

Child Protection and Safeguarding Policy

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1. Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of **ARC**:

- **Ambition**
- **Resilience**
- **Community**

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Aims

The policy aims to ensure that:

- All pupils are protected from harm, abuse, and neglect.
- The school takes a proactive approach to safeguarding, creating a safe and supportive environment for all children.
- Staff understand their roles and responsibilities in identifying, reporting, and responding to safeguarding concerns.
- Parents, carers, and pupils are confident that the school prioritises child safety and wellbeing.
- Early intervention is used to prevent harm and address concerns promptly and effectively.
- The school complies with statutory guidance and legislation, including **Keeping Children Safe in Education (KCSIE)**, the **Children Act 1989 and 2004**, and **Working Together to Safeguard Children**.
- A culture of vigilance, respect, and awareness is promoted throughout the school community.
- All safeguarding concerns are recorded, monitored, and escalated appropriately to external agencies when necessary.

3. Legislation and Guidance

This policy is based on:

- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [The Children Act 1989](#)
- [Serious Crime Act 2015](#)
- [Statutory guidance on FGM](#)
- [The Rehabilitation of Offenders Act 1974](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Statutory guidance on the Prevent duty](#)
- [The Human Rights Act 1998](#)
- [The Equality Act 2010](#)
- [The Public Sector Equality Duty \(PSED\)](#)

We also comply with the arrangements agreed and published by the Dorset Safeguarding Children Partnership and BCP Safeguarding Children Partnership: <https://pdscp.co.uk/>

4. Definitions

Safeguarding and promoting the welfare of children means:

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

- Protecting children from maltreatment whether that is within or outside the home, including online.
- Preventing 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 protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child 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. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

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

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

5. Local Context

Safeguarding is our first priority at The White House School. We recognise and are committed to our child protection responsibilities within the broader context of safeguarding. We believe that the safeguarding and wellbeing of all our pupils and staff is of the utmost importance and embedded within the culture of our school, informing all of our decision making.

Our children may be more vulnerable due to their complex needs and reduced social awareness.

The following three **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)

- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

For our setting our 3 safeguarding partners are found within the Dorset Safeguarding Children Partnership and BCP Safeguarding Children Partnership: <https://pdscp.co.uk/>

6. Core Principles

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

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

- Positive Behaviour policy
- Pastoral support system
- Planned programme of PSHE and Relationships education, 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
 - Drugs, alcohol and tobacco
 - How to respond safely and appropriately to adults they may encounter
 - 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 FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Our core safeguarding principles are:

Prevention - positive, supportive, safe culture, curriculum and pastoral opportunities for children, robust safer recruitment procedures.

Protection - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support - for all pupils, parents, carers, guardians and staff, and where appropriate specific interventions are required for those who may be at risk of harm.

Working with parents, carers and guardians and other agencies - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

7. 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 13)
- 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 15).
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer/guardian has expressed an intention to remove them from school to be home educated.

8. Roles and Responsibilities

At The White House School, all staff must:

- Read and understand *Keeping Children Safe in Education 2025*, Part 1 and Annex B, and sign an annual declaration confirming this.
- Be familiar with school safeguarding systems, including this policy, the staff code of conduct, the DSL and deputies, the behaviour and online safety policies, and the safeguarding response to children missing from education.
- Know the signs of abuse, neglect, exploitation, and emerging risks (including online harm, domestic abuse, sexual violence, radicalisation, CSE and CCE).
- Act immediately if concerned about a child, following referral processes and maintaining appropriate confidentiality.
- Contribute to early help by identifying emerging needs and liaising with the DSL and other professionals.
- Provide a safe space for all pupils, including those who are LGBTQ+, and reassure victims that disclosures will be taken seriously and handled with care.

Our DSL, Marci Osborn (Deputy Headteacher), is part of the senior leadership team and takes lead responsibility for safeguarding and child protection, including online safety. Deputy DSLs are Elle Vinall (Headteacher) and Preeti Nayyar (Assistant Headteacher).

The DSL will:

- Be available during school hours (and arrange appropriate cover out of hours) for staff to discuss concerns.
- Provide advice, support, and training to staff.
- Make and support referrals to children's social care, Channel, DBS, and police as appropriate.
- Liaise with the headteacher, safeguarding partners, police, LA designated officers (LADOs), and mental health leads to ensure effective safeguarding responses.
- Oversee child protection files, ensuring they are accurate, secure, and transferred promptly when a pupil moves school.
- Ensure staff understand safeguarding policies and that these are reviewed annually.
- Lead on promoting educational outcomes for pupils with, or who have had, a social worker.
- Keep up to date with local and national safeguarding developments, including online safety and filtering/monitoring standards.

The School Board will:

- Provide strategic leadership for safeguarding and ensure compliance with statutory duties.
- Approve and review this policy annually and hold the headteacher to account for its implementation.
- Appoint a board-level safeguarding lead and ensure robust training for all staff.
- Ensure appropriate filtering and monitoring systems are in place and effective.
- Promote a whole-school safeguarding culture, including consideration of the needs of children with SEND.
- Ensure arrangements are in place when external organisations use school premises or provide services to pupils.

The Headteacher will:

- Implement this policy and ensure all staff and volunteers are inducted and trained in safeguarding procedures.
- Ensure the DSL has sufficient time, resources, and training to carry out their role.
- Communicate this policy to parents/carers and make it available on the school website.
- Act as case manager for allegations against staff, following statutory guidance.
- Oversee the management of low-level concerns.

9. Multi-Agency Working

The White House School is committed to effective multi-agency working in line with our statutory safeguarding duties. We follow the local safeguarding arrangements set out the [Pan-Dorset Safeguarding Children Partnership](#).

We will:

- Work in partnership with Children's Social Care Services (CSCS), police, health services, and other agencies to safeguard and promote pupil welfare.
- Contribute to early help, child in need, and child protection plans, ensuring coordinated support for pupils and families.
- Allow access for CSCS from the host or placing local authority to carry out (or consider) a section 17 or section 47 assessment.

- Recognise the particular importance of inter-agency working in preventing and responding to child sexual exploitation (CSE) and child criminal exploitation (CCE).
- Adhere to local PDSCP guidance and participate fully in strategy discussions, case conferences, and core groups.

10. Information Sharing

The school understands that timely, accurate, and proportionate information sharing is vital to safeguarding and promoting the welfare of children. We will share information with other agencies in line with the **Data Protection Act 2018, UK GDPR**, and statutory guidance, including *Working Together to Safeguard Children* and *KCSIE 2025*. Staff will never allow concerns about data protection to stand in the way of safeguarding a child.

11. Confidentiality

The school treats all child protection and safeguarding concerns with the utmost confidentiality, in line with the *Data Protection Act 2018, UK GDPR*, and the school's data protection policies. Information will only be shared where it is lawful, necessary, proportionate, and in the best interests of the child. Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law. The school will take all reasonable steps to protect this anonymity and will carefully consider what information is shared, with whom, and why.

Concerns will only be reported to those necessary for progression, and information will be shared internally and externally on a strictly need-to-know basis. Staff will never promise confidentiality to a child making a disclosure. Pupils will be informed about what information will be shared, with whom, and why.

Where it is in the public interest and necessary to protect children from harm, information can be shared without consent — for example, to prevent, detect, or prosecute a serious crime. In these cases, the DSL will balance the victim's wishes against their duty to protect the victim and others, and, where a referral is made without consent, the reasons will be explained and specialist support offered.

Parents will normally be informed of safeguarding concerns, unless this would put a pupil at risk of harm. Discussions with parents will focus on safeguarding arrangements and support. External agencies will be involved where necessary.

When pupils move schools, the DSL will consider whether, in addition to transferring the child protection file, it is appropriate to share information that will allow the new school to support the pupil effectively.

Staff should be aware that:

- Timely information sharing is essential to effective safeguarding.
- Fear of breaching data protection must not prevent information being shared to protect children.
- The *DPA 2018* includes a 'safeguarding of children and individuals at risk' processing condition, allowing staff to share information without consent where necessary.
- Victims of sexual violence or harassment may not want information shared; however, the DSL must balance these wishes with their duty to safeguard.

- Parents or carers should normally be informed unless doing so would place the child at greater risk.
- Serious offences (e.g. rape, assault by penetration, sexual assault) must be referred to the police.
- Staff must protect the anonymity of pupils involved in reports of sexual violence or harassment, recognising the role of social media in spreading rumours or exposing identities.
- If staff are in doubt about information sharing, they must consult the DSL (or deputy).
- All staff receive safeguarding training, which includes guidance on confidentiality, handling disclosures, and lawful information sharing, in line with *Keeping Children Safe in Education 2025* and *Working Together to Safeguard Children 2023*.

12. Recognising Abuse

Children with SEND can be at greater risk of abuse due to factors such as communication difficulties, reliance on adults for personal care, challenges in recognising unsafe situations, or social isolation. They may also be less likely to disclose concerns directly or be believed when they do. These vulnerabilities require staff to take extra care in recognising potential indicators of abuse.

Abuse may present differently in children with SEND. Signs can include changes in behaviour, increased anxiety, withdrawal, reluctance to attend school, regression in skills, or physical indicators. Some children may not be able to verbalise their experiences, so staff must pay close attention to non-verbal cues, changes in routines, or differences in how a child interacts with trusted adults. Staff must not assume that concerning behaviours are solely linked to a child's additional needs. All concerns must be recorded and reported promptly in line with safeguarding procedures.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation, and remain alert to the potential need for early help. Particular attention should be given to children who may be especially vulnerable, including those who:

- are disabled
- are young carers
- are bereaved
- are showing signs of involvement in anti-social or criminal behaviour, including gangs, county lines, organised crime or serious violence (e.g. knife crime)
- are frequently missing from education, care or home
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- are at risk of radicalisation or other forms of exploitation
- are exposed to problematic or inappropriate online content, or forming unsafe online relationships
- are living in families affected by drug or alcohol misuse, adult mental health issues or domestic abuse
- are misusing drugs or alcohol themselves
- are experiencing mental ill health
- have returned home from care
- are at risk of so-called 'honour'-based abuse, such as female genital mutilation (FGM) or forced marriage
- are privately fostered
- have a parent or carer in custody, or affected by parental offending
- are missing education, persistently absent, or not receiving full-time education
- have experienced multiple suspensions or are at risk of permanent exclusion.

Staff, volunteers, board members and governors must follow the procedures outlined in this policy without delay in the event of any safeguarding concern.

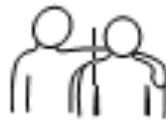
13. Taking Action

If a child makes a disclosure, or if you have any concern that a child is suffering abuse or is at risk of harm, you must take immediate action by following the school's safeguarding procedures.

Staff must complete either *Safeguard My School* (online) or the school's hard-copy Concern Form fully and promptly. The details recorded are crucial to ensure the safeguarding team can respond appropriately. Please follow the guidance below:

- Complete all administrative details. If using the paper form, write neatly in pen (not pencil). Do not use initials. Record both the child's legal name(s) and any name the child is known by.
- Include your full name (not initials).
- Describe the concern or incident in detail. Where relevant, use the child's own words.
- Do not record what others have told you – they must complete their own forms.
- Remember: Concern Forms may be used in court cases and inquests as primary documents. They must be accurate and complete. Any rough notes taken during a conversation with a child are also considered primary documents and must be retained and attached to the concern form.
- Use only the school's Concern Form (if unable to access *Safeguard My School*). Do not use any other form or piece of paper. Do not write on the reverse of forms.
- Use the Body Chart section if appropriate.
- Do not attempt to investigate the incident. Instead, pass information immediately to the Designated Safeguarding Lead (DSL), unless the behaviour or observation would only become a safeguarding concern if repeated. If a child describes pain or injury, staff must not ask to see any area of the body normally covered by clothing.
- Hand completed hard-copy forms directly to the DSL without delay. Do not send via email.
- Alert the safeguarding team to concerns at the earliest opportunity – it can take several hours to deal with urgent cases, and early action is vital.
- Always sign, date, and time all forms.

The following flow chart shows the school's process to follow:



Child Protection Procedures at The White House School

What do I do if I have a concern about a child?

Login to our online platform on Safeguard My School and complete the necessary sections of information.

<https://edukeyapp.com/safeguard/the-white-house-school>

If you do not have online access, complete the Safeguarding and Child Protection Concern Form and hand to a member of the Safeguarding Team (do not email).
Blank copies of these forms can be found in the school office.



Miss Elle Vinall
Deputy Safeguarding
Lead,
Headteacher



Mrs Marci Osborn
Designated
Safeguarding Lead,
Deputy Headteacher

Designated Safeguarding Lead (DSL) considers all relevant information and makes a decision re: action



Log for future
reference



Speak to parent



Refer to LADO, MASH or
Children's Social Care BCP
Children's First Response Hub

In an emergency or you feel that you are not happy with the response from a Designated Person, staff are able to contact the LADO, Direct Line 01202 817 600, or the Multi-Agency Safeguarding Hub (MASH) first response team:

01202123334 or childrensfirstresponse@bcpcouncil.gov.uk

- Out of hours' team: 01202 738 256

14. Handling Disclosures

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 your emotions.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Clarify, don't investigate – Only ask open questions to gain understanding if absolutely necessary, using the *TED* approach as these prompts help the child share in their own words without leading them:
 - Tell me...
 - Explain to me...
 - Describe to me...
- Take the child seriously – Never dismiss or downplay what they say, even if it seems unlikely.
- 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. Do this by following our reporting procedures through the online platform 'Safeguard My School' or complete a hard copy of the school's Safeguarding and Child Protection Concern Form.
- If completing a hard copy of the form, 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 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.

15. If a Child is 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 as soon as possible if you make a referral directly.

Depending on where the pupil lives, make contact with the correct agency as listed via this link: [Reporting Concerns and Continuum of Need - Pan-Dorset Safeguarding Children Partnership \(pdsdp.co.uk\)](https://pdsdp.co.uk)

All phone calls will be confirmed in writing by the consultant social worker, but it is also best practice that you keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

When sharing information about a child or family with Children's Social Care, it is good practice for practitioners to be transparent about their concerns and to seek to work cooperatively with parents or carers. Practitioners should therefore usually inform parents or carers (and the child depending on their age and level of understanding) that they are going to make a referral.

However, referrals can be made without first informing parents or carers where to do so would place a child at risk.

Where a practitioner makes a referral without informing the parents or carers this must be recorded in the child's file with reasons and confirmed in the referral to Children's Social Care.

All referrals from practitioners should be confirmed in writing, by the referrer, within 48 hours. If the referrer has not received an acknowledgement within three working days, they should contact Children's social care again.

If you are concerned about a child's welfare or worried they are being abused, you can make a referral to Children's Social Care in Dorset by contacting:

Bournemouth, Christchurch & Poole – Children's First Response Hub:	01202 123334 childrensfirstresponse@bcpcouncil.gov.uk
Dorset - Children's Advice and Duty Service (ChAD) Professionals Number: This is a professionals-only number to discuss your concerns, you will no longer complete a referral form.	01305 228558
Dorset Families and Members of the Public:	01202 228866

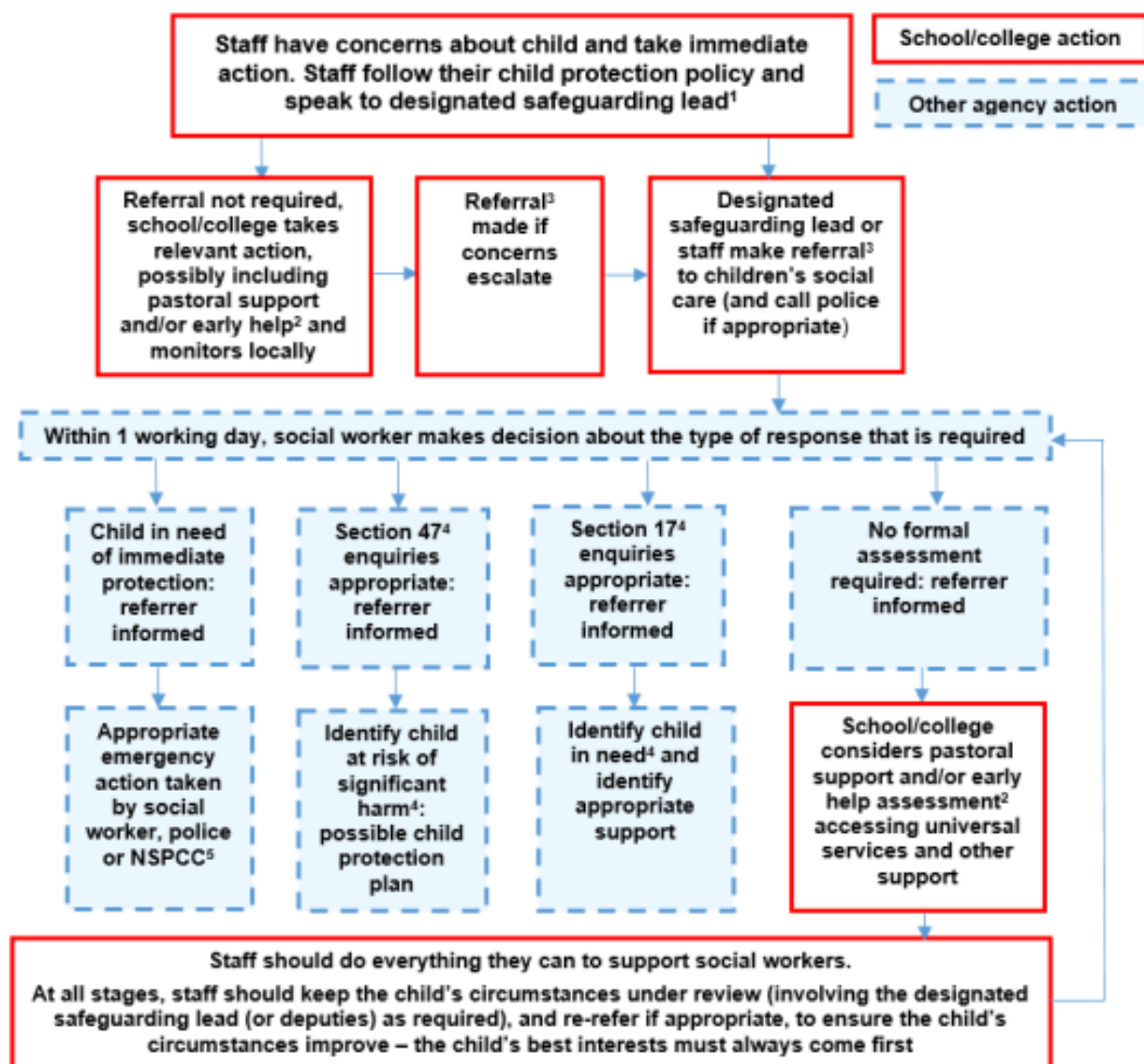
In an emergency or out of hours contact:

Bournemouth, Christchurch & Poole Out of Hours Service:	01202 738256 childrensOOHS@bcpcouncil.gov.uk
Dorset Out of Hours Service:	01305 228558
Police Non-Emergency:	101
Police Emergency:	999

16. After a Referral

The flow chart below shows the referral process and what happens afterwards:

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

17. Concerns about a Member of Staff

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 Safeguarding Lead on the School Board or the proprietor. Depending on the severity of the concern, complete either the 'Low-Level Record of Concern Form' or the 'Staff Safeguarding Record of Concern Form' and submit to the Headteacher/Safeguarding Governor immediately after concerns arise. Templates for these forms are stored on our shared drive **Staff shared space\Safeguarding**. See our separate Low Level Concerns Policy for what constitutes a concern within this category.

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 you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

18. Allegations of Abuse Made Against Other Pupils

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 pupils.

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 pupils hurting other pupils will be dealt with under our school's positive 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 pupils in the school at risk
- Is violent
- Involves pupils 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 the school's Child-on-Child Abuse Policy for More Details

19. 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. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. 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 pupil 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.

Safeguarding logs will be kept electronically within a secure space, only accessible by the safeguarding team.

Any paper-based records will be stored in each pupil's safeguarding file and stored securely, in a locked filing cabinet in the DSL office. The documents will be retained for 6 years after the pupil has left the school.

The school shares information with other agencies as and when appropriate, with all initial referrals to PDSCP, made via telephone, in line with their procedures.

20. Training

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, exploitation 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.
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- 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 pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, 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.

DSL and Deputies

The DSL and deputies will undertake Level 3 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, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

School Board

The School Board members undertake Level 3 child protection and safeguarding training at least every 2 years and 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 a member of the school board 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.

20. Monitoring Arrangements

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the School Board for approval.

21. Links with Other Policies

This Policy should be read in conjunction with the:

- Admissions and Attendance Policy
- Anti-Radicalisation Policy
- Child on Child Abuse Policy
- Curriculum Policy
- Complaints Policy
- Dealing with Allegations of Abuse Made Against Staff Policy
- Equal Opportunities Policy
- E-Safety Policy
- First Aid Policy
- Health and Safety Policy
- Low Level Concerns Policy
- Physical Intervention and Use of Reasonable Force Policy
- Positive Behaviour Policy
- PSHE Policy
- Relationships Education Policy
- Safer Recruitment Policy
- SEND Policy
- SMSC Policy
- SPELL Policy
- Staff Handbook
- Welfare and Wellbeing Policy
- Whistleblowing Policy

Appendix 1: Useful Contacts

ROLE/ ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL) and Prevent lead	Marci Osborn - Deputy Headteacher	marci@thewhitehouseschool.org School Phone number: 01202985215
Deputy DSLs	Elle Vinall - Headteacher	elle@thewhitehouseschool.org
Designated Teacher for LAC and PLAC	Marci Osborn - Deputy Headteacher	marci@thewhitehouseschool.org School Phone number: 01202985215
Local authority designated officer (LADO)		LADO Service LADO@bcpcouncil.gov.uk 01202 817600 BCP LADO Website Local Authority Designated Officer (LADO) service (bcpcouncil.gov.uk)
Channel helpline	Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)	020 7340 7264
BCP Council – Education Safeguarding Officer	Jo France	Jo.France@BCPcouncil.gov.uk 01202 817839
Dorset Safeguarding and Standards Advisors		safeguardingandstandardsadvisors@dorsetcouncil.gov.uk Professionals Number 01305 221122
Dorset – Children’s Advice and Duty Service (ChAD)		Professionals Number 01305 228558
BCP Children’s First Response Hub		childrensfirstresponse@bcp.gov.uk 01202 123334
BCP MASH		mash@bcpcouncil.gov.uk 01202 123334 Professionals Number 01202 735046 Out of hours (Monday to Friday 5pm – 9am): 01202 738256 childrensoohs@bcpcouncil.gov.uk
Dorset Safeguarding Children Partnership (DSCP)	https://pdscp.co.uk/ New website is currently still under development to restructure this into landing pages for each Safeguarding Children Partnership.	dorsetscp@dorsetcouncil.gov.uk
BCP Safeguarding Children Partnership		pandorsetsafeguardingchildrenpartnership@bcpcouncil.gov.uk

Appendix 2: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one 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.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers/guardians are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse.

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example:

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations

- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt/fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child or family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional or behavioural. Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks.
- Some physical indicators associated with this form of abuse are:
 - Pain or itching of genital area
 - Blood on underclothes
 - Pregnancy in a younger girl where the identity of the father is disclosed
 - Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
 - Wetting or soiling.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment

- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

The White House School

Safeguarding and Child Protection Concern Form

Please complete this form if you have any safeguarding concerns about a pupil. This form can also be used for concerns about a member of staff.

For non-safeguarding concerns, please discuss with the class teacher.

Child's Name			
Concern Day/Date/Time		Year/Class	
Member(s) of staff noting concern (Full name please – no initials)			
Concern (Please describe as fully as possible)			
Would you like feedback about this concern?	Yes		No
Signature	Date and Time		

PLEASE PASS ON IMMEDIATELY TO DSL FOR CONCERN ABOUT A CHILD OR A MEMBER OF STAFF

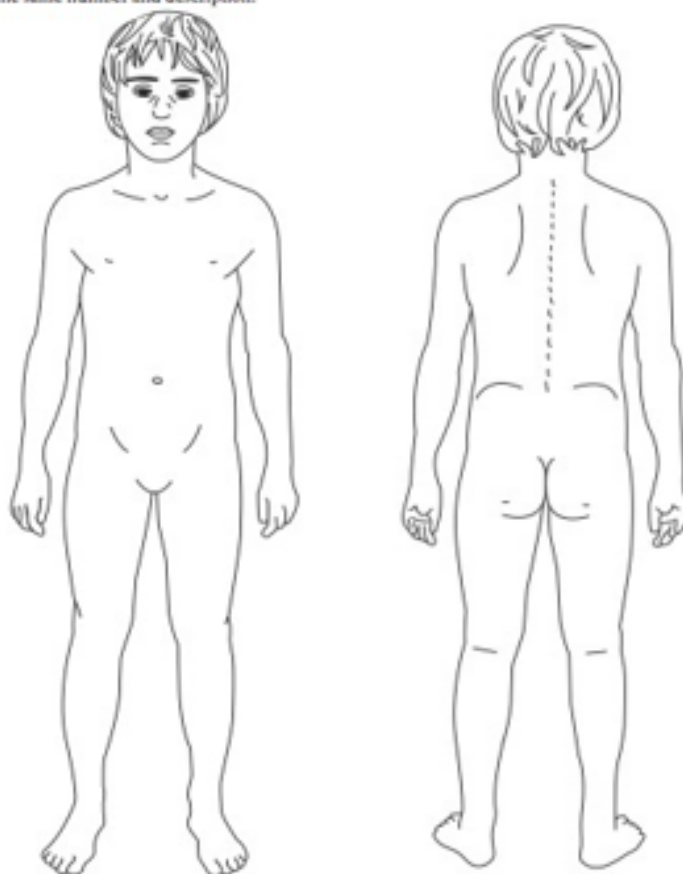
BODY CHART

(Do not ask to see parts of the body which are normally covered up)

This chart must be used together with the Concern Form or Incident or Observation Form.

Child's Name _____

Show clearly the location of your concern and label with a number and a brief description, eg. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.



Observations made by _____ Signed _____ Date _____

Once completed attach this body chart to the relevant form

The White House School

Staff Safeguarding Record of Concern Form

Please use this form if you have concerns about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children.

Submit this form and speak with the Headteacher/DSL as soon as possible.

If the concern is about the Headteacher, please pass this to the DSL and/or the LADO.

Name of person completing the report:			
Concern Day/Date/Time:			
Member(s) of staff who the concern is about:			
Concern (Please describe as fully as possible)			
Signature	Date and Time		

The White House School

Low-Level Record of Concern Form

Please use this form to share any concern, no matter how small, even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- Is not consistent with the values of The White House School, and/or
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children

Where possible, speak with the Headteacher/DSL as soon as possible. It is also helpful to document your concerns, which can be done using this form and passed to the Headteacher/DSL. If the concern is about the Headteacher, please pass this to the DSL and/or the LADO.

(Remember – a low-level concern is different to an allegation and should follow a different policy)

Name of person completing the report:			
Concern Day/Date/Time:			
Member(s) of staff who the concern is about:			
Concern (Please describe as fully as possible)			
Signature	Date and Time		

Appendix 4: Safeguarding Staff Training Overview

TRAINING TO BE COMPLETED	DATE TO BE COMPLETED BY	TRAINER/TRAINING ORGANISATION	FREQUENCY/TIMELINE FOR REVIEW/UPDATE
To be completed by ALL STAFF , on or before DAY ONE of induction			
Child Protection in Education	End of Day One of Induction Before commencing duties	Educare	Complete once then complete refresher course annually
Safeguarding Children with Special Educational Needs and Disabilities	End of Day One of Induction Before commencing duties	Educare	Annually
Prevent Duty	End of Day One of Induction Before commencing duties	Educare	Annually
Health & Safety in Education: Staff Awareness	End of Day One of Induction Before commencing duties	Educare	Annually
Fire Safety in Education	End of Day One of Induction Before commencing duties	Educare	Annually
To be completed by SLT , on or before DAY ONE of induction			
Keeping Children Safe in Education Part 1 Annex A Questionnaire	End of Day One of Induction Before commencing duties	Educare	Annually
Keeping Children Safe in Education Part 1 Annex B Questionnaire	End of Day One of Induction Before commencing duties	Educare	Annually
Prevent Duty – Courses 1, 2 and 3	End of Day One of Induction Before commencing duties	HM Government	Annually
To be completed by DSL/DDSL , on or before DAY ONE of induction			
Managing Allegations of Abuse Against Staff	End of Day One of Induction Before commencing duties	Educare	Annually
Safeguarding Level 3	End of Day One of Induction Before commencing duties	Local Authority	Every 2 years
Multi Agency Working Together in Safeguarding	End of Day One of Induction Before commencing duties	Local Authority	Annually
To be completed by ALL STAFF , between weeks 3 - 6 of induction			

TRAINING TO BE COMPLETED	DATE TO BE COMPLETED BY	TRAINER/TRAINING ORGANISATION	FREQUENCY/TIMELINE FOR REVIEW/UPDATE
Child Exploitation	End of induction	Educare	Annually
Child Neglect	End of induction	Educare	Annually
Domestic Abuse: Children and Young People	End of induction	Educare	Annually
Female Genital Mutilation	End of induction	Educare	Annually
Harmful Sexual Behaviours	End of induction	Educare	Annually
Infection Protection and Control	End of induction	Educare	Annually
Keeping Children Safe in Education: Part 1 Questionnaire	End of induction	Educare	Annually
Moving and Handling	End of induction	Educare	Annually
Online Safety	End of induction	Educare	Annually
Preventing Bullying	End of induction	Educare	Annually
Raising Awareness of Legionella	End of induction	Educare	Annually
Use of Reasonable Force in Schools	End of induction	Educare	Annually
PRICE Training: Positive Behaviour Support	End of induction	PRICE	Annually
To be completed by SLT , between weeks 3 - 6 of induction			
Safer Recruitment	Before commencing any recruitment duties	Educare	Annually
Raising Awareness of Asbestos	End of induction	Educare	Annually

