

## Designated Safeguarding Leads and Local Authority Contacts

---

### The Dharma Primary School & EYFS Designated Safeguarding Leads are:

Head Teacher	Clare Eddison (Primary DSL)
Bursar	Ron Guest (Secondary DSL)
	Alison Mayo (EYFS)

### If the above are off site then contact / seek advice from:

Education Safeguarding Officer (with **FDF**) Dion Page-Hammond: **01273 - 294081**

Social Services Emergency Duty Team (out of hours): **01273 - 335905/6**

### Governors/Trustees

Chair	Jeannette Adair
DSL Trustee	Duncan Gilbert

### Brighton and Hove City Council Designated Officer - LADO:

To report an allegation of abuse against a person who works with children, contact:

Local Area Designated Officer                      Darrel Clews: 01273 - 295643

---

### Front Door For Families

Unit 14  
Woodingdean Business Park  
Hunns Mere Way  
Brighton  
BN2 6AH  
Telephone (01273) 290400  
[FrontDoorForFamilies@brighton-hove.gcsx.gov.uk](mailto:FrontDoorForFamilies@brighton-hove.gcsx.gov.uk)

---

**THE DHARMA PRIMARY SCHOOL**  
**Child Protection and Safeguarding Policy**  
**This policy is for the whole school and included EYFS**

Reviewed annually along with the safeguarding audit		Board of Trustees
Revision	12/03/15	ISI
Revision	May 2017	Board of Trustees

The school has a number of other policies and procedures relevant to safeguarding. They are as follows:

- ATTENDANCE POLICY
- STAFFING RECRUITMENT & VETTING POLICY
- COLLECTION OF CHILDREN & PROCEDURES FOR MISSING OR UNCOLLECTED CHILDREN
- CODE OF CONDUCT
- HEALTH & SAFETY
- ICC POLICY
- WHISTLE BLOWING
- SOCIAL NETWORKING POLICY

#### **Introduction**

This policy has been written with regard to: *Keeping Children Safe in Education (KCSIE) September 2016*, and *Working Together to Safeguard Children 2015*. In addition *Information Sharing: A guide for Practitioners and Managers 2015* and *Prevent Duty Guidance July 2015*

The DCSF's *Working Together to Safeguard Children 2015* places a general duty on schools to co-operate with other agencies in the protection of children. It also requires that schools have in place policies and procedures, which should be shared with parents, to address concerns about the safety and protection of children.

The school is concerned that all pupils remain safe and free from harm and is committed and ready to play a full and active part in the multi-agency response to both child protection concerns and additional support for those children in need. This document sets out the school's position in relation to all aspects of the child protection process.

'Safeguarding' is broader than 'child protection'. As well as protecting children from harm 'safeguarding' widens the responsibility to preventing harm and promoting the wellbeing of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Ensuring that children identified as needing additional support are referred to inter-agency assessment using local processes, including the Common Assessment Framework (CAF)

#### **Informing principles:**

All children have an absolute right to a childhood free from abuse, neglect or exploitation.

All children in whatever setting have an equal right to protection from abuse, neglect or exploitation.

All staff members involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.

Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety.

Children are best protected when professionals work effectively together and share responsibility for protective action.

There is not necessarily a conflict between a school's need to discharge its child protection responsibilities and its wish to work in partnership with parents.

Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject of a Child protection Plan (CPP), information about the child and his/her circumstances should only be shared on a "need to know" basis.

The school takes positive steps to enable children to feel comfortable with expressing their fears or concerns. Children (regrettably) are sometimes abused and exploited by school staff. The school should have in place systems that deter possible abusers and manage effectively any allegations or concerns about abuse when they arise. **See the School's Code of Conduct (March 2014) and Staffing, Recruitment & Barring.**

When children make allegations about abuse or neglect they should always be listened to, have their comments taken seriously and, where appropriate, thoroughly investigated.

#### **Staff responsibilities:**

This school recognises that the class teacher and assistants working within the team with that teacher offer the first stage in the pastoral care of the child in the school. Teachers and their team are well placed to observe outward signs of abuse, changes in behaviour or failure to develop or thrive. Any circumstance that is believed by a staff member to be a child disclosure indicating abuse should be written down immediately and reported to the Head teacher (or DSL on that day). See Table 1 - Action to be taken, and appendix 11. Categories for concern are:

- Neglect - the persistent or severe neglect of a child which results in serious impairment of the child's health or development.
- Physical Abuse - physical injury to a child - reasonable suspicion that the injury was inflicted or knowingly not prevented.
- Sexual Abuse - the involvement in sexual activities.
- Emotional Abuse - persistent or severe emotional ill treatment or rejection.
- Concern of immediate risk of harm.

If a teacher becomes aware of the above and is concerned for the child the Head teacher (or DSL for the day) will be informed immediately.

In addition staff will raise concerns over children identified as being in need of additional support through the FDF, Early Help. This section of Front Door for Families is for children who have additional needs in one or more of three areas:

- Their growth and development
- Additional educational requirements

- Family and environmental issues and any specific needs of the parent/carer

The Front Door For Families (FDFF) service is made up of professionals with different areas of expertise who work together to assess, decide and coordinate how best to support children, young people and their families where there are concerns. The FDFF includes:

- **Referral Officers** who receive your calls, accept e-mails and on line notifications and can provide information, advice and guidance.
- **Social Workers** - assess the needs or concerns raised about a child or young person.
- **Police Officers** - assess information and notifications about children and young people coming to the attention of the Police.
- **Health Visitors** - advise on the developmental needs of children with additional needs that are referred to the FDFF to ensure they receive the most appropriate support.
- **Education Safeguarding Officers** - advise schools where there are safeguarding needs identified for a child.
- **Family Coaches** – triage contacts that meet the threshold for targeted Early Help and Parenting Support and will assist partner agencies in setting up Team Around the Family meetings and plans.
- **Family Information Service** - provide information and advice, through their online directory and Family Support Officers about access to childcare, access to support services and access to employment.

Additional Information is available at <http://www.brighton-hove.gov.uk/frontdoorforfamilies>

#### **Partnership:**

The school believes that the best outcomes for children generally are achieved when professionals can work effectively in partnership with parents/carers. This belief holds equally in relation to child protection concerns. The school believes in open and honest communication and will always share with parents/carers any information or concerns that they have about their children at the earliest opportunity. The only exception to this would be where it is felt that such communication might compromise the child's safety.

If a child is deemed to be in need of protection and becomes the subject of a child protection plan (CPP), parents/carers should regard school as a source of help and support.

#### **Prevention:**

The school takes seriously its duty of pastoral care and will be proactive in seeking to prevent children becoming the victims of abuse or neglect. It will do this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds.
- By identifying a member of staff who has overall responsibility for child protection matters. He/she has received specialist training in this field and acts as a source of advice and support to other school staff. This member of staff is Head Teacher (Clare Eddison, Primary DSL). There is also a DSL on the board of trustees (Duncan Gilbert). The school also has a secondary DSL, Ron Guest, responsible for child protection in the event of the Clare Eddison not being at school.

Alison Mayo is also DSL for EYFS.

- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns.
- Through an on-going programme of support written up in the PHSE curriculum policy which promotes self-esteem and social inclusion.
- We will ensure that children are given the opportunity and know who to go to if there is anything they wish to discuss
- And addresses the issue of child protection in the wider context of child safety in general.

**Disclosure:**

If a disclosure is made, the member of staff or volunteer should:

- Allow the pace of the conversation to be dictated by the pupil.
- Ask open questions which encourage the pupil to talk such as “can you tell me what happened?”
- Accept what the pupil says and do not ask for further detail.
- Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously.
- Note carefully any clearly visible external signs of possible injury or neglect
- Reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (Designated Safeguarding Lead, DSL) and why.

The member of staff or volunteer should **not**:

- Burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
- Interrogate or pressure the pupil to provide information.
- Ask any potentially leading questions such as those that start with words, how, what, when, where and why.
- Undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect.
- Promise confidentiality
- Make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.
- Put words in the child’s mouth (i.e. finish their sentences), jump to conclusions or speculate about what happened or might have happened, or make accusations.
- Show an overly emotional reaction, such as expressing disgust, shock or disbelief.
- Attempt to investigate the allegations.

When recording Information Staff/volunteers should:

- Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated.
- Clearly distinguish between fact, observation, allegation and opinion.
- Record any observed injuries and bruises.
- Note the non-verbal behaviour and the keywords in the language used by the pupil (do not translate into "proper terms")
- Complete a Safeguarding Concern Form in the Safeguarding Book attach any original notes and pass them to the DSL
- Understand that their records may be used in criminal proceedings or disciplinary investigations.

**Responding to concerns:**

**Table 1 – Action to Be Taken**

**WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD**

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ul style="list-style-type: none"> <li>• Discuss your concerns with the DSL Clare Eddison or in their absence, with the Secondary DSL Ron Guest <b>as soon as possible, before the child leaves for the day</b>. It is important that the child is not sent home at the end of the day without taking the right protective action.</li> <li>• Complete the <b>child protection incident/safeguarding concern form</b> and pass it to the Designated Safeguarding Lead.</li> <li>• If the DSL or their deputy is not available, you should contact the FDFP yourself. Inform the DSL about what actions you have taken.</li> </ul>
Designated Child Protection Teacher	<p><b>You are concerned that the child is at risk of significant harm (Level 4 Threshold Document)</b></p> <ul style="list-style-type: none"> <li>• Contact the FDFP immediately with this concern..</li> <li>• If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</li> </ul>
	<p><b>You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 Threshold Document)</b></p> <ul style="list-style-type: none"> <li>• Use the Threshold Document to identify the level of need.</li> <li>• Discuss your concerns with senior colleagues in another agency, if necessary.</li> <li>• If your consultation results in the decision that the child and family are in need</li> </ul>

	<p>of help at Level 2 or 3 of the Threshold Document, provide additional support in the school and/or refer the child or their family to other agencies providing <b>early help services</b>. This is now located at the Front Door for Families.</p> <ul style="list-style-type: none"> <li>Record all your consultations and decision-making on the <b>child protection incident/safeguarding concern form</b> sent by the staff member who contacted you originally. Update the chronology and add referral letters and forms to the child's file; create a stand-alone file, if one does not exist. Continue to update the file, including the chronology, as work progresses.</li> </ul>
--	---

If the school receives information about a child that suggests that he/she has been actually abused or neglected or that this is likely, it has a duty to refer these concerns to the FDFP (Front Door for Families) or the police. The school has no discretion in this matter. In these circumstances the Local Safeguarding Children Board's investigation procedures apply.

In the course of an investigation the social services department or police might wish to speak to a child, without parental knowledge or consent. The Head Teacher (DSL), acting 'in loco parentis' has discretion to agree to this to allow the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Headteacher (DSL) will ensure that the child's welfare is secured and he/she has access to a trusted adult.

The Headteacher (DSL) will **not** allow a child to be removed from school premises without either:

- parental consent
- an order of the court or an emergency protection order (EPO)

If the school receives information which suggests a child may have been abused or neglected or abuse or neglect may be likely, then it will consult with the social services department. In these circumstances the social workers from the FDFP may decide to begin a child protection investigation in which case its procedures will apply.

In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

It is important to remember that a referral or consultation with FDFP is an **expression of concern** about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

If the school has general concerns about a child's welfare these will be raised with parents/carers in an attempt to work together to remedy the situation. If concerns persist over a period of time, the school may consult with the FDFP to discuss a way forward.

The **Threshold Document** identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school

Level 3 :

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Work Services through the family assessment process

In all of the above circumstances the school will keep a confidential record of its concerns and actions (see later).

**Peer to peer abuse:**

In the event of physical or emotional abuse of one child by another, including sexting and any other relevant issue, this will be taken seriously. Where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' this will be dealt with through this safeguarding policy. In the event of a disclosure about peer to peer abuse all children whether perpetrator or victim, will be treated as being "at risk".

If it emerges that a sibling who may not be a pupil is bullying a child then the school in the first instance will inform the children's parents of its concerns. If the problem persists and the child continues to be the victim of abuse then the school will refer its concerns to the FDFP depending on the nature of the concern.

In all matters of suspected sexual abuse, either victimisation or perpetration, the school will refer its concerns to the MASH section of the FDFP.

**Supporting an abused child:**

Staff recognise that abused children can have little self-esteem and assist children to learning that they are valued, accepted and unique. The school fosters an environment where children can build their self-esteem, assert themselves and see themselves as successful. Differences are valued enabling children to see themselves as having something to contribute that others appreciate. The school aims to foster a caring environment with consistent rules and boundaries and recognition of small successes.

**Child protection conferences:**

If pupils become the subject of child protection conferences then the school will be represented and will provide information about the child and his/her family. This will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Occasionally the school may have information which is confidential and which will be shared in a closed section of the conference. If this is necessary the Chair of the conference will discuss the matter with parents/carers.

When any child becomes the subject of a conference, local procedures may require that all the other children of the family are considered. It may well be therefore that the school will be required to provide information on children about whom there appear to be no direct concerns. In these situations the same procedure on prior disclosure of information will apply.

The school will contribute to the process of risk assessment and the decision about whether the child will be subject of a CPP.

**Child Protection Plans:**



When a pupil is subject of a CPP, the school will be represented on the core group and will play an active part in the creation and implementation of the CPP.

For as long as a child's name appears on a CPP he/she will be supported by the school and his/her progress will be monitored. The school will keep a confidential record of the child's progress and any further concerns (should they arise) and share this information with other members of the core group in order to evaluate the progress of the child protection plan.

If the school receives information that a child whose name appears on a CPP already has suffered further abuse or neglect, this will be referred immediately to the child's key worker (as nominated by the child protection conference).

**Confidentiality:**

The school recognises that all matters relating to child protection are confidential.

If the school receives information from any source that a child has suffered abuse or neglect or may suffer in this way, whether the child is a pupil or otherwise, it has a duty to pass this information to the social services department.

If parents/carers wish to share such information with the school they must be aware that it will not be possible to guarantee confidentiality. The school can reassure parents/carers however that if they wish, the source of the information can remain anonymous.

When a pupil's name is subject of a CPP, this information will be shared on a 'need to know' basis with the minimum number of staff necessary to ensure the child's safety and welfare. These people will receive the minimum amount of information they need to enable them to implement the CPP. They will not have access to all the information shared at the initial child protection conference.

The school will ensure that the confidentiality of information is maintained by keeping records in a safe and secure place with access strictly limited. All records of a child's progress while the subject of the CP Plan will be kept similarly secure.

The headteacher/DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

**Transfer of records:**

If a child whose name appears on a CPP transfers to another school then the key worker will be notified of this change and the school will arrange for the transfer of the child's records including information about the Plan. The key worker will then notify the new school of the next core group meeting so that the responsibility for monitoring the child's progress can be officially transferred.

If a child whose name has appeared on a CPP in the past, but is no longer the subject of a CPP, transfers to another school then information about past registration may be transferred to the new school under the advice of the LADO.

In addition for EYFS children transferring to other schools information related to "active" concerns will be conveyed via telephone and in writing.

**Children coming off a CPP:**

A child's name can only be removed from a CPP by a child protection review conference. The school will be represented at these meetings and will play an active part in the process of risk re-evaluation and decisions.

In line with the policy above, the school will share with parents prior to any review the information they intend

to present.

**Allegations against staff/trustees and volunteers:**

All allegations against any member of staff/trustees and volunteers which have implications for the safety and welfare of children will be taken seriously and investigated in line with this policy and the

***Whistle Blowing Policy.***

Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

When concerns come to the attention of the school staff they should immediately inform the DSL or if it is the Headteacher/DSL who is the cause for concern to the Chair of the Board of Trustees or Trustee DSL who will contact the LADO (Darrel Clews T: 01273 295643 M: 07795335879) on the same day.

The local authority designated officer (LADO) is a source of support and advice when allegations have been made. They also have a responsibility to monitor cases in the authority and provide data at regular intervals. The contact details for the LADO should be included in the managing allegations policy.

The LADO (Darrel Clews T: 01273 295643 M: 07795335879) should be contacted in all cases when an allegation is made. This is to help the DSL and the LADO explore the nature, content and context of the allegation. This will help to identify whether the member of staff has harmed a child, committed a criminal offence or is unsuitable to work with children.

The LADO will advise the school on how the allegation should be investigated and what steps need to happen to support the individuals involved in the meantime.

The LADO will provide the liaison with children's services and the police in cases where this is relevant and monitor their progress.

Members of the public who have concerns should speak to the Head Teacher/DSL or if it is the Headteacher or DSL who are the cause for concern to the Chair of the Board of Trustees or the Trustee DSL who will inform the LADO on the same working day.

If the concerns are in relation to any member of the board of trustees this should reported to the DSL who will contact the LADO on the same day.

If a person has committed a criminal offence, the school should involve the police immediately.

Where we cease to employ of any person (staff member, including supply staff), peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure & Barring Service (DBS) promptly and in any event within 28 days in accordance with our legal duty. Where a referral is made to the DBS, a referral will also be made to the (NCTL) as required.

**Whistleblowing:**

All staff are required to report to the DSL or the trustees in their absence, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

## **APPENDIX 1**

### **DESIGNATED MEMBER OF STAFF AND ROLE OF THE DSL:**

All schools have to have a senior member of staff with responsibility for implementing the child protection and safeguarding policy.

In our school the designated member of staff with child protection responsibility is: Clare Eddison (Primary DSL) and Ron Guest (Secondary DSL, Bursar) will assume responsibility in the event of Clare's absence. Alison Mayo is the DSL for EYFS (referral to the primary DSL takes precedence.)

As designated members of staff for child protection, the three DSLs will have regular child protection training every two years (Level 3) to include inter-agency work, and will make sure that all staff and volunteers know how to recognise and report any concerns or indications that a child is or has been neglected or abused. In addition they will ensure training is reviewed annually through updates and refresher courses.

The Headteacher/DSL will provide information to the governing body regarding the number, nature and outcomes of referrals made. In addition the DSL will provide the governing body with an annual safeguarding audit/review.

The DSL will make any necessary contact with social services or the police and she will make sure that the school follows the LSCB (Local Safeguarding Children's Board) procedures and contributes fully to the child protection process.

### **DSL key areas of responsibility:**

- Managing referrals
- Record Keeping
- Inter-agency working and Information Sharing
- Training (including Prevent training)
- Awareness Raising
- Quality Assurance

## **APPENDIX 2**

### **Categories, Definitions and Indicators of Abuse and Neglect:**

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

Through their day to day contact with children and direct work with families, educational staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring those concerns to the appropriate investigative agencies (social services and police).

All staff/volunteers are trained to be aware of the categories and indicators of abuse, and made aware of how to access the LSCB Procedures or other advice and guidance. It may also be helpful to refer to the

categories in the policy and to highlight relevant indicators.

Regular training is provided by our DSL for child protection and through online training resources. In addition all members of staff/volunteers are trained at three yearly intervals by a trainer from the Local Safeguarding Team. In addition annual refresher training takes place as well as updates via e-mail, meetings and in-house training. A copy of the LSCB Procedures and other associated information is available for staff. Policies and Procedures related to safeguarding are accessible to all staff through our internal network system. All staff are provided with and expected to read and understand Part 1 of KCSIE.

We acknowledge that some groups of children may be at a higher risk of abuse. These groups include children with SEND, Looked After Children (LAC) and children from certain ethnic minority groups (Please see Appendix 9 on Female Genital Mutilation – FGM and Forced Marriage – FM).

Children with SEN or disabilities can face additional safeguarding challenges. Additional barriers can exist in recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN can be disproportionately affected by things like bullying without showing any outwardly signs; and
- Communication barriers and difficulties in overcoming these barriers.

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

**Physical abuse indicators:**

non accidental injuries, bruising, wounding burns, fractures - indicators include:

obvious signs of injury;

injuries which are unusual or unexplained; and

injuries, which while explained are frequent.

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

**Emotional abuse indicators:** low self esteem, unhappiness, fear, distress or anxiety; attention seeking behaviours; and

emotional developmental delay.

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

activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Sexual abuse indicators:**

physical difficulties such as wetting or soiling;

extreme variations in behaviour;

sexualised language, behaviour of play; and

indirect disclosure through play, drawing or written work.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Neglect indicators include:**

dirty, unkempt appearance;

developmental delay;

low self esteem;

hunger.

Staff at The Dharma Primary School are trained to recognise and respond to the categories and potential indicators of abuse.

We ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

**Action to be taken:**

It is possible that concerns that a child or young person is suffering or is likely to be suffering some form of abuse will build up slowly over time, and some will be as a response to a child presenting an injury or mark. As these concerns become evident they should be written up by the observing staff member and referred to the DSL. Records should be made as soon as possible by the member of staff to maintain a current record. This should include what the member of staff noticed or was told by the child and should be signed and dated. If relevant include a diagram of who was in the room and where they were situated. The DSL will provide support and guidance. There is duty to refer to social services and if necessary the police, with or without the parent or child's consent.

Sometimes children and young people who are suffering abuse choose a trusted adult to tell. If a child discloses abuse in school, the person hearing the disclosure should:

- listen, allowing the child to recall freely;
- reassure the child that they are believed;

- make notes as soon as possible recording as accurately as possible the word used by the child;
- be clear with the child that the information will have to be passed on and that there are people who will be able to help; and refer to Headteacher/DSL, who will contact the MASH section of the FDFP and the police if necessary.

### **APPENDIX 3**

#### **PUPIL ABSENCE**

Parents are asked to inform the school by 9.30am in the event of their child being absent. The reason for their absence will be recorded in the attendance register using the appropriate national codes. In the event a parent has not contacted the school, office staff will call to ascertain the reason for absence and once obtained a record will be made in the attendance register.

In the event of persistent or regular absence parents will be asked to meet with teachers to ascertain the cause and work to resolve any difficulties.

Staff are aware that a child going missing from education can be an indicator of potential abuse or neglect. Staff should follow the school's procedure for unauthorised absences and for children missing from education.

The school has a legal duty to report to report certain attendance issues to Brighton & Hove Authority. If a child has ten days of unauthorised absence (other than for reasons of sickness or leave of absence. Failure to attend regularly, and deletion from the school register when the next school is not known. The school will report the circumstances as soon as possible to Sarah Barker, Children Missing Education/EOTAS Officer Access to Education T: 01273 291310

### **APPENDIX 4**

#### **USE OF PHOTOGRAPHS AND VIDEO:**

Occasionally, we may take photographs of the children at our school. We may use these images in our schools prospectus or in other printed publications that we produce, as well as on our website or on project display boards at our school or to record activities and children's work. We may also make video for other educational use.

From time to time, our school may be visited by the media who will take photographs or film footage of a visiting dignitary or other high profile event. Pupils will often appear in these images, which may appear in

local or national newspapers, or on televised news programmes.

To comply with the Data Protection Act 1998, we will obtain written permission before photographs are taken or any recordings are made of children for any of the purposes mentioned above.

- We will endeavour not re-use any photographs or recordings of a child after they have left the school except in the case of existing promotional material which may continue in use for some time.
- We will not use the personal details or full names (which means first name **and** surname) of any child or adult in a photographic image, on video or on our website, in our school prospectus or in any of our other printed publications.
- We will not include personal email or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.
- If we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption, except with express consent of the parent or at the request of the parent.
- If we name a pupil in the text, we will not use a photograph of that child to accompany the article.
- We may include pictures of pupils and teachers that have been drawn by the pupils.
- We may use group or class photographs or footage with very general labels, such as “a science lesson” or “making Christmas decorations”.
- We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately
- We are in a position to exclude a child’s image from use whilst on the school’s premises; however we are unable to prevent parents or media from taking photographs **outside** of the school.
- Through our **Social Media Guidelines** we request that parents do not post pictures taken within the school which contain images of children other than their own on social networking sites.

## **1. USE OF MOBILE PHONES**

The EYFS requires that safeguarding policies and procedures must cover the use of cameras and mobile phones with cameras in the setting.

No photographs may be taken of children with the staff’s own cameras, including those on mobile phones. Staff are requested not to use mobile phones when in the classroom or at any time when supervising children. Personal mobiles must be kept securely away during the school working day. It is permissible to take photos on a SCHOOL CAMERA as long as consent has been given. Images must be downloaded onto a SCHOOL COMPUTER and not for private use by staff

## **2. USE OF IMAGES OF CHILDREN BY THE PRESS;**

There may be occasions where the press take photographs of the school and its pupils. The press enjoy special rights under the Data Protection Act, which permit them to publish material for journalistic purposes.

Some parents are not happy for their children’s photos to appear in the press. As a result the School will ensure that the consent of parents is sought prior to giving the press access to children. The standard consent form is issued to every parent on admission to the school as part of our admission procedure. The manner in which the press use images is controlled through relevant industry codes of practice as well as the law. In this way a check is put on the potential improper use of images of children by the press. The school will ensure that it politely checks that broadcasters and press photographers who may be on the school premises are aware of the sensitivity involved in detailed captioning, one to one interviews, and close-up or

sports photography.

### **3. PARENTAL RIGHT TO TAKE PHOTOGRAPHS:**

Parents are not covered by the Data Protection Act 1998 if they are taking photographs or making a video recording for their own private use. The Act does not, therefore, stop parents from taking photographs or making video recordings at school events.

However, parents are not permitted to take photographs or to make a video recording for anything other than their own personal use (e.g. with a view to selling videos of a school event (see also paragraph 4)). Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Parents are reminded of this particularly in connection with the use of images on social media. Without this consent the Data Protection Act 1998 would be breached.

The School will make every effort to ensure that people with no connection to the School do not have any opportunity to film covertly. Staff members have the authority to quiz anyone they do not recognise who is using a camera or video recorder at events and productions.

### **4. USE OF A PROFESSIONAL PHOTOGRAPHER:**

The School will ensure that any professional photographer engaged to record a school event is prepared to work according to the terms of this policy document and the following guidelines:

- In the context of Data Protection legislation, the photographer will be considered as a “Data Processor” and any agreement with them will be in accordance with the Data Protection Act 1998.
- Photographers will only be used if they guarantee to act appropriately to prevent unauthorised or unlawful processing and against accidental loss or destruction of, or damage to, the personal data including photographs.
- Photographers will be asked to sign up to an agreement with the school which will include:
- Compliance with the Data Protection Act 1998 (most professional photographers will be aware of these requirements).
- That material may only be used for the School's own purposes and that permission has not been given to use the photographs for any other purpose.
- That the photographer may not disclose the photographs to any other party unless specifically required to do so in order to fulfil the requirements under the contract or where written permission has been given by the school.
- The photographer must comply with the steps set out above. The photographer will be responsible for keeping his own records as evidence that he has carried out the above.

### **5. NOMINATING A NON-PROFESSIONAL TO BE AN AUTHORISED PHOTOGRAPHER:**

Should the School nominate another individual, say a parent, staff member or director, to be the photographer, it will be made clear that the images may not be used for anything other than the purpose indicated by the School. Where digital or similar photography is used, the School will require, wherever possible, the parent, staff member or director to leave all images or image holding equipment at the school premises and to subsequently process and/or develop final images on the school site. Such action will protect the parent, staff member or governor from future allegations of impropriety.

### **6. CHARGING FOR PHOTOGRAPHS/VIDEOS:** Where a nominated photographer (professional or



otherwise) is used, the proceeds from any sale of photographs or copies of videos will go to the school funds.

**7. STUDENT PLACEMENTS AND PHOTOGRAPHS:** If students request photographs of children engaged in activities for the purpose of their study, they must first obtain the permission of the school who will in turn gain the permission of parents. Any photographs taken can only to be used in connection with the students' work and may not be used or published in any way other than that for which permission has been originally sought.

## **APPENDIX 5**

### **INTERNET SAFETY:**

The school acknowledges that skilful use of internet can assist in children's education but due to its nature it can also expose children to unsuitable material and hidden dangers. This statement is to provide some protection for the use of the internet by pupils in the school and during the ICC lessons.

- The school computer system is enabled to bar unsuitable material from being accessed.
- Pupils are requested not to use the system for personal use which includes the downloading of games.
- Pupils are requested to deposit mobiles phones in the school office during the school day.

Pupils are instructed and advised to use the following safety rules for the use of the internet at school.

- To only use the computers for school work and homework.
- To not bring in CD Roms from outside without the permission of the school.
- To ask for permission of staff before using the internet.
- To only email people they know or who have been approved by the teacher.
- To only send messages that are polite and responsible.
- Not to give out personal information – address, phone number, or arrange to meet anyone unless their parent, carers or teachers have given permission.
- To report any unpleasant material or messages sent to them. This report will be confidential and would protect other pupils and themselves.

### **Disclaimer**

As with other media sources such as magazines, books and video, some material accessed through the Internet is unsuitable for pupils. The school undertakes to supervise pupils, and take all reasonable precautions to ensure that pupils access only appropriate material. However, due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that particular types of materials will never appear on the school system.

Staff, parents and advisers will work to establish agreement that every reasonable measure is being taken. The head teacher with support of the IT teacher and office staff will ensure that the policy is implemented effectively.

## APPENDIX 6

### SCHOOL SECURITY:

It is vital to make the school secure during the day. The perimeter gate is fitted with a bell and intercom. The gate will be unlocked during drop off and pick up times. The gate will be locked at all other times. **The internal gate is to be shut at all times.**

#### Visitors

- All visitors to the school are directed to the main office by signs outside.
- Visitors, even regular visitors and student placements must sign the Visitor's Book in the office.
- Visitors will be escorted to where they are going and introduced
- If unknown visitors are encountered in the school, or not wearing a valid badge, they will be requested to sign in at the office.
- Visitors should sign out at the end of the visit.

## APPENDIX 7

### Early Years Foundation Stage

Particular attention is given to the Early Years and this policy applies to the School's provision for the EYFS. The DSL is named in Appendix 1 is responsible for safeguarding. All staff in Early Years will receive appropriate training in Safeguarding Children and will work closely with the Headteacher/DSL for the School.

The School undertakes to inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises. This must be reported as soon as possible but at the latest within 14 days of the allegations being made.

## APPENDIX 8

### SAFER RECRUITMENT:

The school undertakes to ensure that appropriate child protections checks and procedures apply to all staff, volunteers or staff employed by another organisation working with pupils. **See *Staffing, Recruitment and Barring***. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

All staff and volunteers working with children will be asked to sign a declaration with regard to "Disqualification by Association". The Headteacher or other senior leader will carry out an induction programme of all new employees/volunteers to include all relevant policies and procedures around safeguarding and child protection training will be undertaken. New employees are required to read policies

relating to Safeguarding within one week of appointment and to complete Child Protection Training within four weeks of starting the job.

Head Teacher, Clare Eddison (Primary DSL) is trained in Safer Recruitment in Education. In addition trustees/governors Duncan Gilbert DSL for the board, Jeannette Adair have been trained in Safer Recruitment which is renewed on a five yearly cycle.

**Contact info:** Brighton & Hove LADO Darrel Clews T: 01273 295643 M:07795335879  
E: [darrel.clews@brighton-hove.gov.uk](mailto:darrel.clews@brighton-hove.gov.uk)

**Early Help contact:**

T: 01273 - 292632

E: [earlyhelp@brighton-hove.gcsx.gov.uk](mailto:earlyhelp@brighton-hove.gcsx.gov.uk)

**Social Services/Children's Services numbers:**

**FRONT DOOR FOR FAMILIES:**

Unit 14

Woodingdean Business Park

Hunns Mere Way

Brighton

BN2 6AH

Tel: (01273) 290400

E-mail: [FrontDoorForFamilies@brighton-hove.gcsx.gov.uk](mailto:FrontDoorForFamilies@brighton-hove.gcsx.gov.uk)

There is also an online referral service, accessible via:

<http://www.brighton-hove.gov.uk/frontdoorforfamilies>

**EMERGENCY OUT OF HOURS SOCIAL CARE SERVICES**

MONDAY to SUNDAY from 16:30 to 08:30

Tel: 01273 335905/6

**USEFUL INFO Brighton and Hove LSCB**

<http://www.brightonandhovelscb.org.uk/>

**APPENDIX 9: Forced Marriage and Female Genital Mutilation**

**Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

**Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy –partial/total removal of clitoris

Type 2 Excision –partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising cauterising and scraping the genital area

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl –social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK and must be reported to the police. Circumstances and occurrences that may point to FGM happening.

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## **APPENDIX 10**

### **PREVENT DUTY**

- The school ensures the provision of a safe place in which pupils and staff can discuss all manners of issues including those related to the challenging of extremists views.
- Values such as the development of compassion, empathy and tolerance of all faiths and beliefs are at the core of our ethos, along with fundamental values such as democracy, the rule of law, individual liberty and mutual respect.
- As part of our safeguarding procedures we assess the risk of those vulnerable to radicalisation, assess training needs and ensure all staff are aware of their duty to safeguard children.
- Both Primary and Secondary DSLs undertake training: “The Prevent Duty” to support staff and parents and to raise awareness of the issue.
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)
- Please also see our Prevent Strategy

DFES dedicated helpline: 020 7340 7264

Non-emergency situations: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

APPENDIX 11

**Actions where there are concerns about a child**



