



SP3 CHILD PROTECTION & SAFEGUARDING POLICY

Policy Number	SP3
Policy Name	Child protection and safeguarding (including safer recruitment, allegations against staff and low-level concerns)
Issue Date	September 2024
Review Date	September 2025
Owner	Designated Safeguarding Lead, Portfield School
Reviewing Body	Board of Trustees

Version	Amendments	Date	Initials	Publish on Website?
0.0	Original	August 2023	HT/SGB	Yes
1.1	Minor amendments following changes in legislation	October 2023	HT/SGB	
1.2	Minor amendments following changes in legislation	November 2023	HT/BOT	
1.3	Minor amendments following changes in legislation	October 2024	HT/BOT	
1.4	Minor amendments important contacts	November 2024	HT	

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Kath Galley	kath.galley@autism-unlimited.org 01202 573808
Deputy DSLs	Anna Hewitt Alice Cherry Nicky Edwards Angela Jones Frances Snell Jacki Goldsmith Erin Jones Hayley Morris Carol MacColl	anna.hewitt@autism-unlimited.org alice.cherry@autism-unlimited.org nicky.edwards@autism-unlimited.org angela.jones@autism-unlimited.org frances.snell@autism-unlimited.org jacki.goldsmith@autism-unlimited.org Erin.jones@autism-unlimited.org Hayley.morris@autism-unlimited.org Carol.maccoll@autism-unlimited.org
Local authority designated officer (LADO)	Hayley Cowmeadow	LADO@bcpcouncil.gov.uk 01202 817600
Chair of Governors	Michelle Stone	Michelle.stone@autism-unlimited.org
Safeguarding Governor	Jane Newell	Jane.newell@autism-unlimited.org
Channel helpline		020 7340 7264
BCP Adult Social Care	Adult safeguarding	01202 123654 caredirect@bcpcouncil.gov.uk sshelpdesk@bcpcouncil.gov.uk

1. Aims

Portfield School will work to ensure that:

- all children, young people and vulnerable adults are safeguarded and their welfare promoted
- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- all staff are aware of their statutory responsibilities with respect to safeguarding
- staff are properly trained in recognising and reporting safeguarding issues
- staff work collaboratively with commissioning Local Authorities to safeguard all children, young people and vulnerable adults who attend the school

2. Legislation and statutory guidance

This policy is based on:

the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of students at the school

- › [The Children Act 1989 \(and 2004 amendment\)](#), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights \(ECHR\)](#)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This legislation as well as the arrangements agreed and published by our local safeguarding partners, forms the basis for our compliance.

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

Abuse is a form of maltreatment of a child, including where they see, hear or experience its effects and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

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

- › The local authority (LA)
- › A integrated care boards for an area within the LA
- › The chief officer of police for a police area in the LA area

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

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

4. Equality statement

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

We give special consideration to children who:

- › Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing or absent from education for prolonged period and / or repeat occasions.
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school, trustees of the charity and all support colleagues. It is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, transphobia, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- › Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- › Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- › Provide a safe space for students who are LGBT to speak out and share their concerns
- › Be aware of online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

All staff will be aware of:

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

- › What to look for to identify children who need help or protection

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Kath Galley, Deputy Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of normal school hours a Deputy Designated Safeguarding Lead can be contacted via email:

Kath.Galley@autism-unlimited.org (Kath Galley, Deputy Headteacher).

During school holidays there will be a rota of cover which will be published on the school website.

When the DSL is absent, the deputies will act as cover.

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

- › Provide advice and support to other staff on child welfare and child protection matters
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- › Have a good understanding of harmful sexual behavior
- › Online safety, including filtering and monitoring processes

The DSL will also:

- › Keep the headteacher informed of any issues
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL are set out in their job description.

5.3 The governing board

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- › Appoint a senior board level governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- › Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
 - The school has appropriate filtering and monitoring systems in place and review their effectiveness.
 - Review the DFE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards.
 - Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
 - Make sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners.
 - Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- › Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read and understand Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

5.4 The Headteacher

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

- › Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation
- › Communicating this policy to parents/carers when their child joins the school and via the school website
- › Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- › Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- › Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- › Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- › Ensuring the relevant staffing ratios are met, where applicable
- › Ensuring that online safety training is included in staff safeguarding and child protection training.
- › Overseeing the safe use of technology, mobile phones and cameras in the setting.

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of students with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

Timely information sharing is essential to effective safeguarding

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There is no definitive answer, because even if a victim doesn’t consent to sharing information, staff may still lawfully share it if there’s another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim’s wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children’s social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL (or deputy). Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Agency	Contact details
Bournemouth, Christchurch and Poole Children's First Response Hub (Multi Agency Safeguarding Hub – MASH)	Tel: 01202 735046 Opening hours: Monday to Thursday 8.30am to 5.15pm Friday 8.30am to 4.45pm Email: childrensfirstresponse@bcpcouncil.gov.uk Out of hours :01202 738256 childrensoohs@bcpcouncil.gov.uk
Dorset Multi Agency Safeguarding Hub (MASH) has been renamed to the "Child Advice and Duty Service".	Tel 01305 228866 for members of the public Tel 01305 228558 Open: Monday to Friday: 9am to 5pm Email: childrensadvicanddutysevice@dorsetcouncil.gov.uk
Dorset Children's Advice and Duty Service (ChAD) This is a professionals only number to discuss your concerns.	01305 228558
Hampshire Multi Agency Safeguarding Hub (MASH)	Tel: 0300 555 1384 Opening hours: Monday to Thursday 8.30am to 5.00pm Friday: 8.30am to 4.30pm Email: childrens.services@hants.gov.uk Out of hours: 0300 555 1373
Police	Tel: 999 if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Tel 101 if you are seeking advice You can report a crime that is not an emergency on: https://www.police.uk/pu/contact-the-police/report-a-crime-incident/
If you are not sure which local authority the child lives in you can report abuse here: https://www.gov.uk/report-child-abuse-to-local-council	

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- › Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- › Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- › Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- › Not recognise their experiences as harmful
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a student is at risk of FGM

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

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

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a student **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

Dorset's Local Authority arrangement regarding FGM can be found at:

<https://pdscp.co.uk/working-with-children/schools-and-colleges/dorset>

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL and one of the DDSs are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

You can also seek advice at any time from the **NSPCC helpline on 0800 800 5000**. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early Help assessment

If an Early Help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help referrals are made in Dorset by a professional telephone conversation. All phone-calls will be confirmed in writing by the consultant social worker. It is best practice that you keep a record of the contact you have made, the discussion and any decisions made on My Concern. You should also record whether you have obtained parental consent and if not, why not.

Early Help referrals in Bournemouth, Christchurch and Poole will be completed through an inter-agency referral form and submitted to childrensfirstresponse@bcpcouncil.gov.uk

An inter-agency referral form can be found at:

https://pandorsetscb.proceduresonline.com/p_referrals.html?zoom_highlight=inter-agency+referral+form

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

The DSL will use <https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf> to escalate the concern to ensure that the child's situation improves.

7.5 If you have concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a deputy DSL or a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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

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

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

7.6 If you have a mental health concern about a child or young person

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

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

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.1 and 7.4 as appropriate.

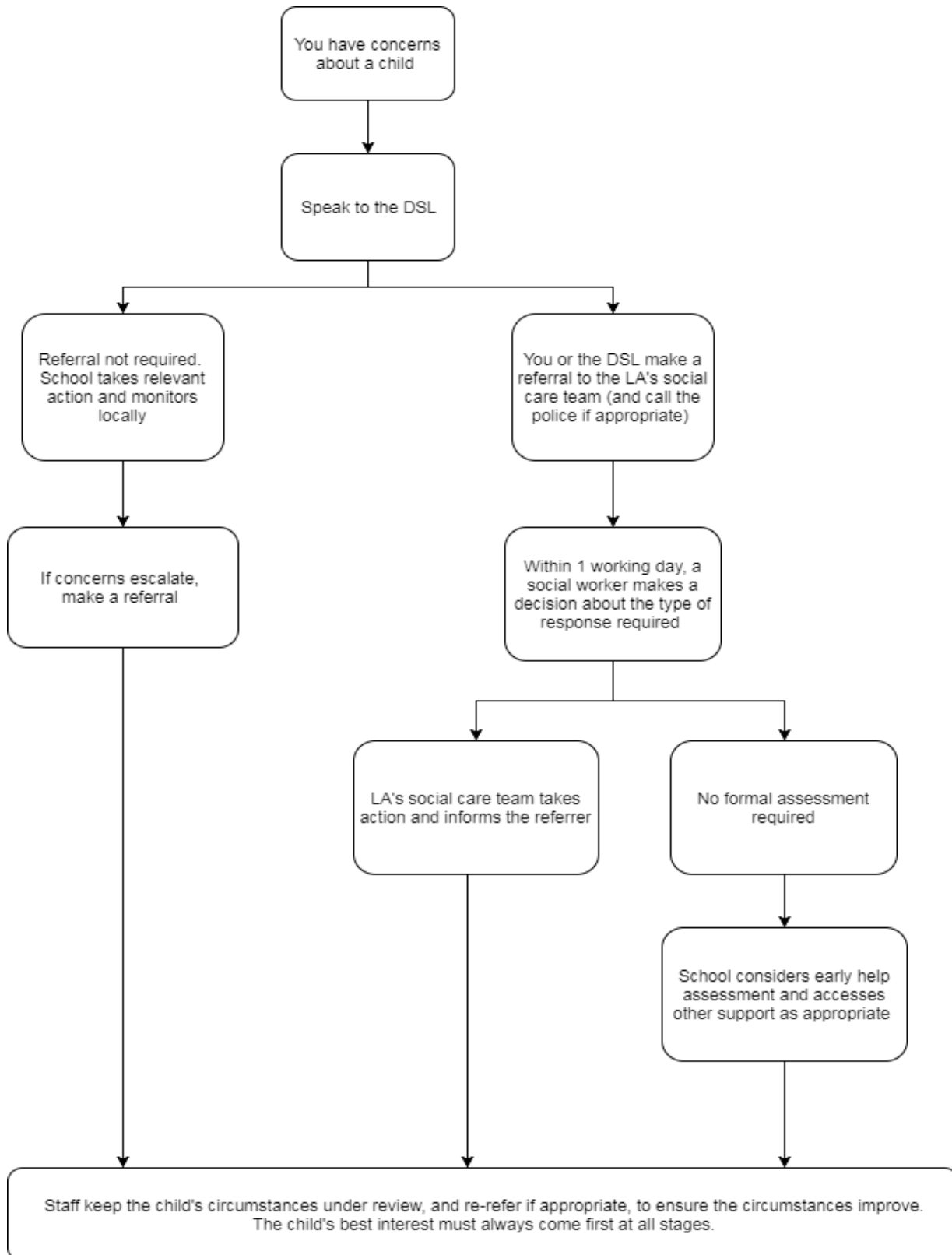
If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. Possible outcomes from this discussion might be:

- Referral to the school therapy team
- Referral to CAMHS
- Discussion with parents/carers
- Support for the student and family to access Early Help interventions

Refer to the Department of Education guidance on mental health and behaviour in schools for more information <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, **speak to the headteacher as soon as possible**.

If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the LADO, as you would with any safeguarding allegation.

7.8 Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › Is serious, and potentially a criminal offence
- › Could put students in the school at risk
- › Is violent
- › Involves students being forced to use drugs or alcohol
- › Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- › You must record the allegation and tell the DSL, but do not investigate it
- › The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- › The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- › The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- › Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- › Ensure our curriculum helps to educate students about appropriate behaviour and consent
- › Ensure students are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- › Ensure staff reassure victims that they are being taken seriously
- › Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- › Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- › Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- › Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

Responsibilities of all staff when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to student(s)
- › If a referral needs to be made to the police and/or children's social care
- › If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- › What further information is required to decide on the best response
- › Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- › Whether immediate action should be taken to delete or remove images or videos from devices or online services
- › Any relevant facts about the students involved which would influence risk assessment
- › If there is a need to contact another school, college, setting or individual
- › Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- › The incident involves an adult
- › There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)

- › What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- › The imagery involves sexual acts and any student in the images or videos is under 13
- › The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

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

They will hold interviews with the students involved (if appropriate).

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contact with the Multi Agency Safeguarding Hub, the Safer Schools Officer and the local police, as advised by MASH.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships education/ relationships and sex education and computing curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- › What it is
- › How it is most likely to be encountered
- › The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- › Issues of legality
- › The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- › Specific requests or pressure to provide (or forward) such images
- › The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

7.10 Reporting systems for our students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- › Put systems in place for students to confidently report abuse
- › Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- › Ensure that children know who the safeguarding lead and deputies are by displaying pictures of them in every class
- › Provide an email address for students to share their concerns if they do not wish to speak face to face (**safe@autism-unlimited.org**).
- › Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

8. Online safety and the use of mobile technology

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

To address this, our school aims to:

- › Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- › Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- › Set clear guidelines for the use of mobile phones for the whole school community
- › Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- › Review the child protection and safeguarding policy, including online safety, annually, and to make sure the procedures and implementation are reviewed regularly.

The 4 key categories of risk

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

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- › Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- › Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present
 - Staff will not take pictures or recordings of students on their personal phones or cameras
- › Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- › Explain the consequences we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- › Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- › Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- › Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website.

8.1. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Portfield School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Portfield School will treat any use of AI to access harmful content or bully pupils in line with this policy and our Behaviour Policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- › Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed

- › Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Students with special educational needs, disabilities or health issues

All students at Portfield School have special educational needs (SEN) and many also have disabilities or certain health conditions which can increase their vulnerability and present additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in our students, including:

- › Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- › Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- › The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in managing or reporting these challenges

We provide a high ratio of staff support to our students with small class sizes. Staff are alert to students' behaviour and emotional states and this means that they often notice quickly if something is wrong. They are trained to support students to communicate and advocate for them. We will be alert to the extra vulnerabilities our students may face.

11. Students with a social worker

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

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

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

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

12. Looked-after and previously looked-after children

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

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

We have appointed a designated teacher, Anna Hewitt, Deputy Headteacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

13. Complaints and concerns about school safeguarding policies

13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

13.2 Other complaints

For other complaints for example, those related to students or premises, follow the Autism Unlimited Complaints Policy which can be found on the Autism Unlimited website..

13.3 Whistle-blowing

We are committed to conducting our business with honesty and integrity and we expect all colleagues to maintain high standards. Any suspected wrongdoing should be reported as soon as possible.

Our full whistle-blowing policy can be found on our website. This policy covers all employees, officers, consultants, contractors, volunteers, casual and agency workers. Whistleblowing is the reporting of suspected wrongdoing or dangers in relation to our activities. This includes bribery, facilitation of tax evasion, fraud or other criminal activity, miscarriages of justice, health and safety risks, damage to the environment, and any breach of legal or professional obligations.

We hope that you will be able to raise the concern, in the first instance with your line manager. However, where you prefer not to raise it with your line manager, for any reason, report online:

Reporting Link: <https://whistleblowersoftware.com/secure/9a6469e0-0fbf-45c3-9a49-51eff7c555d3>.

No telephone number just online. No password required. Create a new report, this can be done written or oral, the oral choice disguises your voice.

We will arrange a meeting with you as soon as possible to discuss your concern. A colleague or union representative can accompany you to any meeting under this policy.

Whistleblowers must not suffer any detrimental treatment as a result of raising a genuine concern. Whistleblowers who make malicious allegations may be subject to disciplinary action.

We aim to encourage openness and will support whistleblowers who raise genuine concerns under this policy, even if they turn out to be mistaken.

14. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- › A clear and comprehensive summary of the concern
- › Details of how the concern was followed up and resolved
- › A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main student file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All safeguarding concerns are recorded electronically using MyConcern. All school staff are able to raise concerns through MyConcern, but only the Designated Safeguarding Lead and Deputy Designated

Safeguarding Leads are able to access concerns once raised. These concerns can be allocated to appropriate members of staff, for example a class teacher. This will be done on a need to know basis and with confidentiality in mind.

In addition:

- › Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- › Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- › Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- › Be in line with advice from the 3 safeguarding partners
- › Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all students

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

15.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

15.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- › Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- › Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

15.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

15.5 Staff who have contact with students and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. Monitoring arrangements

This policy will be reviewed **annually** by Kath Galley/Designated Safeguarding Lead. At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

- › PS05 Behaviour policy
- › SP21 IT Acceptable Use Policy
- › SP17 Feedback, Compliments and Complaints Policy
- › Health and safety (Standard Operating Procedures)
- › PS02 Attendance Policy
- › PS28 Online Safety
- › SP24 mobile Phone Policy

- › PS35 Equality, Diversity and Inclusion Policy
- › PS31 Relationships, Sex and Health Education Policy (RSHE)
- › SOPHS01 First Aid at Work
- › PS20 Curriculum Policy
- › Privacy Notice

These appendices are based on the Department for Education’s statutory guidance, **Keeping Children Safe in Education**.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

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

Emotional abuse may involve:

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

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

- › Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- › Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- › Protect a child from physical and emotional harm or danger
- › Ensure adequate supervision (including the use of inadequate care-givers)
- › Ensure access to appropriate medical care or treatment

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

Appendix 2: safer recruitment and DBS checks – policy and procedures Safer recruitment policy Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- › Our school's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- › Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- › Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- › Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher
- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: criminal records checks for overseas applicants
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions

or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

- › Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- › Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- › Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- › Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with children; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- › We believe the individual has engaged in relevant conduct; or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare

Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- › Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- › Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- › Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- › Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

The chair of the board will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

- › Identity
- › Right to work in the UK
- › Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: allegations of abuse made against staff

Allegations against staff (including low-level concerns) policy

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- › Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- › Providing an assistant to be present when the individual has contact with children
- › Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- › Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- › Temporarily redeploying the individual to another role in a different location.

If in doubt, the case manager will seek views from the school's HR adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- › **Substantiated:** there is sufficient evidence to prove the allegation
- › **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- › **False:** there is sufficient evidence to disprove the allegation
- › **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- › **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- › Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- › Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- › Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- › Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

- › Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- › **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- › **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- › **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- › Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. We will signpost to support from Trade Union representatives or Citizens Advice or counselling as appropriate.
- › Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- › Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- › Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- › We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- › The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- › We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

- › We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- › Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- › If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- › If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

We will retain all records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- › Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- › Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – 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, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- › Being overly 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
- › Humiliating students

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns as per section 7.7 of this policy
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system
- › Having an open door policy so that staff feel able to tell the DSL, Headteacher or any member of SLT easily and confidentially if they have a low-level concern.

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff behaviour policy. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- › The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- › The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: specific safeguarding issues

This appendix is mostly based on the advice in Keeping Children Safe in Education, in particular annex B.

Children who are absent from education

A child who is absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent from education, but some children are particularly at risk. These include children who:

- › Are at risk of harm or neglect
- › Are at risk of forced marriage or FGM
- › Come from Gypsy, Roma, or Traveller families
- › Come from the families of service personnel
- › Go missing or run away from home or care
- › Are supervised by the youth justice system
- › Cease to attend a school
- › Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

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

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

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

Indicators of CCE can include a child:

- › Appearing with unexplained gifts or new possessions
- › Associating with other young people involved in exploitation
- › Suffering from changes in emotional wellbeing
- › Misusing drugs and alcohol
- › Going missing for periods of time or regularly coming home late
- › Regularly missing school or education
- › Not taking part in education

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a

webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- › Having an older boyfriend or girlfriend
- › Suffering from sexually transmitted infections or becoming pregnant

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

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- › Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- › Abuse in intimate personal relationships between children (this is 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#). The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

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

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

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

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

FGM

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

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

Indicators that FGM has already occurred include:

- › A student confiding in a professional that FGM has taken place

- › A mother/family member disclosing that FGM has been carried out
- › A family/student already being known to social services in relation to other safeguarding issues
- › A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

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

- › The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- › FGM being known to be practised in the girl's community or country of origin
- › A parent or family member expressing concern that FGM may be carried out
- › A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- › A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them. If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- › Speak to the student about the concerns in a secure and private place
- › Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- › Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- › Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- › **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- › **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- › **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

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

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions

- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the behaviour policy.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- › Between 2 children of any age and sex
- › Through a group of children sexually assaulting or sexually harassing a single child or group of children
- › Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- › Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- › Regularly review decisions and actions, and update policies with lessons learnt
- › Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- › Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- › Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- › Challenging inappropriate behaviours
- › Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- › Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

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

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

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

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

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

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- › Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- › The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children

If a child is not collected at the end of the day, we will:

- contact parents/carers,

- arrange for a member of staff that the child knows to look after them in school until the parent/carer arrives
- call the second/emergency contact if the parent cannot be contacted within 15 minutes
- inform the headteacher of any child who has not been collected by 3.15

Appendix 5 Missing Person Procedures and Children Missing Education (CME) procedures

1. Missing Person Procedures

The Dorset Police, as the lead agency for investigating and finding missing children, will respond to children and young people going **missing** based on on-going risk assessments in line with current guidance. The police will respond based on assessment of the risk (balanced against wider demand) to all incidents of missing children with continual review of risk and response by a police manager.

The Police Authorised Professional Practice (APP) definitions of 'missing' is:

- ❖ 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed.'

Missing episodes happen during the day as well as overnight and can carry the same levels of risk.

WHAT TO DO IF YOU CAN NOT FIND A CHILD

In some circumstances the young person's whereabouts may be known but there remain concerns for their welfare, for example concerns that they are with someone who poses risk to children or are experiencing exploitation. In these cases where missing protocols may not apply, the Police will respond under 'Concern for Welfare'.

It is important to note that professionals or others reporting a child missing to the police, should not make the judgement themselves as to whether a child is missing– this decision will be made by the police on the basis of the information provided.

When a child is reported missing the police will take an initial report and may conclude that the person is not currently missing and that the police are not accepting responsibility to investigate at that time. If this happened the child's details will not be circulated as missing locally or on the police national computer. Portfield School procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

2. Children Missing Education

For the purpose of the Statutory Guidance on Children Missing Education, children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.

In our admissions process we will require a parents/carers to provide documentary evidence of their own and the child's identity and status in the UK, and the address that they are residing at. These checks should not become delaying factors in the admissions process.

If a member of staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding lead should, together with the class teacher, assess the child's vulnerability.

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- The school receptionist will make contact with the parents/carers (person with parental responsibility for the child) by 10am to seek reassurance that the child is safe at home;

- The outcome of the contact should be assessed and if there are any concerns a consultation with the designated safeguarding lead should take place to consider the child's vulnerability.

In the following circumstances a referral to children's social care and /or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection plan;
- The child is subject of s47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

We will work in collaboration with Children's social care and the police and participate in any strategy discussions, s47 enquiries and Child Protection Conferences which may arise.

Reasonable enquiry:

If the judgement reached on day one is that there is no reason to believe that the child is suffering, or likely to suffer, significant harm, then the school may delay making a referral. The process of 'reasonable enquiry' has not been identified in regulations, however this includes school staff checking with all members of staff whom the child may have had contact with, and with the student's friends and their parents, siblings and known relatives at this school and others.

School staff should also make telephone calls to any numbers held on record or identified, sending a letter to the last known address, home visits by some school based staff and consultation with local authority staff. Accordingly if a situation is not resolved within 3 days the Education Welfare Service should be contacted, then referrals should be made to the police and LA children's social care, as appropriate over the next two weeks.

Days two to twenty-eight

If the above response was unsuccessful, the school should contact their local authority CME Officer. The local authority should make enquiries by visiting the child's home and asking for information from the family's neighbours and their local community – as appropriate.

The LA CME team should also check databases within the local authority, use agreed protocols to check local databases, e.g. LA housing, health and the police; check with agencies known to be involved with the family, with the local authority the child moved from originally, and with any local authority to which the child may have moved.

The child's circumstances and vulnerability should be reviewed and reassessed regularly jointly by the school's designated safeguarding lead and the CME Officer in consultation with children's social care and the police as appropriate.

Child Missing from School for More than Four Weeks

Where a student is absent from school without authorisation for twenty consecutive school days, the student can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause.

Following learning from Child C Waltham Forest SCR a protocol about the return of children who are visiting/trafficked into all areas of Dorset has been developed. See Local Resources: [Pan-Dorset Protocol for](#)

[Managing Child Exploitation Risks for Children and Young People who are visiting/trafficked into all areas within BCP/Dorset Council areas.](#)

Legal Powers: the Local Authorities and Dorset Police

The police can use the powers under Section 46(1) of the Children Act 1989 to remove a child into police protection if they are likely to suffer significant harm. Police Protection lasts up to 72 hours.

Section 17 of the Police and Criminal Evidence Act 1984 provides police with powers to enter and search a premises in certain circumstances, notably, with regard to this guidance, for the purposes of saving life and limb or to arrest without warrant a person who has committed an indictable offence or certain other listed offences under the section.

Section 24 of the Police and Criminal Evidence Act 1984 provides police the power of summary arrest for any offence subject to certain provisions notably, for the purposes of this guidance, under S.24(5)(d) to protect a child or other vulnerable person from the person in question.

Should it be necessary to take the child into police protection, the child must be moved as soon as possible into local authority accommodation. The local authority should consider what type of accommodation is appropriate in each individual case. It is important that young people are not placed in accommodation that leaves them vulnerable to exploitation or trafficking.

The Local Authority may apply to the Court for a Recovery Order under Section 50 of the Children Act 1989. A Recovery Order can only be sought when the child is subject to an Interim or Full Care Order and it is clear that the child is in no immediate danger of significant harm. Children's Social Cares may need to obtain an Emergency Protection Order under Section 44 of the Children Act 1989, before expiration of the Police Protection.

The Local Authorities

Section 13 of the Children Act 2004 requires local authorities and other named statutory partners to make arrangements to ensure that their functions are discharged with a view to safeguarding and promoting the welfare of children. This includes planning to prevent children from going missing and to do everything possible to ensure their safe return when they do go missing. Through their inspections of local authority children's services, Ofsted will include an assessment of measures with regard to missing children as part of their key judgement on the experiences and progress of children who need help and protection.

The Local Authorities should name a senior children's service manager as responsible for monitoring policies and performance relating to children who go missing from home or care. The responsible manager should look beyond this guidance to understand the risks and issues facing children missing from home or care and to review best practice in dealing with the issue.

The Local Authorities must ensure that all incidents where children go missing are appropriately risk assessed, and should record all incidents of looked after children who are missing or away from placement without authorisation.

Even with strong systems and services that minimise the likelihood of young people running away, some young people will still feel that they have to run away. In all circumstances local safeguarding procedures should be followed. If there is concern that the child may be at risk if returned home, the child should be referred to children's social care to assess their needs and make appropriate arrangements for their accommodation.

Children, who are looked after should have information about, and easy access to, help lines and support services including emergency accommodation. Support should also be made available to families to help them understand why the child has run away and how they can support them on their return.

It is important that emergency accommodation can be accessed directly at any time of the day or night. Bed and breakfast (B&B) accommodation is not an appropriate place for any child or young person under the age of 18 and should only be used in exceptional circumstances.

The Philomena Protocol encourages carers, staff, families and friends to compile useful information which could be used in the event of a young person going missing from care. Dorset Police Neighbourhood Teams will also work with everyone to keep the forms up to date.

The initiative aims to save valuable time when a report is made of a missing young person, and ultimately locate them more quickly as this will be a live form and not held by the police.

Local authorities and children's homes will keep a log of specific information regarding the young people in their care, which will become immediately available to officers when a report is made of a missing young person.

The officers will then be able to commence their enquiries in order to locate them. At the time of updating this policy (Sept 2020) the practical implementation of the Philomena Protocol is being agreed and will be available in Local Resources when agreed and implemented.

Sharing information to locate a child who is looked after, subject to a child protection plan or a child in need

The local authority should consult with the police regarding what action should be taken to share information about a missing child who is looked after, subject to a child protection plan or a child in need.

This should include an assessment of whether to release information to the media. The local authority should also notify other local authorities according to degree of concern. Consideration should also be given to whether the child or their family has links to other areas in the United Kingdom.

On receipt of a notification from another local authority, a flag should be added to the electronic record system for children's social care and consideration should be given to notifying health and other relevant partners.

Data on looked after children who go missing or are away from placement without authorisation

The Department of Education Statutory guidance on children who run away or go missing from home or care (January 2014) states the following:

Looked after children who go missing, or who are away from placement without authorisation, can be at increased risk of sexual or other forms of exploitation or of involvement in drugs, gangs, criminal activity or trafficking. Particular attention should be paid to repeat episodes. Data on these episodes should be analysed regularly in order to map problems and patterns. Regular reports on this data should be provided to council members and the SCPs.

Data for children missing or away from placement without authorisation should be reported to the Department for Education by the responsible authority (through their annual data returns on looked after children as part of the annual SSDA903 data collection).

Local authorities collect information about children missing from education and educational establishments and about children who access other local authority services, such as youth services and children who are looked after.

As the guidance says, early and effective sharing of information between professionals and local agencies is essential for the identification of patterns of risk. This may be used to identify areas of concern for an individual child, or to identify 'hotspots' of activity in a local area.

Local authorities should collect data on children reported missing from care including repeat episodes of missing from care, unauthorised absences from care placements, and other relevant data and should regularly analyse this in order to map problems and patterns. This should include identifying patterns of sexual and other exploitation.

Good practice suggests that the following data should be collected and analysed by a multi professional group:

- Demographics of all children who are missing or away from placement without authorisation;
- Associates of the above;
- The legal status of the children;
- Episodes, and length of episode by child;
- Numbers and themes from safe and well checks;
- Numbers and themes from return interviews;
- Cross match data with local information about gangs, CSE lists, home educated and missing from education lists, including information about children who go missing for part of the school day;
- Consideration should be given to analysing where the child is found as this information could help identify links between missing children and criminal groups.
- Analyse data by establishment and geographical area.

Data about children and young people who go missing from home, education or care should be included in regular reports to Council members, especially to the Lead Member for Children's Services and in regular reports by the local authority to the SCPs.

Ofsted: Disclosure to Police

On 1 April 2013 regulations came into force requiring Ofsted to disclose details of the locations of children's homes to local police services to support the police in taking a strategic and operational approach to safeguarding children particularly in relation to sexual exploitation and trafficking.

It should be noted that disclosure of this information to police services does not happen automatically and police services will need to request to receive this information on an on-going basis.

This duty is in addition to the existing obligation for Ofsted to disclose this information to local authorities. A protocol published alongside the regulations sets out the responsibilities of the public authorities to use information about the location of children's homes only for the purposes for which it was disclosed; and to share it onward only where this is compatible with safeguarding children and promoting their welfare.

Department for Education: Joint protocol: children's homes - procedure for disclosing names and addresses (2013).

Healthcare Professionals

Healthcare professionals have a key role in identifying and reporting children who may be missing from care, home and school.

- Missing children access a number of services provided by a range of health providers, for example:

- Urgent Care Units;
- Accident and Emergency Departments;
- Genito-Urinary Medicine Clinics (GaUM);
- Community Sexual Health Services; and
- Pharmacy Services.

Health professionals should have an understanding of the vulnerabilities and risks associated with children that go missing. Staff working in health settings should be aware of their professional responsibilities and the responses undertaken by the multi-agency partnership. Risks include sexual exploitation, trafficking, forced marriage and female genital mutilation. Radicalisation, also a risk factor for vulnerable young people, is managed via the national 'Prevent' strategy.

All health providers should provide a comprehensive service for Looked after Children (LAC). A Designated Nurse and Doctor for Looked after Children are located in each Clinical Commissioning Group (CCG). They are statutory appointments and are responsible for the commissioning and delivery of appropriate healthcare, assessments and services. Designated health professionals for LAC should share relevant information and intelligence relating to high risk individuals or emerging themes and patterns indicative of organised and targeted abuse, to the NHS Patch Safeguarding Children Forum. They should also ensure that all health staff within their locality know how to identify, report and respond to a child who is missing from care.

3. Specific Risks

- [Homeless 16 / 17 year olds](#)
- [Trafficking](#)
- [Grooming](#)

Homeless 16 / 17 year olds

When a 16 or 17 year old runs away or goes missing they are no less vulnerable than younger children and are equally at risk, particularly of sexual exploitation or involvement with gangs.

When a 16-17 year old presents as homeless, local authority children's services must assess their needs as for any other child. Where this assessment indicates that the young person is in need and requires accommodation under [Section 20 of the Children Act 1989](#), they will usually become looked after.

The accommodation provided must be suitable, risk assessed and meet the full range of the young person's needs. The sustainability of the placement must be considered. Young people who have run away and are at risk of homelessness may be placed in supported accommodation, with the provision of specialist support.

For example, a specialist service might be provided for those who have been sexually exploited, or at risk of sexual exploitation.

Local authorities should have regard to statutory guidance issued in April 2010 to children's services authorities and local housing authorities about their duties under Part 3 of the Children Act 1989 and Part 7 of the Housing Act 1996 to secure or provide accommodation for homeless 16 and 17 year olds.

Trafficking

Some of the children who local authorities look after may be unaccompanied asylum seeking children or other migrant children. Some children in this group may have been trafficked into the UK and may remain under the influence of their traffickers even while they are looked after. Trafficked children are at high risk of

going missing, with most going missing within one week of becoming looked after and many within 48 hours. Unaccompanied migrant or asylum seeking children, who go missing immediately after becoming looked after, should be treated as children who may be victims of trafficking. Children, who have been trafficked, may be exploited for sexual purposes and the link to sexual exploitation should be addressed in conjunction with [Safeguarding Children from Abroad, including Victims of Modern Slavery, Trafficking and Exploitation Procedure](#) and [Child Sexual Exploitation Procedure](#).

The assessment of need to inform the care plan will be particularly critical in these circumstances and should be done immediately as the window for intervention is very narrow. The assessment must seek to establish:

- Relevant details about the child's background before they came to the UK;
- An understanding of the reasons why the child came to the UK; and
- An analysis of the child's vulnerability to remaining under the influence of traffickers.

In conducting this assessment it will be necessary for the local authority to work in close co-operation with the [Modern Slavery Human Trafficking Centre](#) and immigration staff who will be familiar with patterns of trafficking into the UK. Immigration staff should be able to advise on whether information about the individual child suggests that they fit the profile of a potentially trafficked child.

Provision may need to be made for the child to be in a safe place before any assessment takes place and for the possibility that they may not be able to disclose full information about their circumstances immediately. The location of the child should not be divulged to any enquirers until their identity and relationship with the child has been established, if necessary with the help of police and immigration services. In these situations the roles and responsibilities of care providers must be fully understood and recorded in the placement plan.

Proportionate safety measures that keep the child safe and take into account their best interests should also be put in place to safeguard the child from going missing from care or from being re-trafficked. It will be essential that the local authority continues to share information with the police and immigration staff, concerning potential crimes against the child, the risk to other children, or other relevant immigration matters.

[Safeguarding Children Who May Have Been Trafficked: Practice Guidance \(2011\)](#) contains practical guidance for agencies which are likely to encounter, or have referred to them, children and young people who may have been trafficked. Where it is suspected that a child has been trafficked, they should be referred by the local authority into the UK's victim identification framework, the [National Referral Mechanism \(NRM\)](#).

The Trafficked Children Toolkit, developed by the London Safeguarding Children Board, has been made available to all local authorities to help professionals assess the needs of these children and to refer them to the NRM.

There are a number of voluntary agencies who provide guidance and advice including:

- [Unseen UK](#);
- [ECPAT – Ever Child Protected Against Trafficking](#).

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Children can be groomed for the purpose of sexual abuse as well as other forms of exploitation including involvement in criminal and extremist activity. Children who are missing are more vulnerable to being groomed and may also go missing as a result of being groomed.

Protecting Children at Risk of Radicalisation

Children and young people can suffer harm when exposed to extremist ideology. This harm can range from a child adopting or complying with extreme views which limit their social interaction and full engagement with their education, to children being groomed for involvement in violent attacks.

Children can be exposed to harmful, extremist ideology in the immediate or extended family, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network – in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

Going missing is a risk factor in relation to radicalisation:

- A child may go missing because they have already been radicalised;
- A child's risk of being radicalised might increase because they are missing and are spending time with people who may seek to involve them in radical/extreme activities. The risk is heightened whilst they are missing, because the protective factors of family or care are not available to them.

Professionals should always assess whether a child who has gone missing is at risk of radicalisation.

Children at Risk of Sexual Exploitation (CSE)

The sexual exploitation of children involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Violence, coercion and intimidation are common.

Involvement in exploitative relationships is characterised by the child's or young person's limited availability of choice as a result of their social, economic or emotional vulnerability.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation.

Going missing is a significant risk factor in relation to sexual exploitation:

- A child may go missing because they are being sexually exploited;
- A child's risk of being sexually exploited might increase because they are missing and are spending time with people who may seek to involve them in sexual exploitation. The risk is heightened whilst they are missing because the protective factors of family or care are not available to them.

Because there is such a strong link between children going missing and risk of sexual exploitation, professionals should always assess whether a child who has gone missing is being sexually exploited or at risk of being sexually exploited.

Children at Risk of being Drawn into Offending Behaviour

Children and young people who go missing from care, home and education also need safeguarding against the risk of being drawn into offending behaviour by gangs or criminal groups.

4. Children Missing from Care and Care Leavers

- [Care Leavers](#)
- [Out of Area Placements](#)

- [Looked after Children who are away from Placement without Authorisation](#)
- [Prevention and Planning – Risk Assessment](#)
- [Actions when the whereabouts of a Looked after Child is not known](#)
- [Actions when a Child has been found](#)
- [Repeat Running Away](#)

Care Leavers

From the age of 16 young people in care are referred to as care leavers, however, it is important to note that local authorities have very similar duties and responsibilities towards 16 and 17 year old care leavers as they do to children in care and for the purposes of this guidance, the response to a missing care leaver age 16 and 17 year old should be the same.

Local authorities continue to have a range of responsibilities towards children leaving care until the young person's 21st and in some instances their 25th birthday. It is good practice to follow the guidance set out below whilst a young person remains 'leaving care'.

Care leavers, particularly 16 and 17 year olds, are vulnerable to sexual exploitation and may go missing from their home or accommodation. Local authorities must ensure that care leavers live in "suitable accommodation" as defined in Section 23B (10) of the Children Act 1989 and Regulations 9(2) of the Care

Leavers Regulations, [The Care Leavers \(England\) Regulations 2010](#).

In particular young people should feel safe in their accommodation and the areas where it is located. Local authorities should ensure that pathway plans set out where a young person may be vulnerable to exploitation, trafficking or going missing, and put in place support services to minimise this risk.

Out of Area Placements

When a child is placed out of their local authority area, the responsible authority must make sure that the child has access to the services they need in advance of placement. Notification of the placement must be made to the host authority and other specified services. All children subject of a London pre-incident risk assessment should be notified to the local police service.

If children placed out of their local authority run away, this protocol should be followed, in addition to complying with other processes that are specified in the policy of the host local authority. It is possible that the child will return to the area of the responsible authority so it is essential that liaison between the police and professionals in both authorities is well managed and coordinated. A notification process for missing episodes should be agreed between responsible and host local authorities as a part of the care plan and the placement plan.

Looked after Children who are Away from Placement without Authorisation

Sometimes a looked after child may be away from their placement without authorisation. While they are not missing, they may still be placing themselves at risk (e.g. they may be at the house of friends where there are concerns about risks of sexual exploitation). The carer or social worker should take reasonable steps to ascertain the wellbeing of the child including, when appropriate, visiting the location. However, if there is a concern the child may be at significant risk of harm to themselves or to others then police should also be notified in order that appropriate safeguarding measures can be taken. This should not be confused with reporting a child missing.

Prevention and Planning – Risk Assessment

Local authorities have a duty to place a looked after child in the most appropriate placement to safeguard the child and minimise the risk of the child running away. The care plan and the placement plan should

include details of the arrangements that will need to be in place to keep the child safe and minimise the risk of the child going missing from their placement.

Remember:

- The Care Plan – should include strategies to avoid unauthorised absences and/or a child going missing. It should also include strategies to reduce the duration and risks associated if the child does have unauthorised absences/go missing;
- The Placement Plan – should include strategies for preventing the child from taking unauthorised absences/going missing;
- A pre-incident risk assessment should be completed for all children for whom there is concern that they may run away. Distance from home, family and friends should be considered as a risk factor; a police trigger plan should be created, as referenced in Police APP: '*Where it is assessed that the individual is at risk of going missing again, the police officer in charge of the investigation should ensure that information is gathered to create a plan outlining key actions to be taken if the person is subsequently reported missing*'. This should be considered as part of the multi-agency response for all children assessed as vulnerable to repeat missing episodes
- Provide the child with advice about an independent advocate and take the child's views in to account;
- Statutory reviews should consider any absences and revise strategies and trigger plans to prevent repeat absences and/or missing incidents and the care plan should be revised accordingly.

Where a child already has an established pattern of running away, the Care Plan should include a strategy to keep the child safe and minimising the likelihood of the child running away in the future. This should be discussed and agreed as far as possible with the child and with the child's carers and should include detailed information about the responsibilities of all services, the child's parents and other adults involved in the family network.

Independent Reviewing Officers (IROs) should be informed about missing episodes and they should address these in statutory reviews. The pre incident risk assessment should be updated after missing incident and should be regularly reviewed.

Designated health professionals for Looked After Children (LAC) should be informed of children missing from care who are deemed to be 'high risk'. They should be included in any multi-agency strategy meetings or activity to manage the child's retrieval and any subsequent health needs.

Designated education professionals should be informed and included in the review process.

- Actions when the Whereabouts of a Looked after Child is Not Known
- Whenever the whereabouts of a looked after child is not known, the foster carer or the manager on duty in the children's home is responsible for carrying out preliminary checks to see if the child can be located. For example, if a child was supposed to have returned home from school but has not arrived within the normal journey time, checks could include finding out if there are transport delays, phone calls to the child, phone calls to the school to see if the child has been delayed etc. If these initial checks do not succeed in locating the child or there are still concerns that, despite contact being made with the child they are at risk, the individuals and agencies listed below should be informed.
- It is clearly important that a deadline is set at the outset of these initial checks so that they don't continue beyond a reasonable timeframe. What timeframe is reasonable should be based on an assessment of the risks relating to the individual child. In some cases, there might be particular reasons to be worried for the child's safety immediately and the individuals agencies detailed below should be contacted straight away – this in conjunction with on-going attempts to contact the child and find out why they aren't where they are supposed to be.

The individuals and agencies who should be contacted when a child is missing or they are away from placement without authorisation:

- The local police;
- The authority responsible for the child's placement – if they have not already been notified prior to the police being informed; and
- The parents and any other person with parental responsibility, unless it is not reasonably practicable or to do so, or would be inconsistent with the child's welfare;
- The Independent Reviewing Officer (IRO).

Until the implementation of the Philomen Protocol, the local authorities Looked After Child Information Sharing Form should be used when reporting the child missing to the police. As a minimum requirement, all reports should include the following information:

- The child's name/s; date of birth; status; responsible authority;
- Where and when they went missing;
- Who, if anyone, they went missing with;
- What was the child wearing plus any belongings such as bags, phone etc.;
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing;
- Details of family, friends and associates;
- Updated risk assessment.

The carer/s should take all reasonable steps, which a good parent would take, to secure the safe and speedy return of the child based on their own knowledge of the child and the information in the child's placement plan. If there is suspected risk of harm to the child the carer/s should liaise immediately with the police.

Following initial discussions between the allocated children's social care worker and the police, they should agree an **immediate strategy** for locating the child and an action plan. This to include a range of actions to locate and ensure the safe return of the child, including:

- Arrangements for attempts to be made to contact the child on a daily basis by, for example, calling their mobile phone or the phones of friends or relatives that they may be with;
- The Independent Reviewing Officer (IRO) should also try and contact the child;
- Visiting their parents' address/es and of any friends or relatives with whom they may be staying;
- Police should consider requesting a trace on the child's mobile phone and/or oyster card.

Within 3 days, a missing from care meeting/ telephone discussion between relevant parties should take place and include the police, the child's social worker and the provider. The action plan and risk assessment should be reviewed and updated.

- Missing from care meetings/discussions should be held at least monthly to update the action plan and share information;
- The Children's Services Assistant Director should be notified within 3 days of the child going missing. They will notify the Lead Member and Corporate Parenting Board within 7 days of the child going missing;
- Any publicity will be led by the Police, the use of harbouring notices etc. will be agreed at the missing from care meeting. Recovery Orders may be used where the child is Looked After;
- During the investigation to find the missing/run away child, regular liaison and communication should take place between the police, the responsible local authority children's social care services and the host authority (if an out of area placement) and any other agencies involved;

- The authority responsible for the child should ensure that plans are in place to respond promptly once the child is found and for determining if the placement remains appropriate.

Actions when a Child has been Found

When the child has been located, care staff/ foster carers should promptly inform the child's social worker and the independent reviewing officer that the child has returned. Arrangements should have been made for Safe and Well checks and Independent Return Review interviews:

Safe and Well Checks

Safe and well checks are carried out by the police as soon as possible after the child has returned. Their purpose is to check for any indications that the child has suffered harm, where and with whom they have been, and to give them an opportunity to disclose any offending by or against them.

Where a child goes missing frequently, it may not be practicable for the police to see them every time they return. In these cases a reasonable decision should be taken in agreement between the police and the child's parent or carer with regard to the frequency of such checks bearing in mind the established link between frequent missing episodes and serious harm, which could include gang involvement, forced marriage, maltreatment or abuse at home, bullying or sexual exploitation. The assessment of whether a child might run away again should be based on information about:

- Their individual circumstances;
- Family circumstances and background history;
- Their motivation for running away;
- Their potential destinations and associates;
- Their recent pattern of absences;
- The circumstances in which the child was found or returned; and
- Their individual characteristics and risk factors such as whether a child has learning difficulties, mental health issues, depression and other vulnerabilities.

Independent Return Review

The independent return review is an in-depth interview and should be carried out by an independent professional (e.g. a social worker, teacher, health professional or police officer, not involved in caring for the child and who is trained to carry out these interviews and is able). The child should be seen on their own unless they specifically request to have someone with them. The child should be offered the option of speaking to an independent representative or advocate. The IRO should be informed.

The responsible local authority should ensure the return review interview takes place, working closely with the host authority where appropriate. The independent return interview should be offered and provided within 72 hours of the child being located or returning from absence, it should preferably take place in a neutral place where they feel safe. Delays in return interviews may mean a loss of important information or evidence.

The interview and actions that follow from it should:

- Identify and deal with any harm the child has suffered – including harm that might not have already been disclosed as part of the 'Safe and Well check'– either before they ran away or whilst missing;
- Understand and try to address the reasons why the child ran away;
- Help the child feel 'safe' / understand that they have options, to prevent repeat instances of them running away;
- Understand what the child would like to see happen next whether short term and/or long term;
- Gather the parents or carers views of the circumstances, if appropriate;
- Provide the child with information on how to stay safe if they choose to run away again, including helpline numbers.

It is especially important that the independent Return Review interview takes place when a child:

- Has been reported missing on two or more occasions;
- Has been hurt or harmed while they have been missing;
- Is at known or suspected risk of sexual exploitation or trafficking;
- Is at known or suspected risk of involvement in criminal activity or drugs;
- Has contact with persons posing risk to children; and/or
- Has been engaged (or is believed to have engaged) in criminal activities during their absence.

Follow-Up

The local authority children's social care services, police and other agencies involved with the child should work together to assess the child and:

- To build up a comprehensive picture of why the child went missing;
- What happened while they were missing;
- Who they were missing with and where they were found; and,
- What support they require upon returning home;
- Whether a statutory review of the care plan is required.

Where children refuse to engage with the interviewer, parents and/or carers should be offered the opportunity to provide any relevant information and intelligence they may be aware of. This should help to prevent further instances of the child running away and identify early the support needed for them.

Repeat Running Away

If a child continually runs away actions following earlier incidents need reviewing and alternative strategies should be considered.

To reduce repeat running away and improve the longer-term safety of children and young people, the agencies involved may want to provide:

- Better access and timely independent return interviews, particularly for the most vulnerable;
- Safety planning with the child for their missing;
- Consideration of developing a trigger plan;
- Better access to support whilst a young person is away, which may come from the voluntary sector.

There may be local organisations in the area that can provide repeat runaways with an opportunity to talk about their reasons for running away, and can link runaways and their families with longer-term help if appropriate. Local authorities should work with organisations that provide these services in their area.

Children's homes staff and foster carers should be trained and supported to offer a consistent approach to the care of children, including being proactive about strategies to prevent children from running away; and to understand the procedures that must be followed if a child goes missing.

The competence and support needs of staff in children's homes and foster cares in responding to missing from care issues should be considered as part of their regular appraisal and supervision.

The Children's Home Regulations 2001 (as amended) requires children's homes to have a Missing child policy.

They also require that before implementing, or making substantive changes to an existing policy, children's homes shall consult with relevant partners and take into consideration any relevant local authority or police protocols on missing children. Finally, where a child is, or has been, persistently absent without permission from the children's home; or is at risk of harm, the children's home shall ask the local authority that looks after the child to review that child's care plan.

The National Minimum Standards (Standard 5.5) specifies that staff should actively search for children and work with the police where appropriate.

Please also refer to the Department of Education's, '[Statutory guidance on children who run away or go missing from home or care: Flowchart to accompany the statutory guidance](#)'.

5. Children Missing from Home

- [Children Missing from Home](#)
- [Notifying the Police](#)
- [Actions when a Child is Missing](#)
- [Actions when a Child has been Found](#)

Children Missing from Home

When the Local Authorities and the Dorset Police analyse trends and patterns in relation to children, who run away or go missing from home, particular attention should be paid to repeat 'missing' episodes. The Local Authorities and SCPs needs to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity such as trafficking and to be aware of local "hot spots" as well as concerns about any individuals, who children runaway to be with.

The Local authorities and SCPs should also consider the 'hidden missing', who are children who have not been reported missing to the police, but have come to an agency's attention after accessing other services.

There may also be trafficked children who have not previously come to the attention of children's services or the police. Research demonstrates that children from black and minority ethnic groups, and children that go missing from education are less likely to be reported as missing. Local authorities and the police should be proactive in places where they believe under reporting may be more likely because of the relationships some communities, or individuals, have with the statutory sector.

Children missing from home are subject to risks and vulnerabilities similar to those for children who are looked after. NHS designated and named professionals hold a statutory role with regards to safeguarding in the local health community, and must be included in the information sharing and management processes being put in place for children deemed to be at high risk.

Notifying the Police

The police will respond to all notifications of children categorised as 'missing' as medium or high risk in accordance with this guidance.

The information required by the police to assist in locating and returning the child to a safe environment is as follows:

- The child's name/s; date of birth; status; responsible authority;
- Where and when they went missing;
- Who, if anyone, they went missing with;
- What the child was wearing plus any belongings they had with them such as bags, phone etc;
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing;
- Details of family, friends and associates.

Actions when a Child is Missing

Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

See [Referrals Procedure](#).

A risk assessment should be completed in line with this protocol and action by the police will include:

- An active and measured response by police and other agencies in order to trace the missing child and support the person reporting;
- A proactive investigation and possibility of a physical search in accordance with the circumstances to locate the missing child as soon as possible;
- Family support should be put in place;
- The UK Missing Persons Bureau should be notified of the case;
- CEOP and children's social care services should be notified.

Where a child is living at home, and is the subject of a child protection plan, or, the subject of a s47 enquiry, additional action is required. This includes:

- Ensuring that a strategy meeting is arranged as soon as practicable and in any event within 7 days. If the child has returned prior to the date of the strategy meeting, it is not a requirement for the meeting to go ahead. Representatives from both the – Integrated Missing Person and Child exploitation Team (IMPACT) and the local Child Abuse Investigation Team (CAIT) should attend the strategy meeting, as well as other practitioners involved with the child;
- In situations assessed as high risk, a member of the senior management team or similar command level must be involved in the examination of initial enquiry lines and approval of appropriate staffing levels.

Actions when a Child has been Found

Where the child is known to children's social care services or meets the criteria for referral to children's social care services, the Local Authority will ensure that an assessment takes place and there are a range of service options available to address the child's needs following the safe and well check and independent return review interview.

Young people who have run away and are at risk of homelessness may be placed in supported accommodation, with the provision of specialist support, for example, for those who may have been sexually exploited.

Safe and Well Checks

Safe and well checks should be carried out by the police as soon as possible after the child has returned.

Their purpose is to check for any indications that the child has suffered harm, where and with whom they have been, and to give the child an opportunity to disclose any offending against them.

Where a child goes missing frequently, it may not be practicable for the police to see them every time they return. In these cases a reasonable decision should be taken in agreement between the police and the child's parent with regard to the frequency of such checks bearing in mind the established link between frequent missing episodes and serious harm. In addition consideration should be given to a referral to children's social care services for an assessment to understand the reasons why the child is going missing and to further assess the risk of harm.

The assessment of whether a child might run away again should be based on information about:

- Their individual circumstances;

- Family circumstances and background history;
- Their motivation for running away;
- Their potential destinations and associates;
- Their recent pattern of absences;
- The circumstances in which the child was found or returned; and
- Their individual characteristics and risk factors such as whether a child has learning difficulties, mental health issues, depression and other vulnerabilities.

Independent Return Review

The Independent Return Review is an in-depth interview and should be carried out by an independent professional (e.g. a social worker, teacher, health professional or police officer, who does not usually work with the child and is trained to carry out these interviews). Children sometimes need to build up trust with a person before they will discuss in depth the reasons why they ran away.

The police should make a referral to the children's social care services to ensure that a return review interview takes place. Contact should be made with the child and an independent return interview should be offered and provided within 72 hours of the child being located or returning from absence, preferably in a neutral place where they feel safe. Delays in return interviews may mean a loss of important information or evidence.

The interview and actions that follow from it should:

- Identify and deal with any harm the child has suffered – including harm that might not have already been disclosed as part of the 'Safe and Well check' – either before they ran away or whilst missing;
- Understand and try to address the reasons why the child ran away;
- Help the child feel 'safe' and understand that they have options, to prevent repeat instances of them running away;
- Understand what the child would like to see happen next whether short term and/or long term;
- Gather the parents or carers views of the circumstances, if appropriate;
- Provide the child with information on how to stay safe if they choose to run away again, including helpline numbers.

It is **especially** important that the independent return review interview takes place when a child:

- Has been reported missing on two or more occasions;
- Is frequently absent without parental agreement;
- Has been hurt or harmed while they have been missing;
- Is at known or suspected risk of sexual exploitation or trafficking;
- Is at known or suspected risk of involvement in criminal activity or drugs;
- Has contact with persons posing risk to children; and/or
- Has been engaged (or is believed to have engaged) in criminal activities during their absence.

Following the safe and well check and independent return review, the local authority children's services, police and voluntary services should assess the child's needs and work together:

- To build up a comprehensive picture of why the child went missing;
- What happened while they were missing;
- No they were missing with and where they were found; and
- What support they require upon returning home

Where children refuse to engage with the interview, parents should be offered the opportunity to provide any relevant information and intelligence they may be aware of. This should help to prevent further instances of the child running away and identify early the support needed for them.

Information about local help lines and agencies working with runaways should be provided to the child and family.

6.

Transfer of Information when a Student changes School

[The Education \(Student Information\) \(England\) Regulations 2000 \(SI 2000/297\)](#) (as amended by SI 2001/1212 and SI 2002/1680) governs the transfer of information between schools.

- Regulation 10(3) states that 'The head teacher of the student's old school shall send the information within fifteen school days of the student's ceasing to be registered at the school'.
However:
- Regulation 10 (4) states that 'This regulation does not apply where it is not reasonably practicable for the head teacher of the old school to ascertain the student's new school or where the student was registered at his old school for less than four weeks'.

If the CME team or any other agency becomes aware the child has moved to another school the service should ensure all relevant agencies are informed so that arrangements can be made to forward records from the previous school.

7. Children who are Foreign Nationals and go Missing

- [Definitions](#)
- [Action and Responsibilities when the whereabouts of a Child 'subject to restrictions' is not known](#)
- [Action when the Child 'subject to restriction' is found](#)

Definitions

This section applies to children who are 'subject to restriction'. I.e. who have:

- Proceeded through immigration control without obtaining leave to enter; or
- Left the border control area Border Force accommodation without permission; or
- Been granted temporary admission; or
- Been granted temporary release or bail; or
- Released on a restriction order; or
- Served with a 'notice of liability to deport' or is the dependant of a foreign national offender whose status in the UK is under consideration by criminal casework – these dependants could be British Citizens or have extant leave.

Action and Responsibilities when the Whereabouts of a Child 'Subject to Restrictions' is Not Known

A missing person's referral must be made by Home Office staff to the police, the UK Missing Person Bureau and the local authority children's social care in a number of circumstances including:

- When a child 'subject to restriction' is identified as having run away from their parents;
- Where they are looked after and have gone missing from their placement;
- Where they are being hidden by their parents and where there is concern for the child's safety because they are being hidden by, or have gone missing with, their family.

A copy of the missing persons notification form must be faxed or emailed to the local authority duty desk and the UK MPB.

If it is believed by Home Office staff that a child is being coerced to abscond or go missing, this must be reported as a concern that the child has suffered or is likely to suffer significant harm to the local police and children's social care services.

Notifications will also be made where a missing child is found by Home Office staff. See [Home Office Guidance: Missing Children and Vulnerable Adults Guidance](#).

The local authority and health are responsible for:

- Reporting any missing child who is in their care to the police;

- Notifying the Home Office when a child is reported missing to the police or is found.

The police are responsible for:

- Investigating all children reported missing by the Home Office - following receipt of a missing person's notification;
- Conducting joint investigations with the Home Office where necessary;
- Circulating a missing child on the Police National Computer (PNC).

The Police central point of contact is the PNC Team in Liverpool.

The local authority will also notify the Home Office Evidence and Enquiry Unit when a child in their care goes missing or when a missing child returns or is found. The Home Office must maintain regular weekly contact with the local authority and the police until the child is found and record all contact with the police and local authority.

Action when the Child 'Subject to Restriction' is Found

Found by Home Office Staff

The local police and local authority must be informed immediately.

In consultation with the local police and local authority children's social care, a decision will be made as to where the child is to be taken, if they are not to be left at the address where they are encountered. The

Home Office must follow up enquires with the local police and children/adult services in order to identify if there are any safeguarding issues.

Found by the police or local authority

The Home Office Command and Control Unit[1] will be the single point of contact for the local police and the Evidence and Enquiry Unit Evidence and Enquiry Unit [2] will be the single point of contact for local authorities to notify the Home Office that a child has been found.

- [1] CommandandControlUnit@homeoffice.gov.uk
- [2] [Home Office UK Border Agency](#), Evidence and Enquiry Unit, 12th Floor Lunar House, 40 Wellesley Road, London, CR9 2BY.

8. Flowchart: Statutory Guidance on Children who Run Away or go Missing from Home or Care

[Click here to view flowchart showing roles and responsibilities when a child goes missing from care.](#)

Further Information

[Missing Children: Who Cares? The police response to missing and absent children \(HMIC, March 2016\)](#)