint, do not enter shower rooms at shower-time etc). During boarding hours, access to the boarding house is restricted to members of the boarding house (although other



members of staff may visit the library area provided that they have advised the Housemaster in advance).

Trips and Visits Off-Site

The Dorset House staff in charge of trips and visits will monitor closely the behaviour and actions of the staff of another organisation visited during the course of a trip. At all times during the trip, the pupils must be under the supervision of Dorset House staff. Where appropriate, to ensure care for and safety of our pupils, we request confirmation in advance that staff from the other organisation have been vetted for suitability.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Whistleblowing

The school's policy on Whistleblowing is set out in the Staff Handbook. In accordance with Lord Nolan's Second Report of the Committee on Standards in Public Life, the school's policy on whistleblowing is intended to demonstrate that the school :

- Will not tolerate malpractice;
- Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
- Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;
- Will invoke the School's disciplinary policy and procedure in the case of false, malicious, vexatious or frivolous allegations; and
- Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

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 028 0285 or help@nspcc.org.uk



Appendix 1: Possible signs of child abuse

The following is taken from the NSPCC's child protection fact sheet – the definitions and signs of child abuse (June 2010).

Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse

There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults



Neglect

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

The physical signs of neglect may include:

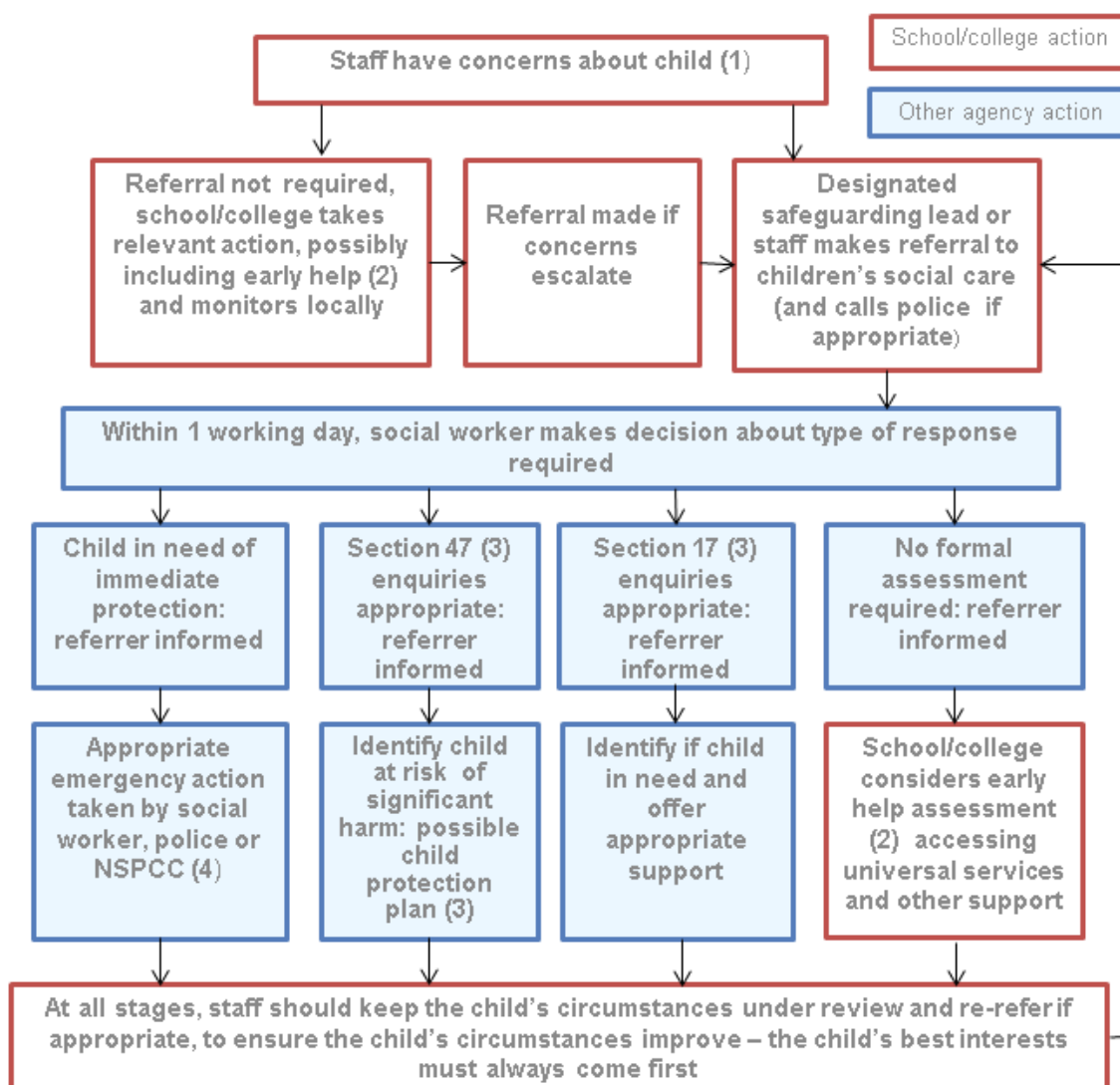
- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

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

Appendix 2 (taken from “Keeping Children Safe in Education” (DfE September 2016))

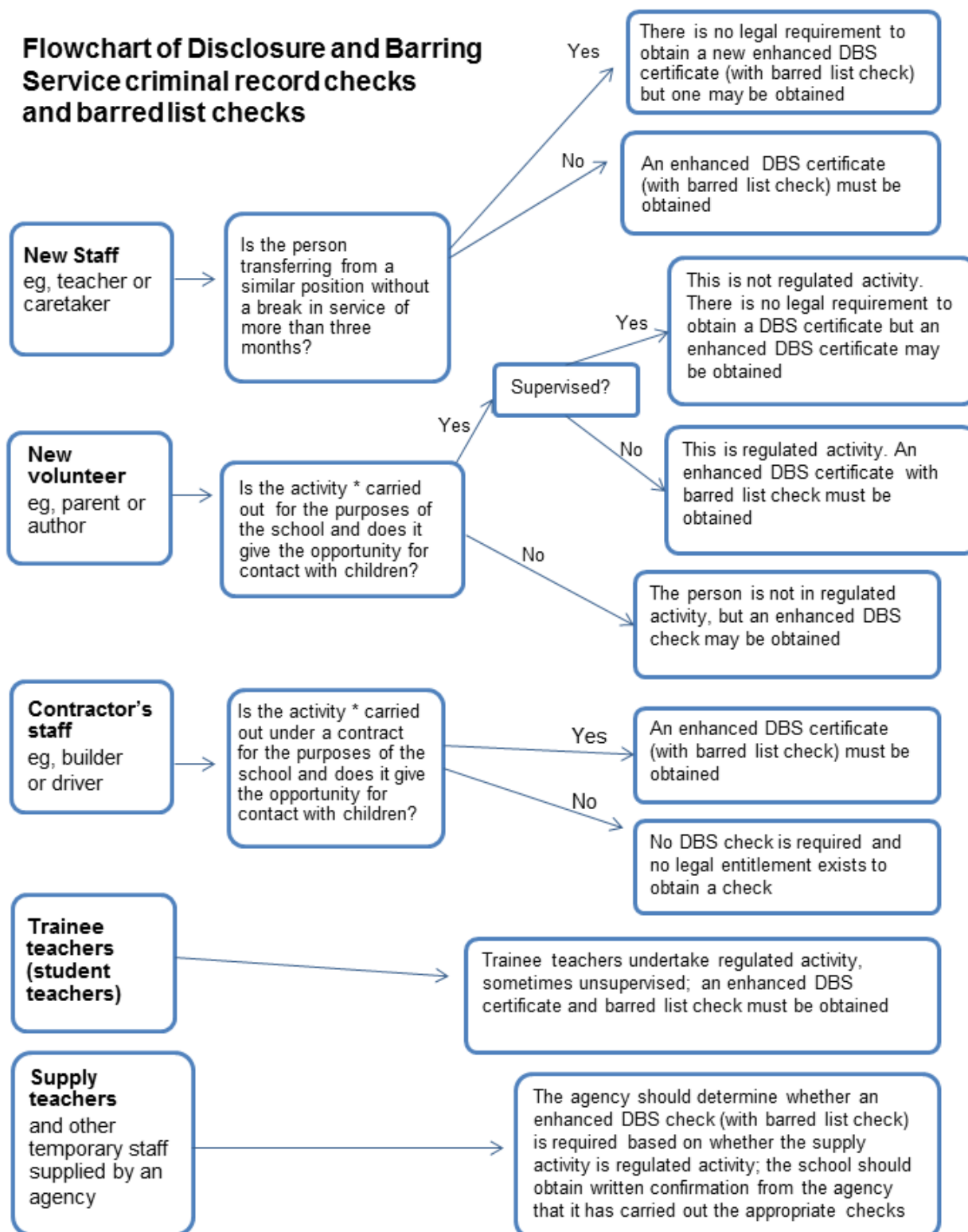
Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 3 (taken from “Keeping Children Safe in Education” (DfE September 2016))

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'