



Bournemouth Bay Teacher Training Partnership

A member of **Twynham Learning**

Child Protection & Safeguarding Procedures

Last amended 04.09.24 by Verity Burgess, Designated Safeguarding Lead

Reviewed and approved by the Director of Inclusion, Jon Chapple

Next review date September 2025

These procedures form part of a suite of policies and procedures and should be read in conjunction with the Twynham Learning Child Protection Policy, Keeping Children Safe in Education (KCSIE) 2024 and Working Together to Safeguard Children 2018.

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
CEO and MAT DSL	Gareth Morris	01202 486536
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Local Authority Designated Officer (LADO)	Hayley Cowmeadow	01202 817 600 LADO@bcpcouncil.gov.uk
Director of Inclusion	Jon Chapple	jon.chapple@twynhamlearning.com
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1. Aims

The Bournemouth Bay Teacher Training Partnership (BBTTP) aims to ensure that:

- Appropriate and proportionate action is taken promptly to safeguard and promote children’s welfare.
- All staff and trainees are aware of their statutory responsibilities with respect to safeguarding and understand the requirement to actively engage in promoting a safeguarding culture within Bournemouth Bay TTP and in the including but not limited to whistleblowing and demonstrating tenacity in challenging agencies and established procedures.
- Leaders and designated leads have robust procedures for the design, implementation and monitoring of safeguarding policies and related practice.
- Staff and trainees are properly trained in recognizing and reporting safeguarding issues. This includes being aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognize their experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.
- The belief that... ‘It could happen here’ ethos – therefore prepared to take action as well as to prevent incidents.
- We work with the Pan Dorset Safeguarding Children Partnership and implement recommendations from Serious Case Reviews to improve staff and trainee understanding.
- It raises the awareness of all staff and trainees of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child’s welfare.
- We promote effective liaison with other agencies to work together to protect all pupils.

There are three main elements to the Bournemouth Bay TTP’s safeguarding policy and procedures:

1. **PREVENTION** (positive and safe Bournemouth Bay TTP and school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff and trainees are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils who may have been at risk of significant harm, and the way staff and trainees respond to their concerns and any work that may be required and to those in need of early help services).

Bournemouth Bay TTP do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The Bournemouth Bay TTP aims to help protect the children in the schools it operates in by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All practitioners work within the school and trust child protection/safeguarding procedures.

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.

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CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a Bournemouth Bay TTP.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, Bournemouth Bay TTPs, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in Bournemouth Bay TTP with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.

DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the Bournemouth Bay TTP.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out Bournemouth Bay TTPs and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAB	Local Advisory Board	Bournemouth Bay TTP governors who work with the headteacher and senior leadership team to drive the strategic development of the Bournemouth Bay TTP and raise standards of achievement.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of Bournemouth Bay TTPs
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.

RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff and trainees, proprietors, contractors, external coaches and instructors, and volunteers who attend the Bournemouth Bay TTP in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all Bournemouth Bay TTPs maintaining oversight and coordinating the implementation of the Bournemouth Bay TTP's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff and trainees members who have been delegated leadership responsibilities in a Bournemouth Bay TTP.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual Bournemouth Bay TTP head	Virtual Bournemouth Bay TTP heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance and [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent Bournemouth Bay TTPs to safeguard and promote the welfare of pupils at the Bournemouth Bay TTP
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Sexual Offences Act 2003
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010

Statutory guidance

- DfE (2015) 'The Prevent duty' [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation' [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

This policy also complies with our funding agreement and articles of association.

3. Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils 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 prevent children suffering, or being likely to suffer, significant harm.

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.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children. **Children** includes everyone under the age of 18.

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Sexual violence refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media – Sexual exploitation, coercion, and threats.

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

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Mental Health

All staff and trainees should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should try to diagnose a mental health problem. Staff and trainees, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff and trainees are aware of how these children's experiences can impact on their mental health, behaviour and education.

Children requiring mental health support

Bournemouth Bay TTP staff and trainees have an important role to play in supporting the mental health and wellbeing of their pupils.

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

Bournemouth Bay TTP staff and trainees can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance (KCSiE 2024).

4. Equality Statement

Some children have an increased risk of abuse, 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:

- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality (see section 10)
- 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

Staff and trainees will respect and protect an individual's human rights when they make individual decisions about them. The specific convention rights (Human Rights Act 1998) applying to schools are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1, Article 2: protects the right to education.

Staff and trainees are aware that being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these children's rights, depending on the nature of the conduct and the circumstances.

All senior leaders ensure that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of pupils with protection characteristic to ensure due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

5. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff and trainees in the Bournemouth Bay TTP and is consistent with the procedures of the safeguarding partners. Our policy and procedures also apply to extended Bournemouth Bay TTP off-site activities.

5.1 All staff and trainees

Staff and trainees working directly with children need to read at least Part 1. Staff and trainees who do not work directly with children, however, need to read either Part 1 or Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff and trainees will be aware of:

- systems which support safeguarding, including this child protection and safeguarding policy, the staff and trainees' behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies in the SCITT and in the placement schools, the behaviour policy, and the safeguarding response to children who go missing from education.
- The responsibility to complete safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating

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to filtering and monitoring), during their induction – this will be regularly updated e.g. via email as required, at least annually.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), domestic violence, mental health, indicators of being at risk from or involved with serious violent crime, FGM and radicalization

Section 13 and appendix 4 of this policy outline in more detail how staff and trainees are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

Our DSL is Verity Burgess. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during Bournemouth Bay TTP hours for staff and trainees to discuss any safeguarding concerns.

Out of hours the DSL can be contacted on safeguarding@bournemouthbay-partnership.com

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

- Provide advice and support to other staff and trainees on child welfare and child protection matters
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff and trainees who make such referrals directly
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

The full responsibilities of the DSL and deputies are set out in their job description. The DCEO will have secure processes of oversight ensuring that appropriate measures are being taken to embed safeguarding within the Bournemouth Bay TTP and that relevant staff and trainees are held to account for their statutory duties.

5.3 The Trustees

All Trustees are required to have read the most recent version of 'Keeping children safe in education' (KCSIE 24) in full. Paragraph 81 explains how training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in Bournemouth Bay TTP are effective and support the delivery of a robust approach to safeguarding.

5.4 The BBTP SCITT Director

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

- Ensuring that staff and trainees (including temporary staff and trainees) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to trainees when they join the Bournemouth Bay TTP and via the Bournemouth Bay TTP website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff and trainees undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff and trainees or volunteer, where appropriate (see Safeguarding Allegations and Concerns about TL Workers Policy)

6. Confidentiality

The Bournemouth Bay TTP Scrutiny Board and the TL Board of Trustees recognise that their members are in a privileged situation in that they have access to a great deal of information about the Bournemouth Bay TTP, its staff and trainees. All members within Twynham Learning are reminded that any personal or sensitive information should remain private and should not be divulged verbally to anybody outside the remit of their role.

Staff and trainees in all categories will have access to large amounts of personal and confidential information. As part of their contract of employment and training, they are required to be discreet in terms of how such information is used. Information concerning pupils and other members of staff and trainees should only be used in the effective execution of their professional duties and under no circumstances divulged to people to whom it is not directly applicable. Care, in particular, will need to be made where the member of staff or trainee lives within the direct community served by the Bournemouth Bay TTP. See the Data Protection Policy for additional information.

You should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff and trainees need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff and trainees should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff and trainees who have to make decisions about sharing information
- If staff and trainees are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff and trainees in appendix 3

7. Recognising Abuse and Taking Action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

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

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

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

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 childrensfirstresponse@bcpcouncil.gov.uk
BCP First Response Hub [01202 123 334](tel:01202123334)

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: 01202 228866
Police Non-Emergency: 101
Police Emergency: 999
<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

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

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

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

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

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

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

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Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL of the school the child is enrolled in and involve children's social care as appropriate.

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

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

Any member of staff and trainees who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

[Safeguarding Women and Girls at Risk of FGM \(DHSC\)](#) - includes Pathway and Risk Assessment tools

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

Figure 1 on page 16 illustrates the procedure to follow if you have any concerns about a child's welfare.

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

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

Early help

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

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

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL of the school will make the referral.

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

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

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

The local [Dorset Threshold document](#) and the [Bournemouth & Poole Levels of Need & Continuum of Support](#) provides guidance about the criteria for making and receiving referrals.

The child must be seen by a qualified social worker as soon as possible following a referral and the child's needs and safety remain paramount at all times.

Escalation policy

At no time must professional disagreement detract from ensuring that the child is safeguarded. The child's welfare and safety must remain paramount throughout.

The [Pan-Dorset Escalation Policy](#) identifies a non-exhaustive list of potential areas of disagreement, guidance on preventing disputes and procedures to be followed when disputes cannot be resolved through discussion and negotiation between professionals at front line level.

7.5 If you have concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

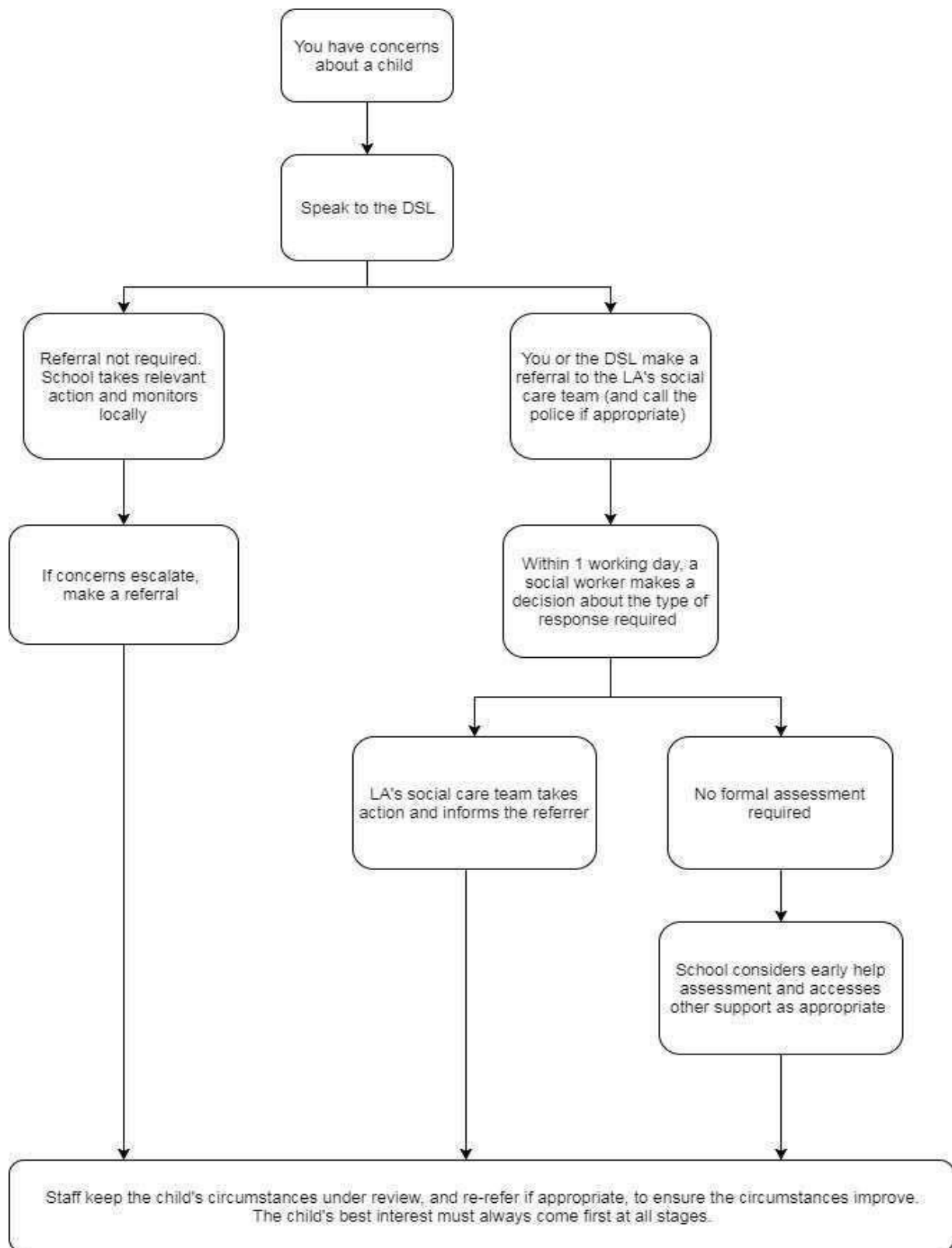
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care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

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

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

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

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) (Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.6 Concerns about staff or trainees

If you have concerns about a member of staff or trainees, or an allegation is made about a member of staff or trainees posing a risk of harm to children, speak to the DSL of the school or the DSL of BBTTP. If the concerns/allegations are about the DSL, you must contact the CEO of Twynham Learning.

The Headteacher/CEO will then follow the procedures set out in the Safeguarding Allegations and Concerns about TL Workers Policy

Safeguarding concerns about staff and trainees

There are two types of allegations; allegations that meet the harms threshold and allegation/concerns that do not meet the harms threshold - referred to for the purposes of this policy as 'low-level concerns'.

The term 'low-level' concern does not mean that it is insignificant.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the Bournemouth Bay TTP may have acted in a way that:

- is inconsistent with the staff and trainees code of conduct, including inappropriate conduct outside of work, and
- 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.
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

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

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

- If you have either a 'low-level concern' or wish to make an allegation about a member of staff or trainees (in a paid or unpaid capacity, including supply staff, volunteers and contractors), speak to the Headteacher or Executive Headteacher of the school.
- If you have concerns about the Headteacher or Executive Headteacher, you must contact the CEO of TL.
- The Headteacher / Executive Headteacher/CEO will then follow the procedures set out in the schools Policy.

Where the low-level concern shared is about supply staff and trainees or contractors, these will be notified to their employers / training provider.

Self-Reporting

Occasionally an adult may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an adult may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances can be positive for a number of reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

7.7 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”, “part of growing up” or “boys being boys”.

We also recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys perpetrators) and that pupils with special education needs and disabilities are more likely to be abused than their peers. However, all child-on-child abuse is unacceptable and will be taken seriously. The Bournemouth Bay TTP will approach child-on-child abuse in schools robustly, with a zero-tolerance policy assuming ‘this could happen here at this school’. Whilst recognising that child-on-child abuse can take place online and /or not on the school premises. Staff and trainees must ensure that students' concerns are being taken seriously.

Most cases of pupils hurting other pupils will be dealt with under the schools’ 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:

- includes bullying (including cyberbullying)
- includes physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm
- includes sexual violence (refers to sexual offences under the Sexual Offences Act 2003, these
- include rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent)
- includes harmful sexual behaviours
- includes up skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- involves sexting (also known as youth produced sexual imagery) Is serious, and potentially a criminal offence
- could put trainees in the Bournemouth Bay TTP at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as telling sexual stories, sexual “jokes” indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

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

- You must reassure the victim that they are being taken seriously, regardless of how long it may have taken them to come forward and that they will be supported and kept safe. You must explain to them that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- You must record the allegation and tell the DSL of the school, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place, considering any intra familiar harms, for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected, including siblings) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff and trainees confidentially by highlighting this through the pastoral team and assemblies.
- Ensuring staff and trainees are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

7.8 Sexting

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for [all staff and trainees](#) and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the schools DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff and trainees, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- Students will be asked to sign a statement to confirm that they have deleted the image and understood the seriousness of the incident

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate staff or trainee. This meeting will consider the initial evidence and aim to determine:

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

Child Protection and Safeguarding Procedures

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

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff and trainees as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

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

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a safer school's officer, a police community support officer, local neighbourhood police, or by dialling 101

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

8. Notifying Parents

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

Other staff and trainees will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Children who are looked after, those previously looked after and care leavers

Appropriate staff and trainees should hold information about a child's legal status, care arrangements, any contact arrangements, name of the Social Worker and work with the virtual Bournemouth Bay TTP head/team. Previously looked after children remain vulnerable. Care leavers will have plans initiated by the LA of which the Bournemouth Bay TTP should be aware. The policy should state the additional support available.

Children who need a social worker (Child in Need and Child Protection Plans)

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and Bournemouth Bay TTPs and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

9. Pupils potentially at greater risk of harm

We recognise that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

LGBTQ+ pupils

The fact that a pupil may be LGBT is not in itself an inherent risk factor for harm. However, the Bournemouth Bay TTP trainees are aware that pupils who are LGBT can be targeted by other pupils. In some cases, a pupil who is perceived by other pupils to be LGBT (whether they are or not) can be just as vulnerable as a pupil who identify as LGBT.

10. Online safety and personal electronic devices

The Bournemouth Bay TTP will ensure that appropriate filtering systems are in place on Bournemouth Bay TTP devices and Bournemouth Bay TTP networks. The Bournemouth Bay TTP will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

Staff and trainees will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff and trainees will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Staff and trainees are allowed to bring their personal phones to Bournemouth Bay TTP for their own use but will limit such use to noncontact time when pupils are not present. Staff and trainees' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff and trainees will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Bournemouth Bay TTP.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. “**Operating equipment**” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the Bournemouth Bay TTP. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

11. Record-Keeping

Any records of allegations against BBTTP trainees made whilst trainees are on placement will be dealt with in line with the schools’ policies. The school will contact the training provider’s DSL and keep them informed.

Should the LADO contact BBTTP about a trainee due to a report from the general public, this will be investigated by the DSL in line with Twynham Learning’s safeguarding policy.

Any safeguarding allegations or investigations will be kept and logged on the trainees personnel file by the DSL.

12. Training

12.1 All staff and trainees

All staff and trainees will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the Bournemouth Bay TTP’s safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

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

Staff and trainees will also receive regular safeguarding and child protection updates (for example, through emails, ebulletins and staff and trainees’ meetings) as required, but at least annually. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

12.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

12.3 Trustees

All trustees receive regular training about safeguarding, to make sure they have the knowledge and information needed to provide strategic challenge to test and assure themselves that the safeguarding

policies and procedures in place are effective and support the delivery of a robust whole Bournemouth Bay TTP approach to safeguarding.

Trustees are aware of their obligations under the [Human Rights Act 1998](#), the [Equality Act 2010](#) (including the Public Sector Equality Duty) and their local safeguarding multi-agency safeguarding arrangements.

Trustees consider and question how the Bournemouth Bay TTP is supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

12.4 Recruitment – interview panels

At least one person conducting any interview for a post at the Bournemouth Bay TTP will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

13. Monitoring Arrangements

This policy will be reviewed **annually** by Verity Burgess, DSL. At every review, it will be approved by the Trustees.

14. Links with other Policies

This policy links to the following policies and procedures:

- Behaviour and motivation
- Staff and trainees' code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- Whistleblowing
- Anti-bullying
- IT acceptable use
- Child-on-child abuse

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

Appendix 1: Types of Abuse

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

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 in so far 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 cyberbullying), 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. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff and trainees are aware of how to report it.

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 caregivers).
- Ensure access to appropriate medical care or treatment

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

Child Protection and Safeguarding Procedures

All staff and trainees should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the schools and/or can occur between children outside of these environments. All staff and trainees, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. (KCSiE 2024)

Appendix 2: Safer Recruitment and DBS Checks – Policy and Procedures

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

New staff and trainees

When appointing new staff and trainees, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff and trainees's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that the information is not contradictory or incomplete. We will only accept information presented on a curriculum vitae alongside an application form.

We will seek references on all short-listed candidates, including internal candidates, before interview. In addition to this, we will carry out an online search to identify any incidents or issues that have happened and are publicly available online. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

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

Existing staff and trainees

If we have concerns about an existing member of staff and trainees's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff and trainees. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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

- We believe the individual has engaged in [relevant conduct](#); or

Child Protection and Safeguarding Procedures

- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e., they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Trainee/student teachers

As we are the training provider, we will ensure that all necessary checks are carried out on applicants for our initial teacher training course.

We will then provide written confirmation to all of our partner schools that necessary checks have been carried out and that the trainee has been judged by us to be suitable to work with children.

Appendix 3: Allegations of Abuse Made Against Staff and trainees

Please refer to the **Safeguarding Allegations and Concerns about TL Workers Policy** which sets out our approach to managing cases of safeguarding concerns/allegations which might indicate that a TL worker poses a risk of harm to children.