

# THE LION WORKS SCHOOL POLICY



## Safeguarding and Child Protection Policy

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## 1. Context

The Lion Works School is an independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of ARC:

**Ambition**

**Resilience**

**Community**

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

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

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

## 2. Definitions

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90122/keeping-children-safe-in-education-2024.pdf) defines safeguarding as:

- Protecting children from maltreatment 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, and
- Taking action to enable all children to have the best outcomes
- 'Children' includes everyone under the age of 18.
- Providing help and support to meet the needs of children as soon as problems emerge

It is further understood that:

**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 A 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 A defines neglect in more detail.

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

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

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

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

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases,

abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

### 3. Introduction

The Lion Works School recognises that:

- Safeguarding and promoting the welfare of children is **everyone's responsibility**
- Everyone who comes into contact, with children, their families and carers, has a role to play in this.

To fulfil this responsibility effectively, everyone will make sure that their approach is child centred. This means that they should always consider what is in **the best interests of the child**. We take an '**it could happen here**' approach where safeguarding is concerned and do all we can to prevent it happening. Everyone who comes into contact with children, has a role to play in identifying concerns, in sharing information and in taking prompt action.

Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Being aware of the **indicators of abuse, neglect and exploitation** and having a well-trained and supported workforce, enables and promotes a professional curiosity that can identify a need for protection or help. (Types of Abuse and Neglect - appendix B)

**The Lion Works School is committed to safeguarding and promoting the welfare of children.**

This is achieved by:

- The provision of a safe and nurturing environment in which children can feel emotionally contained and ready to learn.
- Immediately acting on concerns about a child's welfare.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All actions taken by staff at our school will be in accordance with Statutory, national, and local guidance – this includes:

- [Keeping Children Safe in Education \(2024\)](#). This is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- [Working Together to Safeguard Children \(2018\)](#), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and

protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

- [The Independent School Standards Regulations 2014](#)
- Local Guidance from the Dorset Safeguarding Children Partnership & BCP Safeguarding Partnership (<https://pdscp.co.uk/>)
- All Government legislation and guidance as listed in Appendix A
- Contextual and local safeguarding issues: *a collection of local guidance can be found on the BCP and Dorset resources sections of the safeguarding partnership website* (<https://pdscp.co.uk/>)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

This policy should be read in conjunction with the other school policies. These Policies can be found on the School's Website: <https://www.thelionworksschool.org/>. The school does not publish all policies exhaustively and staff may need to consult the school system or leadership for non-listed policies. This list includes but is not limited to:

- Safer recruitment Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Managing Allegations against Staff, information contained within this policy
- Low-level concerns Policy

- Positive Behaviour Support Policy
- Anti-bullying Strategy (These include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Exclusions Policy
- SEND and Inclusion Policy
- Online Safety and ICT Acceptable Use Policy
- GDPR policy
- Attendance Policy (including the safeguarding response to children who go missing from education)
- Health and Safety Policy

Our Headteacher will ensure that the above policies and procedures are accessible, that they are understood and followed by all staff. The School Board will provide support and challenge to ensure this is done effectively.

#### 4. Equalities and Rights Statement

With regards to Safeguarding duties and processes the school is always mindful of their duties under the [Equality Act 2010](#).

General duties include:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Details of the school duties are published in the *Equality and Diversity Policy, including equality objectives*. Our staff are also acutely aware of the additional barriers our students face when recognizing abuse, neglect and exploitation in children with Special Educational Needs and Disabilities (SEND). The school has a SEND policy.

The Lion Works School also adheres to the principals of and promotes anti-oppressive practice in line with the [United Nations Convention of the Rights of the Child and the Human Rights Act 1998](#).

#### 5. Overall aims

This policy will contribute to the safeguarding of all students at our school by:

- Clarifying safeguarding expectations for members of the school community, staff, the School Board, our students and their families.
- Contributing to the creation and active promotion of a safe, emotionally containing and robust safeguarding culture in our school that is ‘in our bloodstream’ and built on shared values.

- Creating an ethos of mutual respect and trust, and that students are taught to be kind, polite and respectful for all members of the school community.
- The school has a zero-tolerance culture towards transphobia
- Providing a safe and trusting environment in which students feel safe, have a voice and are listened to.
- Ensuring that concerns are responded to swiftly and effectively to provide early intervention or protection from harm or further harm.
- Supporting contextual safeguarding practice recognising that the school site can be a location where harm can occur and understanding the impact of other external factors beyond the home and school.
- Promote the welfare of children at all times, ensuring that students, parents/carers, staff and all visitors are aware that our school takes our safeguarding duty and responsibility seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a student's welfare and in dealing with any allegations against staff.
- Setting high expectations for developing knowledge and skills within the school community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them and signposting support.
- Recognising the importance of early identification of need for vulnerable students and providing swift and proportionate interventions to promote their welfare and safety at all times.
- Ensuring the school's curriculum incorporates safeguarding advice and guidance as a protective factor so that our students learn how to keep themselves and others safe from harm both offline and online and in a range of settings.
- Promoting effective positive and respectful partnerships with other agencies in order to work together for the protection of all children and the welfare and support of all.
- Working in partnership with students, parents, and other agencies as part of the Dorset Safeguarding Partnership & BCP Safeguarding Partnership.
- Keeping up to date with local and national safeguarding updates or concerns.

## 6. Professional role, responsibilities and expectations

All staff will:

- Read and understand Part 1 of statutory guidance **Keeping Children Safe in Education** (2024). Those working directly with children will also read Annex B.
- Be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; The Positive Behaviour Support Policy; the Staff Behaviour Policy (Code of Conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and the deputy DSL, the Chair of the School Board and the Board member responsible for safeguarding.
- Be able to identify vulnerable students and take action to keep them safe. Information or concerns about students will be shared with the DSL for example for those:



- *who may need a social worker and may be experiencing abuse or neglect*
- *requiring mental health support*
- *who may benefit from early help*
- *where there is a concern about radicalisation*
- *where a crime may have been committed*
- Be clear about The Lion Works School policy and procedures about child-on-child abuse, children who are absent from education and those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable students and understand their academic progress and attainment and maintain a culture of high aspirations for the cohort.
- Record concerns appropriately and in a timely manner by using our secure system 'Safeguard My School' (SMS).
- Know that they need to raise any concerns they have about safeguarding practices within the school, to the senior leadership team without delay.
- Be aware of which staff are responsible for ensuring effective online monitoring and filtering and how to report or lapse or breach in these processes
- Have an active professional curiosity to ensure the robustness of the school's online filtering and monitoring software whenever using, or supervising, the use of ICT resources

## **7. The role of the Designated Safeguarding Lead (DSL)**

The duties are outlined in Keeping Children Safe in Education (2022) [KCSiE 2024](#), in Annex C, p.164. Details of our DSL and Deputy DSLs at The Lion Works School are available on the school website, detailed in our Safeguarding information visitor leaflets, newsletters and on the notice board in reception. A full list of all our Safeguarding Team is included in Appendix F.

The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within our school. This responsibility is explicit in the role holder's job description. The DSL works with the Deputy DSLs, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students in need are experiencing or have experienced, and identifying the impact that these issues might be having on a student's attendance, engagement and achievement at our school.

Activities include:

- The management of work undertaken by the Deputy DSLs.
- Manage early identification of vulnerability of students and their families from staff through cause for concerns on SMS or notifications. This ensures detailed, accurate, secure written records of concerns and referrals are made.
- Manage referrals to our multi-agency safeguarding partners where learners with additional needs have been identified.

These can include those:

- who may need Early Help intervention
- who may need a social worker and may be experiencing abuse or neglect
- requiring mental health support
- where there is a concern around radicalisation
- where a crime may have been committed
- who have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Who has a parent or carer in custody or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

The DSL will also carry out other duties including:

- Routinely (as dictated by an online safety risk assessment maintained by the DSL) check the quality of the school's online filtering and monitoring processes and report on this to the school board
- Act as a point of contact for outside agencies about safeguarding.
- Inform the Headteacher of enquiries under s.47 of the Children Act 1989 and any police investigations. This includes the need to be aware of the requirement for children to have an Appropriate Adult. (Further information can be found in the Statutory guidance - PACE Code C (2019) <https://www.gov.uk/government/publications/pace-code-c-2019>)
- Support and advise staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the setting's community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable students with relevant staff.
- Ensure the successful transfer of the Safeguarding/Child Protection information when a student moves on to a new setting (within 5 days for in year transfer, or the first 5 days of the start of a new term).
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities.
- Update the Safeguarding policy and associated policies, including online safety, annually and to make sure the procedures and the implementation of them is regularly reviewed and reported to the School Board.

### **The role of the Headteacher**

- To ensure the effective line management of the DSL
- To ensure the DSL is following school policy in respect of safeguarding and is working actively and proactively to support effective safeguarding in school
- That all staff are sufficiently trained in their roles to work safely with respect to safeguarding

- To ensure the DSL and DDSs are trained effectively to safely perform their roles in line with KCSiE 2024
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring the DSL has appropriate time, funding, training and resources, and there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation against member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate the DSL on this as appropriate

## 8. The Role of the CEO and the School Board

Duties are further outlined in [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The CEO and School Board at The Lion Works School will ensure that:

- All board members receive appropriate safeguarding and child protection (including online) training at induction. All 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 the setting are effective and support the delivery of a robust whole setting approach to safeguarding. Training will be regularly updated.
- There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Dorset Safeguarding Partnership & BCP Safeguarding Partnership arrangements.
- The appointed Safeguarding Board member will liaise with the Headteacher/DSL to produce an annual report for the Board and will complete the S.175 (annual safeguarding) audit for the Dorset Safeguarding Partnership & BCP Safeguarding Partnership. Any deficiencies or weaknesses will be brought to the attention of the CEO without delay and will be resolved quickly and effectively.
- This Safeguarding policy will be updated annually (or when there are significant updates).
- The DSL is an appropriate senior member of the leadership team and will have adequate time, funding, training, resources and support to carry out their role effectively.
- The Lion Works School also has a Designated Teacher to promote the educational achievement for children in care and other care arrangements.
- All training and learning for the school community is robust, effective and appropriate.
- All students are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education [RSE Guidance 2021](#)

- Procedures are in place to ensure that all teachers, including supply teachers, mentors, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance [Keeping Children Safe In Education](#) (2024, Part 3).
- Procedures are in place to manage safeguarding concerns or allegations against teachers, including supply teachers, mentors, other staff, volunteers and contractors who may not be suitable to work with or pose a risk to students, this includes having a process to manage low level concerns.
- Systems are in place that enables every child to effectively share a concern about a safeguarding issue they are experiencing, to be able to express their views and give feedback.
- Systems are in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns.
- Systems are in place to review the effectiveness of the setting's online safety practices including the filtering and monitoring of line activity
- Review the DFE's filtering and monitoring standards and discuss with ICT staff about how the school is meeting, or actions that need to be taken, to meet these standards
- Ensure the DSL is cognizant and active in managing online safety within school
- Ensure all staff have undergone safeguarding and child protection training that includes online safety and that this training is regularly updated
- Ensure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

## 9. Safer recruitment and safer working practices

Please refer to our Safer Recruitment Policy which can be found on the school website.

The Lion Works School pays full regard to the safer recruitment practices as detailed in [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) (2024; Part 3).

This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.

It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. In addition, as part of the shortlisting process The Lion Works School will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the setting might want to explore with the applicant at interview. Candidates are notified of this in the application form.

All recruitment materials will include reference to our commitment to safeguarding and to promoting the wellbeing of our students. Once appointed the successful candidate will undergo a full induction process that includes Safeguarding, Child Protection and Safer Working Practices.

All staff will abide by the staff code of behaviour and has received training on and will understand the need to carry out their duties in line with Safer Working Practices [Safer Working Practice 2022](#). Any professional who works at our school is required to have the correct DBS and to show their ID on arrival. A letter from their employer, confirming that all of the necessary employment checks have been carried out is required before any professional can work with our children. ([KCSiE, 2024, para 301](#))

## **Whistle Blowing**

All staff at The Lion Works School are aware of the following whistleblowing policy and of the channels available to them for situations where they feel unable to raise an issue with the Headteacher, a member of the Senior Leadership Team, or if they feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- The NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The above channels are accessible to all staff

## **Use of reasonable force**

‘Reasonable force’ refers to the physical contact to restrain and control children using no more force than is needed.’ The use of any force is not promoted at The Lion Works School. Staff are trained in the model of Positive Behaviour Support in line with the principles of:

- [PRICE training](#)
- Every student has a Positive Learning Plan (PLP) which details how to support their learning and behaviour. All staff are responsible for reading and adhering to these guidelines and PLPs are reviewed every term, or sooner if there are new incidents or concerns. Staff are trained to be proactive in de-escalation and use preventative measures wherever possible so that the safety and welfare of the child/children concerned can be maintained at all times. Any response to a serious situation will be determined by the individual circumstances and the vulnerability of the child concerned. This includes consideration of the Special Educational Needs or Disability (SEND) of the child/ children.
- The need to use reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)). If considered necessary to keep a child or adult safe from harm or to prevent criminal damage, then it will only be used as the very last resort.
- Any incident requiring positive handling or restraint will be carefully recorded. The incident will be reviewed by more than one member of the Senior Leadership Team to reflect on how the incident could have been avoided. This will involve the child and their family and a lessons learned exercise will be completed.

- Any incidents at this level may indicate that we can no longer meet a student's needs within the setting and the Local Authority will be informed of our concerns.
- The process around how our school manages concerns where a professional may pose a risk to learners and our response to low level concerns can be accessed in section 2.

## **10. Safeguarding training**

At The Lion Works School:

- All staff undergo safeguarding and child protection (including online safety) training at induction and receive refresher training at least annually and throughout the year (via formal training, email e bulletins, weekly safeguarding knowledge checks and staff meetings).
- Online safety training will include the roles and responsibilities of those responsible for online safety in school relating to filtering and monitoring
- All staff will complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty, within the first 4 weeks of their induction.
- All staff will complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty. This will be completed within the first 4 weeks of their induction.
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns, including Low Level concerns.
- Training around safeguarding topics (KCSiE Annex B) including online safety, will be integrated, aligned and built into a whole school safeguarding training programme.
- Members of the staff with specific roles and responsibilities will receive specific training that supports their role. They will understand their role within the local safeguarding arrangements.
- Staff with responsibility for the management of behaviour, inclusion, Special Educational Needs and Disabilities (SEND), attendance, On-line safety, Mental Health, exclusions, use of reasonable force and positive handling etc, will carry out their duties with full regard to safeguarding considerations.
- The Senior Mental Health Lead has had access to and completed appropriate training and has achieved the SMHL DfE funded Accreditation with the Carnegie School of Education.
- Most colleagues (with the exception of new staff) have received face to face training through What's the Message with an accredited trainer in relation to use of reasonable force and positive handling (in line with our school behaviour policy). This is also covered during induction.
- All staff training is recorded. All certificates of completion and awards are stored securely.

### **Training of the Designated Safeguarding Lead (DSL) and Deputy DSLs (DDSLs)**

The DSL and DDSLs will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role.

This training will be updated at least every two years. The DDSLs are trained to the same level as the DSL.

The Designated Teacher (Children in Care/Previously looked after) will undergo appropriate training to fulfil their role to promote the educational achievement of these children.

The DSL and DDSLs will liaise with the BCP Local Safeguarding in Education Advisors and with the Dorset Safeguarding Partnership & BCP Safeguarding Partnership, to ensure that their knowledge and skills are updated. This will include attending DSL forums and via newsletter/e-bulletins. They will take time to read and digest all safeguarding information and will share key information with staff and also with parents/carers as and when appropriate.

### **Training for the CEO and School Board**

They will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with [School Staffing \(England\) Regulations 2009](#) and the guidance contained within [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#).

They will also ensure that they receive appropriate safeguarding and child protection (including on-line safety) training to equip them to exercise their duties in ensuring that there is a robust, and effective whole school approach to safeguarding. This training will be updated regularly (in line with the requirements of KCSiE 2024).

## **11. Safeguarding and the Curriculum**

Everyone at the Lion Works School is dedicated to ensuring that our children are taught about safeguarding, (including online safety) and that it forms part of our broad and balanced curriculum. We recognise that a *'one size fits all'* approach may not be appropriate for all students, and that a more personalised or contextualised approach for our more vulnerable students, might be needed. Our curriculum includes:

- Working within statutory guidance in respect to Relationships and Sex Education (RSE) and health education – [RSE GOV UK](#)
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety/ on-line safety and bullying - [PSHE GOV UK](#)
- Appropriate filters and monitoring systems are in place through our implementation of Smoothwall. They also ensure that 'over- blocking' does not lead to unreasonable restrictions as to what our students can be taught using online resources whilst continue to safeguard our students.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting and local area as identified by the Designated Safeguarding Lead and Local Authority safeguarding team (e.g. responding to local issues such as bullying).
- Providing engagement opportunities with our parents/carers to consult on key aspects of the curriculum.

- Our students are also involved in shaping and informing the curriculum via class discussions, direct feedback to subject leads (eg PHSE) and through the school council and the suggestions box which can be accessed anonymously.

## 12. Key Safeguarding areas

All staff at The Lion Works School are given training so as to be aware that the themes listed below can have a huge impact upon the lives of children and their families.

Our school has a statutory responsibility to address the specific areas of safeguarding (*listed in bold*) and we ensure that staff understand and are aware of all of the other areas listed too. We offer support to our children and our school community with identifying, reporting, preventing and addressing these areas as soon we are made aware.

All safeguarding concerns are reported using our MIS – Safeguard My School. Students all have a trusted adult in school and opportunities are available for them to speak to staff. Parents are encouraged and supported to raise concerns and we liaise with the Education Safeguarding Advisors at BCP and at the MASH.

Additional information about all key safeguarding areas can be found in [Keeping Children Safe in Education](#) (KCSiE 2024; Annex B and on the NSPCC website. Types of Abuse: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

### Other areas of safeguarding include:

- Children in the court system
- Children affected by parental offending/imprisonment
- Children who are absent from education – including persistent absence
- Child exploitation (including both Child Sexual Exploitation and Child Criminal exploitation, this could include county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic abuse
- Homelessness
- So called ‘honor based abuse’ (including female genital mutilation and Forced Marriage). It should be noted that is illegal to cause a child under the age of 18 to marry, regardless of whether violence, threats or coercion are used
- Online Safety
- Mental health
- Preventing radicalization (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young carers
- ACEs – Adverse Childhood Experiences



Child-on-child harm:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also 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 nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, 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)

### 13. Reporting concerns

All staff are clear about and understand the procedure for recording and reporting concerns to the DSL/DSL deputies in a timely way. They understand their responsibilities in relation to confidentiality and information sharing. This includes responses to child-on-child harm and children who are presenting with a mental health need. In the case of a child being in immediate danger, staff know that they should phone the police.

If a member of staff has a concern, or, receives information that raises a concern about a student's welfare, they will act immediately by speaking to the DSL or deputy DSL(s). They are also required to log the concern onto '*Safeguard My School*' (SMS), the secure recording system that is used at our school.

The contact details and procedure for raising a concern is set out clearly in **Appendix C**. If a child is in immediate danger, a referral will be made to Children's Social Care and/or the police. If a child has committed a crime, such as a sexual violence, the police will be notified without delay. At the Lion Works School, we encourage a culture of listening to our students and taking account of their wishes and feelings in any measures that are put in place to protect them. We understand the need to build trusted relationships and to facilitate communication.

Various mechanisms are promoted and available for students to report their concerns, to provide feedback and to express their views. (E.g. by speaking to a trusted member of staff, using the suggestions/worry box, creating opportunities through 1:1 planned meetings to discuss concerns and through our pastoral tutor system or the Student Council).

Any student who raises a concern will always be given the time to discuss this and their concerns will be treated seriously. They will also be offered an appropriate level of support in line with their needs, wishes and their best interest.

The school will follow the safeguarding procedures in the event of a concern or allegation arises where an individual or organization has used the school premises for running an activity for children. The school will follow this safeguarding policy, and the procedures contained within and will inform the Local Area Designated Officer (LADO).

## 14. Information sharing

The Lion Works School is committed to having due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data Protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and will be treated as '*special category personal data*'. Our Staff are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent, or if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when The Lion Works School will not provide student's personal data where the serious harm test under legislation is met, (whereby sharing information the student may be at further risk). When in doubt the DSL at The Lion Works School will always seek legal advice.

**The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe.**

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

The Lion Works School recognises the importance of proactive information sharing between professionals and local agencies to effectively meet the needs of our students and when identifying any support for Early Help. Consent will always be sought wherever possible.

## 15. Identifying and monitoring the needs of vulnerable students

The Lion Works school provides specialist education. All of the students who attend our school, are considered to be vulnerable. The school uses a Vulnerability Risk Index (VRI) which highlights our most vulnerable students, and these are closely monitored and prioritised for interventions. The DSL and Deputy DSLs regularly review and monitor the progress and attainment of all students. This includes reviewing attendance data, behaviour data, attainment data and safeguarding records. This helps to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Where appropriate, information about vulnerable students is shared with teachers to promote educational outcomes.
- Students who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to setting-based interventions – for example responding to certain behaviours.

The Lion Works School will always support students who may have intersecting protected characteristics. We always work in the **best interests of the student**, in compliance with our equality and human rights legal duties. We recognise that those with protected characteristics are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically. We work hard to be a fully inclusive school where difference is celebrated daily.

## 16. Multi-agency working

The Lion Works School is committed to and contributes to multi-agency working as part of our statutory duty. We are aware of and follow the local safeguarding arrangements outlined by Dorset Safeguarding Partnership & BCP Safeguarding Partnership.

In compliance with statutory guidance Working Together to Safeguard Children 2018: [Working Together 2018](#), we work collaboratively with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs.

There may be times that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and/or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases will be made by the DSL (or Deputy DSLs) to the Children's Social Care team in the local authority in which that student resides.

The list of safeguarding contacts and other key agencies are listed in **Appendix F**.

- Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.
- If the student is a 'child in care', notification will also be made to the Virtual School of that Authority.

All staff at The Lion Works School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as initial and review child protection conferences and core group meetings. We work with Children's Social Care Services (CSCS), the police, health services and other services to protect and promote the welfare of our students, through the early help process and by contributing to multi-agency plans to provide and access additional support. We recognise the particular importance of inter-agency working in identifying and preventing CSE/CCE and we adhere to the Dorset Safeguarding Partnership & BCP Safeguarding Partnership guidance: [PDSCP](#).

## **Additional Considerations**

### Domestic Abuse

Everyone at The Lion Works School, recognises the impact of that domestic abuse has on children, as victims in their own right - if the child should see, hear, or experience the effects of domestic abuse. Our staff are aware of the signs of domestic abuse and will follow the appropriate safeguarding procedures should a concern arise. The Lion Works School is part of **Operation Encompass**. This is a police and education early intervention safeguarding partnership approach, which supports children and young people who experience Domestic Abuse.

As an [Operation Encompass School](#) we are automatically notified by the police if they attend any incidents in a household in which a child/children who attend our school, are known to live. When a notification is received, the information is used to review what support might be needed for the child. The information is stored securely with all confidential safeguarding and child protection information. Our named 'Key Adults' (DSL/DDSL) have attended Operation Encompass local briefings and national online training. They will use the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

### Protection Plans

Where a child and/or their family is subject to an inter-agency child protection plan, Child in need, Early Help assessment, or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation, and review of the plan as appropriate.

### Child Exploitation

Children may be vulnerable to abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including:

- sexual, physical and emotional abuse
- neglect; exploitation by criminal gangs and organised crime groups
- trafficking
- online abuse
- sexual exploitation and the influences of extremism leading to radicalisation - 'the process of a person legitimising support for, or use of, terrorist violence'. Children who are exploited are often vulnerable because of chaotic or traumatic experiences in their lives, making them targets for perpetrators, gangs and networks.

At The Lion Works School, we are trained to spot the signs and indicators of any possible exploitation and will immediately report any concerns we may to the DSL/ DDSL via our secure reporting system. We understand that it is imperative that children considered to be at risk of exploitation always receive support that is commensurate with the risks they face. This can range from prevention work for those children considered low risk; raising awareness and educating them about the risks of exploitation through to direct intervention with the child with the aim to reduce their current risk or provide support and interventions if they have been exploited. We also recognise that it is important to consider the role of parents and the support that they may require to enable them to better inform, support or protect their child.

We will always follow the correct reporting procedures of the Local Authority in which the child lives and will inform Dorset police, using the local intelligence reporting form, of anything suspicious.

### Youth Crime

If a crime has been suspected or committed that might, for example, involve the bringing of an offensive weapon on to the site, we will seek support from and liaise with the Local Authority Safer Schools Community Team (SSCT), and work with them to consider a proportionate response. If there is an immediate risk of harm, the police should be called via **999**. For other concerns of criminality, the non-statutory guidance '[When to Call the Police](#)' is used. If non urgent the DSL will report a crime via **101**. In the very rare event that a child death occurs, or a child is seriously harmed, we will always notify the Police, the relevant Local Authority and the Dorset Safeguarding Partnership & BCP Safeguarding Partnership as soon as possible.

### Attendance Concerns

We recognise that non-attendance at school may indicate other concerns for the welfare of the child. All non-attendance is very closely monitored, and appropriate actions are taken to explore and to address non-attendance. We will always align with Local Authority procedures and our school policy for attendance. In situations where a child might need to be considered for a part-time timetable, we consult with the appropriate team at the Local Authority in which they live, to ensure that this is a suitable arrangement for the child.

## PREVENT

Under section 26 of the Counterterrorism and Security Act 2015, all schools are subject to a duty to have “the need to prevent people from becoming terrorists or supporting terrorism”, known as “the Prevent duty”. The Prevent duty will form part of the school’s wider safeguarding obligations. All staff will receive [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.

The DSL is the named Prevent Lead and is trained to provide advice and support to our staff on how to protect students against the risk of radicalisation. The DSL shares regular updates and information shared by the Police, the local PREVENT board, and the LA and attends relevant training including that run by the DfE. The school also uses the website from [LGfL/DfE](#) as part of their staff training and PSHE curriculum.

If there is concern about possible extremism, staff must inform the DSL in the usual way. The DSL will consider the level of risk and decide on the appropriate action to take. This may include making a referral to Police/ CSC or Channel, the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk) (Note - 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 or that concerns you relating to public safety.

## **17. Attendance, Suspensions and Exclusions**

*This section should be read in conjunction with the Positive Behaviour Support Policy.*

Our students have many additional vulnerabilities, and as such, we ensure that the student’s welfare is always a paramount consideration when identifying every action to be taken. The Lion Works School will work very hard with the child and with their parents/carer to resolve any concern that may arise and will not look at a suspension or permanent exclusion a student unless it is the very last resort. The Headteacher will always consider their legal duty of care if a child needs to be sent home. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice) and take into consideration the learner’s rights under the Human Rights Act 1998.

The Headteacher will also take the following actions:

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm, identifying and monitoring the needs of vulnerable students.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multi-agency risk assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting with the CEO.

As a Specialist School, we ensure that we abide by the Local Agreements and guidance that has been established with our feeder Local Authorities. This ensures clear agreement of roles and responsibilities that maintain safeguarding arrangements for all students who are taught on our site. There are times when we may use alternative providers, such as Learning Mentors and/or Sports Coaches, to support our students with their learning. We continue to be responsible for the safeguarding of a student and ensure that the same necessary checks have been carried out by the employer of that provider as we do our own staff. Written confirmation is received before a provider works with our students' providing details of all checks on staff that we would otherwise perform for our own staff.

## **18. Children who are absent from education**

Any child missing from education is a potential indicator of abuse, neglect or exploitation, or maybe an indicator of the need for early help support. Our staff will follow procedures for unauthorised absence and for unexplainable and/or persistent absences from education. These children will be reported to the DSL and their situation reviewed as part of weekly attendance and safeguarding meetings (Identifying and monitoring the needs of vulnerable learners).

We will follow the guidance as detailed in [Children Missing Education - Guidance for Local authorities \(publishing.service.gov.uk\)](#), and by our Local Authority Education Inclusion Service [BCP CME Policy 2022](#) and [PDSCP CME Guidance](#). Support for families around attendance can be provided and people can be signposted to the local authority for further services, [BCP Inclusion and Family Services](#).

### **Elective Home Education**

If a parent opts to electively home educate (EHE) their children, it means that the parents take full responsibility for their child's education and opts out of the support that they would receive by attending school. In most cases it is very effective, however for some children, EHE can mean that children can become less visible to the services needed to support them and/or to safeguard the child.

### Students with an EHCP

Where a parent has expressed their intention to remove a student from the school for EHE, the school, in collaboration with the Local Authority and other key professionals, will coordinate an emergency interim Annual Review meeting with the parent and SEND Caseworker as soon as possible, (and where possible, before the final decision has been made by the parent). This review will offer an opportunity for an in-depth discussion with the parent about the education provision that the parent intends to provide to meet their child's needs.

In line with the [Education \(Pupil Registration\) \(England\) Regulations 2006](#), our school will inform the placing Local Authority of all deletions from our admissions register and when a parent requests for their child to be taken off roll for EHE.

Any safeguarding considerations will be made by informing children's social care of the parental choice. All information will be retained by our school until such time as the child returns to a school. At that point it will be transferred to the new setting in accordance with the Local Authority and our transfer of records procedures.

## **19. Responding to incidents of child-on-child harm/abuse**

*(There is a flow diagram in **Appendix D** that illustrates this section)*

We understand and recognise that incidents of child-on-child harm can happen within and outside of our school, as well as online. Incidents of abuse and harm are treated under this safeguarding policy and in conjunction with the behaviour policy. *(Examples of child-on-child abuse and harm have been described earlier in this policy).*

Concerns regarding the welfare of our children requires the same process and record keeping as other concerns. Details must be recorded on 'Safeguard my School'. At The Lion Works School:

- We have a 'zero tolerance' approach to abuse.
- Incidents are taken very seriously. These will never be tolerated or passed off as 'banter,' 'just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate, act and ensure we mitigate the risk of contributing to a culture of unacceptable behaviours, or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.



Clear systems are in place, that are well promoted onsite that are easily understood and easily accessible. These ensure both students and staff, can confidently report abuse knowing that their concerns will be listened and responded to easily. (ref: Section 2:1 Reporting a concern)

### **How we manage concerns at The Lion Works School**

If a disclosure or concern is reported to a member staff, they will handle the initial reports of harm by:

- Securing the immediate safety of any student/s involved and will source support for any other person affected.
- Listening carefully to the student, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Using the TED approach when gathering the facts: tell me, explain, describe
- Ensuring that victims will never be given the impression that they are creating a problem by reporting **any** form of abuse or neglect, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Not promising confidentiality, as it is highly likely that information will need to be shared with other professionals.
- Ensuring the student's wishes are taken into consideration in any intervention and action that is taken to ensure the safety of the victim and other members of the child's cohort or within the school community.
- Taking every opportunity to learn and educate staff and students from incidents
- Sharing and reviewing information with relevant parties
- Seeking external advice and guidance when and where necessary

It is important that our staff determine how best to build trusted relationships with our students so that it will facilitate open and honest communication and a strong culture of safeguarding. We recognise that a student may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or that they may not recognise their experiences as being harmful. Staff are vigilant and responsive and have a professional curiosity and an understanding that "it could happen here".

### **Actions to take in relation to sexual violence and sexual harassment**

We will always reference [Keeping Children Safe in Education](#) (2024, Part 5) in relation to taking protective action. We will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what actions should be taken that are proportionate to the factors that have been identified. The DSL has completed the necessary training to use "The Brook Sexual Behaviours Traffic Light Assessment Tool" and this will be utilised to inform assessment of the risk and the appropriate subsequent actions to take. This may include seeking specialist advice and guidance from ['Be Safe'](#)

- Our DSL/DDSL will take proportionate action and consider whether the case can be managed internally, through Early Help, or should involve other agencies (as required in line within 'Multi-Agency Working' section above).
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this **must** be reported to the police immediately **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take an approach linked to the welfare of the child/children, rather than a criminal justice one. A concurrent referral to social care will also be made for **all children directly involved**. A strategy meeting may be requested where we can explicitly voice any concerns we may have of criminalisation in a multi-agency context.
- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989, a referral to social care should be undertaken.
- Where the report includes an online element, the DSL/DDSL will follow the guidance as set out in <https://www.gov.uk/government/publications/searching-screening-and-confiscation> and <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>. The Headteacher may also seek advice from the local Safer Schools Community Team (SSCT).
- Our staff will not view or forward illegal images of a child.
- Risk assessments and/or safety plans will be developed for individual children who have been involved in an incident. These will be reviewed at least every 3 months, or every time there is an occurrence of an incident. We will involve the student and their parents/carers and will aim to address contextual risks.

### **Contextual safeguarding approach to child-on-child harm**

The Lion Works School will minimise the risk of child-on-child harm, by taking a contextual approach to safeguarding. We will work hard to improve the safety of our environment and will always remain vigilant to spot the signs and contexts in which harm can occur – amongst social and peer groups and from within the locality and neighbourhood. Following any incident of child-on-child harm, the DSL/Deputy DSL will take appropriate action and will also review and consider what lessons can be learned, considering for example, whether any practice or environmental changes must be made. Depending on the circumstances of the incident, this could include making changes to staffing and supervision, making changes to the physical environment and/or reviewing, utilising and including the delivery of specific safeguarding topics on the curriculum.

## **20. Responding to allegations of abuse made against a member of staff or other professionals**

The Lion Works School has robust processes and procedures in place to manage any safeguarding allegation or concern (no matter how small), about staff members (including mentors, supply staff, volunteers, and contractors). Staff can access our Managing Allegations Policy.

Staff must report **any** concerns or allegations about a professional's behaviour, and respond urgently where the professional may have:

- 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 they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

### **Action to be taken**

- **Staff will not** speak to the individual it concerns
- Allegations or concerns about colleagues, mentors, supply staff, volunteers or contractors must be reported directly to the DSL.
- The DSL will follow the guidance set out in [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) (2024, Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors).
- If the concern relates to the Headteacher, it should be reported to the CEO, who will liaise with the Local Area Designated Officer (LADO) and they will decide on any action required.
- If concerns relate to the CEO, then the allegation **must** be referred directly to the LADO by the member of staff who has raised this concern.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of the mentor team, supply staff, etc then the DSL will lead the case and will progress enquiries with the LADO, whilst continuing to engage and work with the employing agency.
- Allegations regarding foster carers, or anyone in a position of trust working or volunteering with our students will be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. We will not undertake any investigation unless the LADO advises this.

### **Dealing with Low Level concerns**

Please refer to our Low Level Concerns Policy and our Staff Code of Conduct and to [Keeping Children Safe in Education](#) (2024, Part 4).

The Lion Works School aims to create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation where they may feel uncomfortable.

**Any low-level concern will always be seen as significant.**

In accordance with our **low-level concerns policy** any member of staff who has a safeguarding concern or an allegation about another member of staff (including mentors, supply staff, volunteers,

or contractors) must share it with the DSL, even if it does not meet the harm threshold for LADO involvement.

Once reported to the DSL, the concerns and/or any unprofessional behaviour will be addressed. The DSL will provide a responsive, sensitive, and proportionate handling of the concerns as soon as they are raised and will support the individual in correcting their actions at an early stage. The DSL will also review and correct any deficits in the setting's safeguarding system.

## 21. Mental health and wellbeing of students and staff

(A flow chart is available to illustrate this in **Appendix C**)

We recognise that we have an important role to play in supporting the mental health and wellbeing of our students. It is well documented that children and young people with a diagnosis of ASD are more likely to experience mental health concerns than their neurotypical peers: [Autism and Mental Health](#). 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, and or may require early help support.

Only appropriately trained professionals can make a diagnosis of a mental health problem. Our Headteacher/DSL and DDSL can access specialist advice through targeted services or through the locality team. **The Lion Works School** has committed to undertake the following:

- We have appointed a Senior Mental Health Lead (the Head Teacher: Justine Collinson).
- The Senior Mental Health Lead (SMHL) will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- They will support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of our students.
- Early identification of vulnerability to mental health problems, by reviewing attendance, behaviour, attainment, and safeguarding records and completing analysis of our VRI at least every half-term and weekly for high needs students, will be a key priority.
- The Senior Mental Health Lead will ensure that our students can report and share any concerns they have, in line with this policy.
- Our Staff will follow the safeguarding process in terms of reporting concerns as outlined in **Appendix C**. This will ensure the DSL/Deputy DSLs (and wider members of the safeguarding team) can assess whether there are any other vulnerabilities that can be identified and timely, proportionate and outcomes driven support can be considered and implemented.
- Staff will ensure the immediate health and safety of the student who is displaying acute mental health distress. (This may require support from emergency services via 999 if the student is at risk of immediate harm).
- Our SMHL/DSL/Deputy DSLs will consider whether a case can be managed internally, or through Early Help, or if other agencies should be involved. This will be in line with multi-agency working

- We will communicate and work with the students and their parents/carers to ensure that any interventions are in the best interests of the child.
- The SMHL/DSL will liaise with staff to ensure that reasonable adjustments are made and to develop ways that will support the student in achieving positive educational outcomes.
- The SMHL/DSL will liaise and signpost all relevant external agencies as support including CAMHS and the Mental Health Advanced Practitioner as part of BCPs MASH (Multi Agency Safeguarding Hub).

### **Contextual Safeguarding approach to Mental Health**

Safeguarding is covered in our curriculum not only as a preventative measure but to provide opportunities for our students to identify when they may need help, and how to develop resilience. We take a 'whole school' approach to ensure that we will:

- deliver high quality teaching around mental health and wellbeing on the curriculum
- provide a culture that promotes mental health and wellbeing
- provide an environment that promotes mental health and wellbeing
- make sure our students and staff are aware of and can access a range of mental health services
- support our staff wellbeing
- be committed to student and parent participation in all that we do.

## **22. Online Safety**

At The Lion Works School, online safety is an integrated and interwoven theme with other safeguarding considerations. Our Online Safety champion (see contact list **Appendix F**) works closely with the Headteacher/ DSL to lead on and ensure that our relevant policies are up to date and that all interventions are effective. The effectiveness of how we ensure that we safeguard our students and staff in respect to filtering and monitoring, information security and access management is reviewed annually by the Headteacher and School Board. It is also routinely, tested, reported on and monitored by our DSL.

Our school is committed to addressing online safety issues around:

### **CONTENT, CONTACT, CONDUCT and COMMERCE**

This includes:

- Ensuring that online safety is raised as a concern and covered in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and that safeguarding is on the curriculum for our students.
- Acknowledging that child-on-child harm can happen via mobile and smart technology between individuals and groups. If a concern is raised, it will be approached in the same

process outlined above (ref: Child on Child abuse) and in accordance with the school policy on the use of mobile smart technology

- Any provision of education we provide via remote learning will comply with our remote learning policy and in line with [Safeguarding and remote education GOV UK Guidance](#).
- Ensuring that our practice is in line with the statutory requirements and recommendations as set out in [KCSiE 2024](#) and recognizing that our students are at an increased risk of abuse online due to their additional vulnerabilities

**Appendix A – Key documentation: Types of abuse and neglect.**

[Keeping Children Safe in Education 2024 \(KCSiE\)](#)

[Inspecting Safeguarding in Early Years, Education and Skills Settings](#)

[Working Together to Safeguard Children 2018](#)

[Arrangements made by](#) Dorset Safeguarding Partnership & BCP Safeguarding Partnership

[The Independent School Standards Regulations 2014](#)

This policy also has due regard to, but is not limited to, all relevant legislation and statutory guidance as listed below:

<b>Government Legislation:</b>	
<ul style="list-style-type: none"> <li>- The Rehabilitation of Offenders Act 1974</li> <li>- Safeguarding Vulnerable Groups Act 2006</li> <li>- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)</li> <li>- Education (Independent School Standards) Regulations 2014</li> <li>- Counter-Terrorism and Security Act 2015</li> <li>- The UK General Data Protection Regulation (UK GDPR)</li> </ul>	<ul style="list-style-type: none"> <li>- Children Act 1989</li> <li>- Children Act 2004</li> <li>- Equality Act 2010</li> <li>- Data Protection Act 2018</li> <li>- Voyeurism (Offences) Act 2019</li> <li>- Domestic Abuse Act 2021</li> <li>- Sexual Offences Act 2003</li> <li>- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)</li> </ul>
<p><b>Statutory guidance:</b></p> <ul style="list-style-type: none"> <li>- HM Government (2020) ‘Multi-agency statutory guidance on Female genital mutilation’</li> <li>- HM Government (2013) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’</li> <li>- HM Government (2021) ‘Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism’</li> <li>- DfE (2015) ‘The Prevent duty’</li> <li>- DfE (2018) ‘Disqualification under the Childcare Act 2006’</li> </ul>	<p><b>Non-statutory guidance:</b></p> <ul style="list-style-type: none"> <li>- DfE (2015) ‘What to do if you’re worried a child is being abused’</li> <li>- DfE (2018) ‘Information sharing’</li> <li>- DfE (2017) ‘Child sexual exploitation’</li> <li>- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’</li> <li>- DfE (2021) ‘Recruit teachers from overseas’</li> <li>- DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’</li> </ul>

## Appendix B: Types of abuse

Abuse, neglect and exploitation are defined as the maltreatment of a child or young person whereby someone may abuse, neglect or exploit a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

Our staff will be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label.

In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse, neglect and exploitation, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviors such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

In line with KCSIE (2024), we offer extra pastoral support for our students as all have an EHCP. This includes but is not limited to:

- 1:1 sessions with their key adults
- Vertical tutor groups
- Small groups with a high staffing ratio
- The school is working hard to establish an in-house counselling service, but regular signposts support to students and parents through the newsletter and by email or social media

### Definitions:

At the Lion Works School, we recognise that the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to, is that of the Police and Children's Services.

Our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our students, and, where we have concerns that a student may be at risk of abuse, neglect and exploitation (*one or more categories can apply*) that we take appropriate action as early as possible.

The following definition of abuse, neglect and exploitation are set out in [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/working-together-to-safeguard-children-2023-statutory-guidance.pdf).

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect



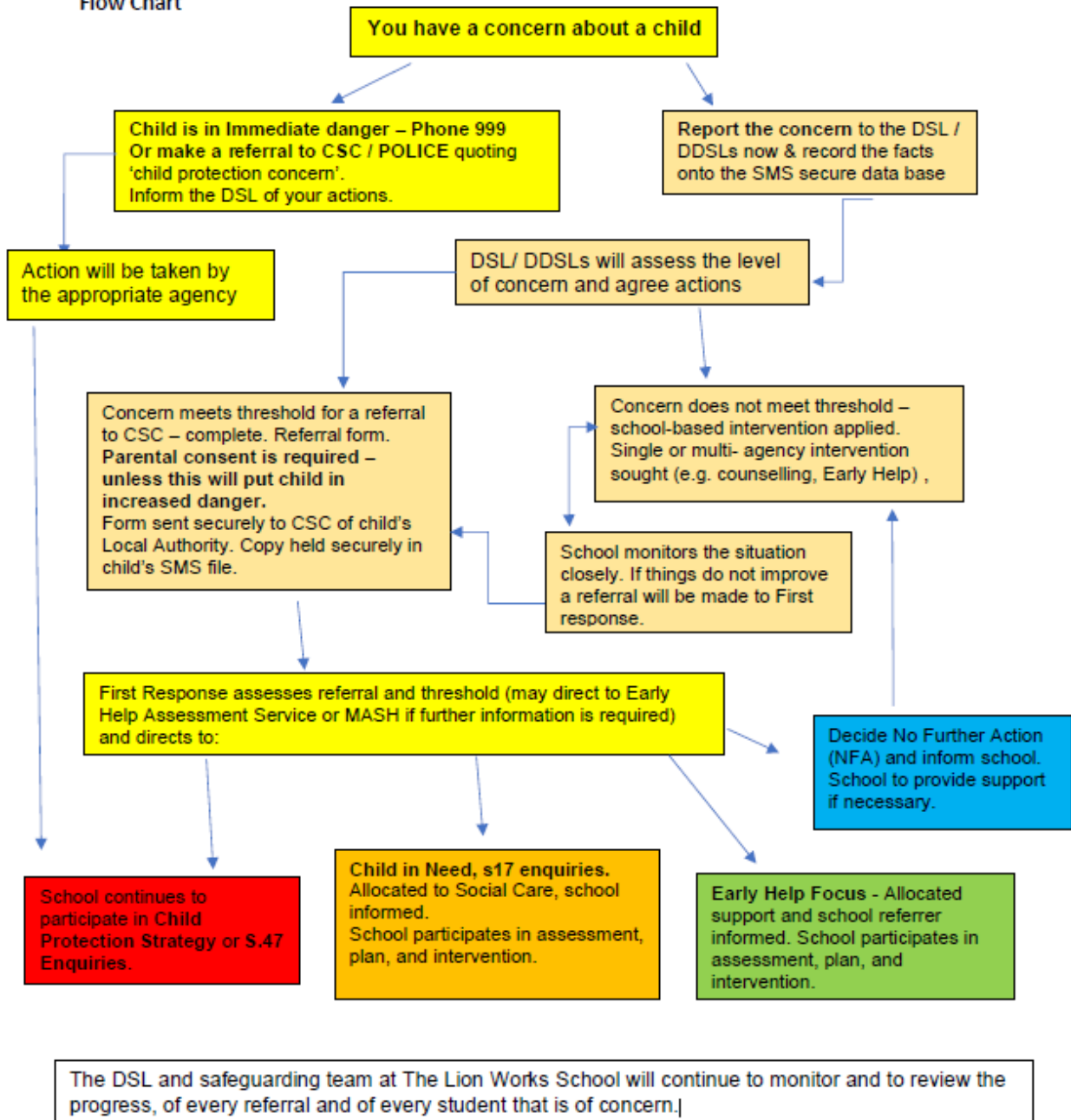
may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Exploitation** - As set out in [Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](#) 230, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

The Department for Education's Tackle Child Abuse campaign has accessible videos to [watch](#).

Appendix C: Reporting a Concern.

Flow Chart



## **Appendix D: Dealing with a disclosure of abuse**

We use the '5 'R's' to help us with understanding our professional duties in relation to responding to an incident.

They are:

### **Recognise – Respond – Reassure – Refer - Record**

At the Lion Works School, we recognise that it is not our role to seek disclosures.

We know that it is our role and duty:

- to observe that something may be wrong
- to ask about it
- to listen
- to be available and to make time for our students to talk.

**When a student tells you about the abuse/ harm that they are suffering, or have suffered, we must remember to:**

- ✓ Stay calm.
- ✓ Do not communicate any shock, anger, or embarrassment.
- ✓ Reassure them. Tell them you are pleased that they are speaking to you.
- ✓ Never promise confidentiality. Assure them that you will try to help, but you must let the student know that you may have to tell other people to do this. Always state who this will be and why.
- ✓ Encourage the student to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- ✓ Listen and remember. Make notes if needs be or as soon after as possible.
- ✓ Check that you have understood correctly what the student is trying to tell you.
- ✓ Praise the student for telling you. Communicate that they have a right to be safe and protected.

It is inappropriate to make any comments about the alleged perpetrator.

Be aware that the student may retract what they have told you.

It is essential to record all you have heard.

- ✓ At the end of the conversation, tell the student again who you are going to tell and why that person, (or those people), need to know.
- ✓ As soon as you can, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

## **Appendix E: Specific actions to take for other safeguarding issues**

General or national guidance will not be included here. A summary of specific duties are in Keeping Children Safe in Education 2024 Annex B and local guidance that can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, staff at The Lion Works School, may need to make a referral to children's social care. If it does not place the student at further risk of harm, this will involve notifying the parent/carer. In all other circumstances information will be shared in line with our Information Sharing agreements.

We recognise the importance of liaising with other education settings who may have siblings attending the setting. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

### **Child Exploitation (CE) – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

We will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The student and their family will be part of any planning and interventions.

- If the learner is at risk of CE or there is intelligence which indicates that the student or peer group are at risk of CE, The DSL at the Lion Works School will share information with Dorset Police and Children's Social Care. This information will support proactive activity to support the student and disrupt criminal activity.
- We will report any student who is missing education to the local Authority.

### **Domestic abuse**

Operation Encompass is a national operation where local police forces notify the school when the police are called to an incident to domestic abuse. Dorset Police will notify our school whenever they have responded to a domestic abuse incident. This enables us to take proactive action and to make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes for the student. Under the current information sharing protocol, we are not permitted to share his information without seeking consent from Dorset police. This is because it may put a victim and a student at further risk of harm. Additional instructions around this are sent out with every single notification.

### **Female Genital Mutilation**

There is a [Mandatory reporting duty](#). This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when staff:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out

These cases must be referred to the DSL who will support the member of staff to carry out their duty. Any referrals made to the police under the mandatory reporting duty is followed up with children's social care so that an assessment of need and support is concurrently considered.

### **FGM and Travel**

- National guidance has highlighted going on holiday to a risk affected country is a cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities
- Families are required to notify the education setting when they are looking to travel during term time dates
- This will prompt a conversation with the DSL/specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this
- The setting will complete an FGM Referral Risk assessment which will be requested from the Local Authority Safeguarding team with the family to identify any support that the family may require in relation to FGM
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment
- These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel

### **Online Safety**

As mentioned, Annex B of Keeping Children Safe in Education highlights additional actions that all schools should take to keep learners safe online. We will seek advice from the Safer Schools Community team and from other agencies. For concerns around individual cases where a student has been harmed through online means, advice and guidance may be sought through the Professional Online Safeguarding Helpline: 0344 381 4772, [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). Where there have been established cases of online abuse or grooming, we may also alert - Child Exploitation and Online Protection command (CEOP) <https://www.ceop.police.uk/ceop-reporting/>.

### **Mental health**

Please refer to the section within main body of this policy

### **Child-on-child Abuse**

Please refer to the section within main body of this policy.

### **Serious Youth Violence**

Please refer to and read in conjunction with the above section around Child Criminal Exploitation. If a student should bring an offensive weapon or item of concern to school, we follow the DfE guidance and our local procedures. If a weapon is used or there is threat of use, the police will be called immediately, and we will act in accordance with their advice. The decision to exclude a student remains with the Headteacher via the Proprietary body. Any decision will about exclusion will only be made after careful discussion with other agencies so as not to put the student at further risk of harm if they are excluded.

### **Preventing Radicalisation - The Prevent duty**

The Lion Works School, like all education settings, is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015). This means we must exercise our functions, to have “the need to prevent people from becoming terrorists or supporting terrorism” (110). This duty is known as the Prevent duty. The Prevent duty is seen as part of our wider safeguarding obligations. In line with this duty we have a risk assessment plan in place.

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- who is under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (\*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Staff at The Lion Works School will follow all statutory guidance relating to Private Fostering. This means that any cases of private fostering arrangements must be reported to children’s social care to ensure that the student’s needs are being adequately met. Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as we are made aware of the arrangements. Not to do so is a criminal offence.

The Lion Works school will offer further support and make reasonable adjustments to promote the achievement of positive educational outcomes for any child who is privately fostered in this way.

### **Young Carers**

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. The Lion Works school will support students who are young carers and will sign post them to the appropriate support in their Local Authority.

**Site Safety**

We ensure that we have created a safe and secure site and environment in which our students can learn and where our staff can work safely. Regular security and Health and Safety checks ensure that our site and equipment are safe and compliant. The School Board and Headteacher ensure that our site is regularly inspected and that our practices and procedures are audited both internally and by external agencies so that The Lions Works School remains compliant and meets with all legal, national and local requirements.

**Safer Recruitment**

Robust procedures are in place for Staff appointments, where all applicants undergo robust safer recruitment checks in line with Part 3 Keeping Child Safe in Education.

## Appendix F: Important contact details

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	<b>Mrs Kelly Twitchen</b>	<a href="mailto:Kelly@thelionworksschool.org">Kelly@thelionworksschool.org</a>
Deputy Designated Safeguarding Lead	<b>Miss Justine Collinson</b> <b>Mrs Tracey Lockwood</b>	<a href="mailto:justine@thelionworksschool.org">justine@thelionworksschool.org</a> <a href="mailto:Tracey@thelionworksschool.org">Tracey@thelionworksschool.org</a>
Out of hours safeguarding contact		<a href="mailto:safeguarding@thelionworksschool.org">safeguarding@thelionworksschool.org</a>
Prevent lead	<b>Mrs Kelly Twitchen</b>	<a href="mailto:Kelly@thelionworksschool.org">Kelly@thelionworksschool.org</a>
Designated Teacher CiC	<b>Mrs Kelly Twitchen</b>	<a href="mailto:Kelly@thelionworksschool.org">Kelly@thelionworksschool.org</a>
Anti-bullying champion	<b>Mrs Angela Habgood</b>	<a href="mailto:angela@thelionworksschool.org">angela@thelionworksschool.org</a>
Online safety champion	<b>Mrs Angela Habgood</b>	<a href="mailto:angela@thelionworksschool.org">angela@thelionworksschool.org</a>
SLT attendance lead	<b>Miss Justine Collinson</b>	<a href="mailto:justine@thelionworksschool.org">justine@thelionworksschool.org</a>
Attendance Officer	<b>Mrs Kim Nichols</b>	<a href="mailto:kim@thelionworksschool.org">kim@thelionworksschool.org</a>
SENDCO	<b>Mrs Tracey Lockwood</b>	<a href="mailto:Tracey@thelionworksschool.org">Tracey@thelionworksschool.org</a>
Safeguarding Board member	<b>Sarah Rempel</b>	<a href="mailto:sarah@arc-schools.org">sarah@arc-schools.org</a>
<b>External contacts</b>		
Name	Role	Contact Details
<b>Local Authority Designated</b>	BCP (Bournemouth, Christchurch & Poole) LADO	LADO Service (BCP) <a href="mailto:LADO@bcpcouncil.gov.uk">LADO@bcpcouncil.gov.uk</a> 01202 - 817600 <a href="#">BCP LADO Website</a>



<b>Officer (LADO)</b>		
<b>BCP Council – Education Safeguarding Advisors</b>	Sue Wickings	<a href="mailto:sue.wickings@bcpcouncil.gov.uk">sue.wickings@bcpcouncil.gov.uk</a> 01202 -817839
<b>BCP First Response Hub (MASH)</b>	Bournemouth, Christchurch & Poole BCP First Response team	<a href="mailto:childrensfirstresponse@bcp.gov.uk">childrensfirstresponse@bcp.gov.uk</a> <b>01202-735046</b>
<b>Dorset Police</b>	<a href="https://www.dorset.police.uk/contact">https://www.dorset.police.uk/contact</a>	<b>101</b> non-emergency number <a href="mailto:101@dorset.pnn.police.uk">101@dorset.pnn.police.uk</a>
<b>Dorset Safeguarding and Standards Advisor</b>	Dorset: Lynne Bowman	<a href="mailto:lynne.bowman@dorsetcouncil.gov.uk">lynne.bowman@dorsetcouncil.gov.uk</a> <b>01305- 224034</b>
<b>Local Authority Designated Officer (LADO)</b>	Dorset: Martha Sharp	<a href="mailto:LADO@Dorsetcc.gov.uk">LADO@Dorsetcc.gov.uk</a> <b>01305-228309</b>
<b>Dorset Safeguarding Partnership &amp; BCP Safeguarding Partnership</b>	<a href="https://pdscp.co.uk/">https://pdscp.co.uk/</a>	<a href="mailto:pan-dorsetscp@dorsetcouncil.gov.uk">pan-dorsetscp@dorsetcouncil.gov.uk</a> <b>01305-221196</b>
<b>PREVENT: Channel helpline</b>	<a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a>	<b>020-7340-7264</b>
<b>DfE SouthWest Prevent Education Coordinator</b>	Cheri Fayers	<a href="mailto:Cheri.FAYERS@education.gov.uk">Cheri.FAYERS@education.gov.uk</a>
<b>PREVENT Coordinator for London / DfE</b>	Jennie Fisher	<a href="mailto:jennie.fisher@education.gov.uk">jennie.fisher@education.gov.uk</a> Telephone: 07880 469 588
<b>DORSET CSC Children's Advice and Duty Service (ChAD)</b>	<b>Children's Advice and Duty Service (ChAD)</b> Name: Single point of contact for safeguarding concerns Tel: <a href="tel:01305228866">01305228866</a> Westport House Worgret Road Wareham BH20 4PP	Professional's Telephone Number: <b>01305 228558</b>

