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Wyke Regis Primary Federation
Infant School and Nursery

Safeguarding and Child Protection Policy

Our Designated Safeguarding Lead is
Mr Duncan Kirwin

Our Deputy Safeguarding Leads are
Mrs Wanda Roberts, Mrs Catherine Anders

Our Nominated Governor for Safeguarding is
Mr Gary Hepburn
September 2025

Safeguarding and Child Protection Policy 2025/26

Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor/Trustee	Chair of Governors
Mr Duncan Kirwin	Mrs Wanda Roberts, Mrs Catherine Anders	Mr Gary Hepburn	Mr Gary Hepburn

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Mrs Wanda Roberts	Mrs Catherine Anders	Mr Gary Hepburn	Mr Gary Hepburn

Dates the Safeguarding Policy is reviewed

Review Date	Changes made/Details of action plan	Due Date	By Whom
07.12.20	Updated KCSE 2020	Jan 2021	J Sonner
24.09.21	Following updated KCSIE 2021		C.Anders
01.09.22	Following updated KCSIE 2022		C.Anders
07.09.23	Following updated KCSIE 2023		C.Anders
17.09.24	Following updated KCSIE 2024		C.Anders
12.09.25	Following updated KCSIE 2025		C. Anders

Contents

1 Introduction

- 1.1 Terminology
- 1.2 Useful contact details
- 1.3 Introduction and purpose

2 Our School's Commitment to safeguarding children

3. Roles and Responsibilities

- 3.1 Key Personnel
- 3.2 Responsibilities of all staff & volunteers

4 Designated Safeguarding Lead(s) (DSL)

- 4.1 Deputy Designated Safeguarding Lead(s) (DDSL)

5. The Head Teacher

6. The Governing Body/ Board of Trustees

7. Supporting Children and Working in Partnership with Parents

8. Teaching and Learning

9. A Partnership Approach

10. Identifying children who may be at risk or may have been significantly harmed

- 10.1. Definitions and Indicators of Abuse

11. Taking action

12. Responding to Disclosure

13. Confidentiality

14: Pupil Information

15. Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

- 15.1 Action following a Safeguarding Referral
- 15.2 Dealing with Disagreements and Escalation of Concerns

16. Safer Recruitment

17. Safe Practice

18. Positive Handling

19. School Training and Staff Induction

20. Extended School and Off-Site Arrangements

20.1 Alternative Provisions

21. Children with special educational needs and disabilities

22. Mental Health

23. Allegations regarding person(s) working in or on behalf of the school (including volunteers)

23.1 Low Level Concerns

23.2 Initial Action by person receiving or identifying an allegation or concern

23.3 Initial Action by the Headteacher

23.4 Subsequent Action by the Headteacher (or designated person)

24. Key Safeguarding areas

24.1 Child on child abuse

24.2 Online Safety

24.3 Filters and monitoring

24.4 Photography and Images

24.5 Children missing Education

24.6 Home education

27.7 Child Exploitation

25. Contextual Safeguarding

26. Honour-based Abuse

27. Preventing radicalisation and extremism.

27.1 Channel

28. Children with family members in prison

29. References

Appendices

Appendix 1

Useful contacts

1. Introduction

1.1 Terminology

Safeguarding

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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.

(As defined in Working Together to Safeguarding Children 2023 Working together to safeguard children 2023: statutory guidance)

Child protection

Refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff

Refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child

Includes everyone under the age of 18.

Parent

Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1.2 Useful Contact Details

Children's Social Care

Dorset's Family Support and Advice Line: 01305 228558

Children's Social Care Out of Hours Service: 01305 228558

Safeguarding in Education Service: Laura Tulk (part time) and Annabel Mitchell (full time), 01305 221122, safeguardingandstandardsadvisors@dorsetcouncil.gov.uk

LADO: Martha Sharp (full time), Lynne Bowman (full time) and Laura Tulk (part time), 01305 221122, lado@dorsetcouncil.gov.uk

1.3 Introduction & Purpose

This policy sets out how Wyke Regis Primary Federation is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

Everyone at Wyke Regis Primary Federation who comes into contact with children and their

families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns from escalating. Our school will work with Children's Social Care, the Police, Health services and other relevant agencies to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, trainee teachers, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expects from all staff, and will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website.

This policy is used in conjunction with staff training and continued professional development to strengthen our whole school approach to safeguarding.

Wyke Regis Primary Federation has a culture of prevention and education to raise responsible, caring adults of the future. The school encourages respectful behaviour and language to be used to all; a restorative approach to incidents of concern; and a commitment to make reasonable adjustments to encourage students to remain in education and to feel included and that they belong in our school.

There is no tolerance of discriminatory language or abuse towards staff or students.

To safeguard and promote the welfare of children, Wyke Regis Primary Federation will act in accordance with the following legislation and guidance:

[Keeping children safe in education 2025](#)

[Children Act 2004](#)

[Education Act 2002](#)

[Working together to safeguard children 2023: statutory guidance](#)

[Education Inspection Framework](#)

[Teachers' Standards](#)

[What to do if You're Worried a Child is Being Abused](#)

[Equality Act 2010: advice for schools](#)

[Information Sharing](#)

[Statutory framework for the early years foundation stage 2021](#)

[Working together to improve school attendance](#)

[ID checking guidelines for Standard/Enhanced DBS check applications from 22 April 2025 - GOV.UK](#)

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;

- Identifying and responding to 'early help' needs of children and families;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

2. Our School's Commitment to Safeguarding Children

Wyke Regis Primary Federation is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk or with a special educational need or disability.
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging. This may include children who have experienced suspensions or are at risk of permanent exclusion.
- Children can be both victims and perpetrators of abuse.
- Children who harm others may have been maltreated themselves.
- Allegations against staff can be made, however careful and safe our recruitment practices are.

Wyke Regis Primary Federation will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL (or Deputy DSL) on site and they will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

3. Roles and Responsibilities

3.1 Key Personnel

Designated Safeguarding Lead (DSL): Mr Duncan Kirwin

Deputy Safeguarding Lead(s) (DDSL): Mrs Wanda Roberts & Mrs Catherine Anders

Designated Teacher for Children Looked After: Mrs Kirsty Rogers

SENDCo: Mrs Kirsty Rogers

Mental Health Lead (if applicable): Mr Duncan Kirwin

Chair of Governors: Mr Gary Hepburn

Designated Governor for Safeguarding: Mr Gary Hepburn

3.2 All staff and volunteers will:

- Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns, read Part 1 of Keeping Children Safe in Education 2025.
- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information

and taking prompt action.

- Undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding and Child Protection policy and Staff Behaviour policy (Code of Conduct).
- Always consider what is in the best interests of the child.
- Know how to respond to a pupil who discloses abuse.
- Refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk, to the police or the Family Support and Advice Line for Dorset Children's Social Care or if a child lives out of borough, to the relevant Local Authority.
- Provide a safe environment in which children can learn.

4. Designated Safeguarding Lead(s) (DSL)

The DSL will:

- Hold lead responsibility for safeguarding and child protection in Wyke Regis Infant School. This responsibility will not be delegated.
- Acts as a source of support and expertise for the whole school community regarding our safeguarding duties.
- To actively promote a culture of listening to children and taking their wishes and feelings into account.
- Undertake multi-agency (Level 3) safeguarding training with formal updates every two years.
- Undertake Prevent awareness training.
- Refer a child if there are concerns about possible abuse to Dorset's Family Support and Advice Line and/or the local authority where the child resides and act as a central point for staff to discuss concerns.
- Keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child, even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file.
- Ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil's general file.
- Ensure that a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded/destroyed.
- Liaise with the local authority and work with other agencies and professionals in line with 'Working together to safeguard children 2023: statutory guidance'
- Have a working knowledge of the Pan Dorset Safeguarding Children Partnership and Dorset Children's Social Care processes and procedures
- Ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents and child (depending on age and understanding)
- Notify Children's Social Care if a child subject to a child protection plan is absent from school without explanation (Working together to improve school attendance)
- Understand locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- Recognise the additional risks that children with SEN and disabilities (SEND) face within their communities and online, for example from online bullying, grooming and radicalisation, conspiracies, disinformation and misinformation

- Will help promote positive educational outcomes by appropriately sharing information about children's welfare, safeguarding and child protection concerns – including those affecting children with a social worker, with teachers and leadership staff. To ensure that support strategies are informed, responsive and in the best interests of the child
- Ensure that the name of the Designated Safeguarding Lead and deputies are clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- Ensure that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns
- Ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.

This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2025.

4.1 Deputy Designated Safeguarding Lead(s) (DDSL)

The DDSL will:

- Be trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all the functions above
- Undertake, with the Headteacher and Governing Board, an annual audit of Wyke Regis Primary Federation's safeguarding policies, procedures and practices and ensure that this is submitted to the Local Authority
- Ensure that all staff sign to say they have read, understood and agree to work within Wyke Regis Primary Federation's safeguarding and child protection policy, staff behaviour policy (Code of Conduct) and Keeping Children Safe in Education 2025 Part 1 and Annex A and ensure that the policies are used appropriately
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.

5. The Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including exploitation.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively, including the attendance at initial and review child protection conferences, core group and other necessary meetings.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy.
- They have completed Safer Recruitment training.
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms.
- They operate the procedure for managing allegations effectively and refer relevant

concerns to the Local Authority Designated Officer (LADO)

- That anyone who has harmed or may pose a risk to a child is referred to the DBS and any other relevant professional body.
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.
- Where services or activities are provided on the school premises by another group or individual, the school will check they have appropriate policies and procedures in place about safeguarding children and have 'hire agreements' with external groups and individuals.

6. Our Governing Body will ensure that:

- All Governors/Trustees sign to say they have read and understood Keeping Children Safe in Education (2025) and the Safeguarding and Child Protection Policy
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensure that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years
- The school makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- The school follows the Pan Dorset Safeguarding Children Partnership, guidance, and the statutory guidance Keeping Safe in Education 2025, for dealing with allegations of abuse against staff and volunteers and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- The Governing Board has at least one nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of governors is responsible in the event of an allegation of abuse made against the headteacher
- An annual audit of Wyke Regis Primary Federation's safeguarding policies, procedures and practices is undertaken with the headteacher and designated safeguarding lead (DSL) or DDSL and that this is reported to the Local Authority
- There are clear lines of accountability for safeguarding within the school's leadership: A member of the senior leadership team has been appointed as the Designated Safeguarding Lead, and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSLs and their deputy(ies) undertake multi-agency (Level 3) safeguarding training which is updated every two years
- There is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- All members of the Governing Board receive safeguarding training
- Children are taught about safeguarding (including online safety, Conspiracies, Misinformation and Disinformation) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through relationships education or relationships and sex education (RSE)
- Appropriate safeguarding procedures are in place to respond to children who are absent from education, particularly when absences are repeated. These procedures help identify potential risk of abuse, neglect, sexual abuse, or exploitation, and aim to prevent future incidents of children going missing
- Appropriate online filtering and monitoring (including awareness of mobile

- network access) systems are in place and review the effectiveness of these regularly
- The Senior Leadership Team and all relevant staff have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (including awareness of mobile network access). The school's approach to online safety, including appropriate filtering and monitoring (including awareness of mobile network access) on school devices and school networks and which include awareness of the ease of access to mobile phone networks and know how to escalate concerns when identified.

7. Supporting Children and Working in Partnership with Parents

Wyke Regis Primary Federation recognises that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers.

- The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem or if a criminal offence has been (or potentially been) committed, advice will first be sought from children's services via the Family Support & Advice Line.
- Where there are concerns about forced marriage, honour-based abuse or any harmful practice, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk of harm.
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties.
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child on the principle that those working directly with children will need to know in accordance with our Data Protection Policy.
- Staff will not be enabled to share this information further without the expressed permission of the DSL.

8. Teaching and Learning

Wyke Regis Primary Federation is dedicated to ensuring that children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, those who have experienced abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education); and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-e-yfs-statutory-framework)
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to

radicalisation, Conspiracies, Misinformation and Disinformation, e-safety and bullying ([personal, social, health and economic education](#))

- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' of internet sites, does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Children can inform the curriculum via discussions with the School Council.

Through the curriculum and lessons, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome, considering their wishes and feelings.

- They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.
- Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices.
- They are taught about tolerance and respect, creating a culture that does not tolerate any form of prejudice or discrimination.
- All pupils know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned.
- Pupils are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.
- There is a display in the school identifying the DSLs and children are made aware of this.

9. A Partnership Approach

Wyke Regis primary Federation recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Pan Dorset Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes, and the expectation that all agencies:

- Share the same goals
- Learn from each other
- Have what they need to help families
- Acknowledge and appreciate difference
- Challenge each other

This will include:

- Social workers/ police attending the school following a Strategy discussion, which has found a child to be at risk of significant harm.
- We will ensure that all staff are aware of the Early Help Services available in order to make timely referrals for support

- The appropriate member of staff will attend /lead on TAF and TAC meetings as required.

10. Identifying children who may be at risk or may have been significantly harmed

There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect. Teachers, staff and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of or suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- **Development** means physical, intellectual, emotional, social or behavioural development;
- **Health** includes physical and mental health;
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse, neglect and exploitation** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults, another child, children or young people. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

10.1. Definitions and Indicators of Abuse

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 persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include:

- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability,
- Overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

- The exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Physical and emotional abuse can also occur by children towards other children (child-on-child abuse).

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 and circulation of sexual images (sexting), watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- grooming a child in preparation for abuse (including via the internet).

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

11. Taking action

All staff must read and follow the statutory guidance for schools and colleges; **Part 1 Safeguarding Information for All Staff, Keeping Children Safe in Education 2025**.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents/carers.

All School Staff Must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.

- Concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance (e.g. unexplainable and/or persistent absences from education).
- Any hint or disclosure of abuse about or by a child or young person.
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present).
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (which is known as Private fostering).

12. Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. Children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions (Tell, Explain, Describe);
- Make a written record of what the child has said using My Concern.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead;
- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the child will be involved as appropriate.

13. Confidentiality

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Safeguarding Practice Reviews (SPR) (previously known as Serious Case Reviews) where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. (2018. Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents and carers. HM Government).

The GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. (2018. Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents and carers. HM Government)

Wyke Regis Primary Federation has a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. (as stated above) The school will ensure:

- Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm;
- Pupil's and/or parent's/carer's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

14: Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with the Pan Dorset Safeguarding Children Partnership, guidance which is known to all staff. In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is or has been subject to a child in need, child protection or care plan;
- Name and contact detail of GP;
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store and agree access to this Child Protection information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred

when a child moves to another school or setting, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead'.

15. Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child's wishes and feelings, but not promise confidentiality;
 - Consider any urgent medical needs of the child;
 - Make an immediate referral via a discussion **with Children's Advice and Duty Service (CHAD)** if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
 - Wherever possible, talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
 - Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
 - Contact the designated officer for safeguarding in another agency if that agency is working with the family;
- OR**
- Decide not to make a referral at this stage, but retain the information in written notes on the child's school file;
 - Consider if Early Help support will be helpful to the child and family at this time. If this is appropriate referrals will also be progressed via the **Dorset - Children's Advice and Duty Service (ChAD)**.

All information and actions taken, including the reasons for any decisions made, will be fully documented. If a child is resident outside of the Dorset area the referral should be made to their local Social Care services.

15.1 Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker;
- Contribute to any Strategy Discussion and/or Strategy Meeting as required;
- Provide a report for, attend and contribute to any initial or review Child Protection Conference.
- Provide a written report to the conference organiser, 3 days prior to the Initial Child Protection Conference (ICPC) or 5 days prior to the Review Child Protection Conference (RCPC)
- Share the content of this report with the parent/carer, prior to the meeting;
- Attend Core Group Meetings for any child subject to a Child Protection Plan; Attend TAF meetings in order to be part of a plan for the children.
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

15.2 Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately

safeguard a child. The Pan Dorset Safeguarding Children Partnership; escalations policy should be used

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people are the paramount consideration in any professional activity;
- Resolution should be sought within the shortest time scale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the lowest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children's Social Care if they consider the response to a referral has not led to the child being adequately safeguarded.
- Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan.
- Use the PDSCP escalation policy if this does not resolve the concern. [URL: https://pandorsetscb.proceduresonline.com/p_escalation.html](https://pandorsetscb.proceduresonline.com/p_escalation.html)

16. Safer Recruitment

Wyke Regis Primary Federation pays full regard to the statutory guidance for schools and colleges; Keeping Safe in Education 2025- Part three, Safer recruitment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, undertaking online searches, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. School will conduct online searches of shortlisted candidates. Candidates will be made aware of this safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination a person who is not on the appointment panel will conduct the search and will only share information if and when findings are relevant and of concern. It also includes undertaking interviews and checks with the Disclosure and barring service.

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed

regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity.

- Our school is committed to keeping an up to date Single Central record which details a range of checks carried out on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made as part of the recruitment process.
- Staff responsible for recruiting and appointing must be suitably qualified and have completed training on recruitment and selection, with a minimum of one trained staff member sitting on interview panels.

17. Safe Practice

Our school will comply with the current guidance for Safer working practice for those working with children and young people in education settings (2019) _ and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school. <https://www.saferrecruitmentconsortium.org/>

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open, honest and transparent way.
- Work with other colleagues where possible in situations that could be open to question.
- Discuss and/or take advice from school management over any incident which may give rise for concern.
- Record any incidents or decisions made.
- Apply professional standards respectfully in relation to diversity issues.
- Be aware of information-sharing and confidentiality policies.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

18. Positive Handling

As a school we do not routinely use any form of physical contact in order to manage the children however there may be occasions when the school staff have to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder. This may include guiding a child to safety by the arm, or breaking up a fight, to prevent violence or injury and this action should be taken using no more force than is needed. (Pg 45 KCSiE 2025) Physical restraint is used as a last resort. If a child in school has some additional needs, a care plan and/or individual risk assessment will be put in place to address actions to be taken prior to using any form of positive handling,

this may be by distraction techniques, removing any objects which could cause harm to the child, and using de-escalation strategies.

School staff will familiarise themselves with the Department for Education's guidance on the use of reasonable force in schools and Keeping Children safe in Education 2025 pages 45 - 46.

They will follow the school's Behaviour Policy, (Positive Relationships Policy). The school will offer training to staff in appropriate use of physical intervention and/or restraint.

19. School Training and Staff Induction

The school's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake appropriate safeguarding and child protection training and refresher training at two yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update. The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of the school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

20. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

20.1 Alternative Provisions

In accordance with KCSIE 2025, if a pupil who is on role at Wyke Regis Primary Federation attends an Alternative Provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil.

Before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. The school will remind the provider of their duty to notify us of any staff changes or risks.

We understand that good practice highlights the importance of a member of school staff

visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement. An accurate record will be kept of where the child is, including all sites attended through Alternative Provision. When a child who is on role at Wyke Regis Primary Federation is attending an alternative provision, half-termly visits will be undertaken by a member of school staff to see that child to ensure the safety and suitability of the provision. When possible, we will always look to use an alternative provision that are on Dorset Council's list of alternative provision providers. These can be accessed through the Dorset Council Nexus Site.

If a safeguarding concern arises for a child within their Alternative Provision, the school will look to immediately review or end the placement.

When our pupils are placed in alternative provision, the school continues to be responsible for the safeguarding of that pupil, and that the placement meets the pupil's needs.

21. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when 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;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The school will involve the federation SEND lead – Mrs Kirsty Rogers, where appropriate.

22. Mental Health

All of the staff at Wyke Regis Primary Federation have an awareness that mental health problems can in some cases be an indicator that a child is or has suffered abuse, neglect or exploitation.

The staff would not attempt to make a Mental health diagnosis; however, the staff are in a good position to observe the children on a daily basis and therefore identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one.

When Children who have suffered **adverse childhood experiences**, this may impact on them throughout their lives, this can also then have an impact on their behaviour, their ability to learn and affect their mental health.

If staff have a concern about the mental health of a child, they will follow school policy and report their concerns to the DSL.

23. Allegations regarding person(s) working in or on behalf of the school (including volunteers)

Keeping Children Safe in Education (2025) Part 4 – Allegations of abuse made against teachers and other staff, including supply staff and volunteers.

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children;
- Behaved, or may have behaved in a way that indicates they may not be suitable to work with children (including transferable risk).

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain professional boundaries at all times in line with the **code of conduct**.

Staff will be encouraged to use the **whistle blowing policy** if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

23.1 Low level concerns

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold set out above. 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 school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- 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
 - Using inappropriate sexualised, intimidating or offensive language.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

23.2 Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;

- Make a written record of the information including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

23.3 Initial Action by the Headteacher

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the Local Authority Designated Officer (LADO) within 1 working day;
- Inform the Chair of Governors of the allegation.

23.4 Subsequent Action by the Headteacher (or designated person)

- In consultation with HR and the Chair of Governors conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with HR and the Chair of Governors.
- Ensure clear and comprehensive records regarding the allegation, and action taken, and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made.

24. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Below are some of the issues that all staff at Wyke Regis Primary Federation take seriously and will act in line with the safeguarding policy to ensure children are safe.

24.1 Child on child abuse

In accordance with Keeping children safe in education 2025, all staff at Wyke Regis Primary Federation are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff understand that even if there are no reports at Wyke Regis Primary Federation it does not mean it is not happening, it may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse, they speak to their designated safeguarding lead (or a deputy).

All staff at Wyke Regis Primary Federation will challenge inappropriate behaviours between children that are abusive in nature. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm (this may include an online element which facilitates,

- threatens and/or encourages physical abuse).
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Wyke Regis Primary Federation will seek to minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

24.2 Online Safety

Wyke Regis Primary Federation has a whole school approach to online safety, which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. Online safety is reflected as required in all relevant policies and is considered when planning the curriculum in all subjects.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers daily to access the internet and share content and images via social networking sites, and although these technologies and the internet are a source of fun, entertainment, communication and education, unfortunately, some adults and young people will use those technologies to harm children. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

Pupils may also be distressed or harmed by accessing inappropriate material that promote unhealthy lifestyles, extremist behaviour, criminal activity, Conspiracy Theories, Misinformation and Disinformation.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the Community.

The school will carefully consider the use of AI, in line with the Online Safety Policy and Data Protection Policy. The school recognise that whilst there are benefits to utilising Generative AI, the safeguarding of children needs to remain the priority when deciding on use. The school recognise the use of Generative AI needs to consider the suitability against the age and needs of the children using this. The school will ensure robust Monitoring and Filtering to reduce the risk of exposure to harm through AI use (including misinformation, disinformation and conspiracy theories).

The school's E-safety Policy is published on the school website. This online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology.

Wyke Regis Primary Federation follows the DfE guidance regarding teaching online safety in schools (2023.)

24.3 Filters and monitoring

Our governing body does all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body ensures that our federation has appropriate filters and monitoring systems in place. All staff receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the designated safeguarding lead takes the lead responsibility for understanding the filtering and monitoring systems and processes in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the governing body considers the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part by the risk assessment required by the Prevent Duty. Governors are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: (<https://www.saferinternet.org.uk/>).

Whilst filtering and monitoring are an important part of the online safety picture for schools to consider, it is only one part. Our governors consider a whole school approach to online safety, including a clear policy on the use of mobile technology in the school (pg 39 keeping Children safe in education 2025).

Governors ensure that, as part of the requirement for staff, to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. It is recommended that all of the Governing body have completed level 1 Safeguarding and the Chair and Safeguarding Lead governors should undertake training at a minimum L2, every 2 years

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

- UKCIS. Online Safety in schools and Colleges: Questions for the governing board.
- NSPCC. Provides online advice regarding online safety arrangements.
- South West Grid for Learning. Provides advice on all aspects of a school or college's online safety arrangements.

24.4 Photography and Images

Most of the people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils, we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Ensure pupils are appropriately dressed;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

24.5 Children Absent and Missing Education

All staff at Wyke Regis Primary Federation understand that children who are unexplainably and/or persistently absent from education, especially on more than one occasion, may be at risk of a range of safeguarding issues. These may include neglect, sexual abuse, or exploitation, and may be a sign of child criminal exploitation, including county Lines. School staff will follow the local guidance available on the Pan Dorset Safeguarding children partnership website and where reasonably possible, the school will hold three emergency contact numbers for each pupil. This goes beyond the legal minimum and is good practice as it provides additional options to contact a responsible adult when a child is missing education. Staff are aware that children regularly absent from education are as equally at risk as those children not on a school role (Children Missing Education) (https://pandorsetscb.proceduresonline.com/p_ch_miss_care_home_ed.html).

24.6 Home Education

When parents inform our school that they wish to 'home educate' their child, they must do so in writing, we will then inform the Elective Home Education administrator (EHE) who will implement the 'Elective Home Education' procedure.

24.7 Child Exploitation (including Child Sexual Exploitation, Child Criminal Exploitation, County Lines, Modern Day Slavery and Trafficking)

All staff at Wyke Regis Primary Federation have a knowledge and understanding of the exploitation that children and young people are at risk of within the local community, county wide, nationally and online. Staff receive appropriate training to enable them to continue to develop their knowledge and understanding of exploitation and the different signs that a child or young person may be being exploited.

24.8 Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims if they see, hear or experience the effects of abuse.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic
- emotional
- controlling or coercive behaviour.
-

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs.

Wyke Regis Primary Federation recognises that exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Wyke Regis Primary Federation has signed up to the police initiative Operation Encompass that helps the school to provide support to children. The system seeks to ensure that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable silent support to be given to the child according to their needs.

25. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familiar context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care. (<https://contextualsafeguarding.org.uk/>)

26. Honor based Abuse (including Female Genital Mutilation and Forced Marriage)

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty. Female Genital Mutilation - Pan-Dorset Safeguarding Children Partnership (pdscp.co.uk) Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)

27. Preventing Radicalisation and Extremism

From 1 July 2015 all schools must have regard to the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to schools and child care providers, and states that schools should have due regard to the need to prevent people from being drawn into terrorism."

We as a school will fulfil our responsibilities under the Prevent Duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, we are concerned, we will follow safeguarding procedures and refer to the Pan Dorset Safeguarding Children's Partnership's guidance on Prevent.

(https://pandorsetscb.proceduresonline.com/p_sg_ch_extremism.html?zoom_highlight=prevent+duty)

27.1 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

28. Children with Family members in Prison.

There are around 200,000 children in England and Wales who have a parent sent to prison each year. This places the children at risk of poor outcomes, including poverty, stigma and isolation. They may also suffer from poor mental health. NICCO provides information for

professionals who work with the offender and their children to assist in mitigating the negative consequences for the children.

29. References & useful links.

Child sexual exploitation. Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation. (2017) Department for Education.

[Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

Contextual Safeguarding Network <https://contextualsafeguarding.org.uk/>

Elective home education (EHE) information for parents. Dorset Council

<https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/elective-home-education-ehe-information-for-parents.aspx>

Keeping children Safe in Education, statutory guidance for Schools. September 2025. Department for Education.

National Information centre on children of offenders. <https://www.nicco.org.uk/>

Pan-Dorset Safeguarding Children Partnership (SCP) Policies and Procedures Manual <https://pandorsetscb.proceduresonline.com/>

Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies. (2017). Department for Education: [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/preventing-bullying)

Serious Violence Strategy. (2018). HM Government

<https://www.gov.uk/government/publications/serious-violence-strategy>

The Prevent duty. Departmental advice for schools and childcare providers (2015) department for Education.

Spotting signs of radicalisation: [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](https://educateagainsthate.com/)

Government guidance on forced marriage: [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-right-to-choose)

County Lines and Criminal Exploitation toolkit: [County Lines Toolkit For Professionals | The Children's Society \(childrenssociety.org.uk\)](https://childrenssociety.org.uk/)

Supporting children who are victims of sexual abuse: [Supporting practice in tackling child sexual abuse - CSA Centre](https://www.csa-centre.org.uk/)

Teaching young children about the risk of being tricked to undress online: [Undressed \(lgfl.net\)](https://lgfl.net/)

Tackling harmful sexual behaviour: [Harmful Sexual Behaviour Support Service | SWGfL](https://www.swgfl.org.uk/)

Department for Education's filtering and monitoring standards (DfE, 2023b) and DfE's Cyber security standards for schools and colleges (DfE, 2023c): [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

Signatures

DSL:	Mr Duncan Kirwin
Safeguarding Governor:	Mr Gary Hepburn
Date ratified by governors:	
Date shared with staff:	
Date reviewed and updated	12.09.25

Appendix 1

Useful contacts

Local authority Designated Officer (LADO) 01305 221122

Children's Advice and Duty service (ChaD) 01305 228558

Safeguarding and Standards Advisor's Schools 01305 221122