



Westfield Arts College
Safeguarding and Child Protection Policy
2025-26

Head Teacher: Seán Kretz

Deputy Head Teacher: Karen Bidwell

Reviewed by committee	FGB	Policy type: Statutory
Adopted by Governing Body	29/09/2025	Review cycle: Annually
Date for next review	Autumn 2026	Signed by Chair: 



Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors/
Karen Bidwell	Debbie Brewer Sarah Bungay Carol Craft Simon Davies Amanda Evans	Bruce Bonwell	Bruce Bonwell

Personnel with designated responsibility in relation to allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Seán Kretz	Karen Bidwell	Bruce Bonwell	Bruce Bonwell

Designated Teacher for Children in Care:	Amanda Evans
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Mental Health Lead	Amanda Evans
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EarlyBird- Acting Designated Safeguarding Lead for service	Deputy Designated Safeguarding Lead(s) for Earlybird Service
Caroline Hubbuck Line manager – Karen Bidwell	Karen Bidwell Westfield DSL



	(Deputy DSLs listed above also available to act if needed)
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1. Terminology

Safeguarding

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child protection

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

Staff

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

Child

Includes everyone under the age of 18.

Young person

Includes 18-19 year olds at Westfield

Parent

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



2. Useful Contact Details

Contacts in School (including EYFS)

Designated Safeguarding Lead: Karen Bidwell Ext:

Nominated Governor (Governor responsible for Safeguarding and Whistleblowing): Bruce Bonwell

Chair of Governors: Bruce Bonwell

Children's Social Care

Dorset's Integrated Front Door Service: 01305 228558

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

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

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

3. Introduction and Purpose

This policy sets out how Westfield is carrying out its statutory responsibility to safeguard and promote the welfare of children and young people in accordance with Section 175 of the Education Act 2002. Westfield fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Safeguarding and Child Protection Policy is one of a range of documents that set out the safeguarding responsibilities of the whole school. We wish to create a safe, welcoming and vigilant environment for children and young people where they feel valued and are respected.

Safeguarding information is published throughout the school and all children and young people know who they can talk to in school and how they can make an anonymous disclosure.

We recognise that the school may provide the only stability in the lives of children and young people who are suffering or are at risk of suffering harm.



We are aware that the behaviour of a child or young person may be impacted by their lived experiences and can range from being angry and violent to sad and withdrawn.

We are able to play a significant part in the prevention of harm to our children and young people by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. Wherever the word “staff” is used, it covers all staff on site, including ancillary, supply and self-employed staff, contractors, volunteers and Governors. It seeks to set out the principles and procedures we operate to protect children and young people from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

This policy will be updated as and when required and annually as a minimum. This may require our policy to be published ‘pending Governor ratification’.

4. Key Personnel

Designated Safeguarding Lead (DSL): Karen Bidwell

Deputy Safeguarding Lead(s) (DDSL): Debbie Brewer, Carol Craft, Sarah Bungay, Amanda Evans, Simon Davies

Designated Teacher for Children in Care: Amanda Evans

Mental Health Lead: Amanda Evans

Chair of Governors: Bruce Bonwell

Designated Governor for Safeguarding: Bruce Bonwell

5. Policy Principles and Aims

This policy aims to demonstrate to staff, Governors, pupils, parents, stakeholders and other partners, Westfield’s commitment to safeguarding and child protection.

The welfare of our children and young people is paramount. All children and young people, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults in our school have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Our school is committed to developing a culture of safeguarding by providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their



social, physical and moral development. Children and young people in our school feel confident and know how to approach adults if they are in difficulties.

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

Westfield has a culture of prevention and education in order to raise responsible, caring adults of the future. The school encourages respectful behaviour and language to be used to all; a restorative approach to incidents of concern; a commitment to make reasonable adjustments to encourage children and young people to remain in education and to feel included and that they belong in our school. This is outlined in our Westfield Therapeutic Behaviour Policy which is written in line with the Dorset Therapeutic Thinking approach.

There is no tolerance of discriminatory language or abuse towards staff, children or young people.

6. Statutory Framework, Key Statutory and Non-Statutory Guidance

To safeguard and promote the welfare of children and young people, Westfield will act in accordance with the following legislation and guidance:

[Keeping children safe in education 2025](#)

[Children Act 2004](#)

[Education Act 2002](#)

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

[Education Inspection Framework](#)

[Teachers' Standards](#)

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

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

[Information Sharing](#)

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

[Working together to improve school attendance](#)

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

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child or young person has been harmed or is at risk of harm.



Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns. This is outlined in our Westfield Low Level Concern Policy.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties and this policy.

We will ensure that all staff read and understand:

- Westfield's Safeguarding and Child Protection Policy
- Westfield's Online Safeguarding Policy
- Keeping Children Safe in Education (20245 [Part One] and school leaders and staff that work directly with children and young people will also read Annex B
- Westfield's Staff and Volunteer Code of Conduct
- Westfield's Therapeutic Behaviour Policy
- Westfield's Low Level Concern Policy

We will ensure that all staff are aware of:

- The Pan-Dorset Family Help Pathway (Appendix 2)
- The safeguarding response to children and young people who go missing from education
- The role of the Designated Safeguarding Lead
- The identity of Westfield's Designated Safeguarding Lead and Deputies
- The additional vulnerabilities of children and young people who are looked after/previously looked after, children and young people with Special Educational Needs and Disabilities and children/young people who are young carers

7. Roles and responsibilities

7.1 The Governing Body

Safeguarding is a standing item on the agenda for every meeting of the full board.

The Governing Body of Westfield understands and fulfils its responsibilities, namely to ensure that:

- they liaise with the Head Teacher and/or designated teachers over safeguarding matters. (This is a strategic role rather than operational, governors will not be involved in concerns regarding individual children)
- there is a Safeguarding and Child Protection policy that reflects the whole school approach to child-on-child abuse
- there is a Staff Behaviour policy/Code of Conduct that includes the process for responding to low level concerns and acceptable use of technology



- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Staff Behaviour Policy (Code of Conduct), are consistent with statutory requirements. They are reviewed when needed (annually as a minimum)
- the Safeguarding and Child Protection policy is publicly available on the school website
- all staff, including temporary staff and volunteers, sign to say they have read, understood and agree to work within Westfield Safeguarding and Child Protection policy and Staff Behaviour policy (Code of Conduct)
- all staff sign on My Concern to say they have read and understood Keeping Children Safe in Education (2024) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance
- all Governors sign to say they have read and understood Keeping Children Safe in Education (2025) and the Safeguarding and Child Protection Policy
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and young people and ensure that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years
- Westfield has procedures for dealing with allegations of abuse against staff (including the Head Teacher), volunteers and against other children/young people and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- The Governing Board has at least one nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of governors is responsible in the event of an allegation of abuse made against the Head Teacher.
- An annual audit of Westfield safeguarding policies, procedures and practices is undertaken with the Head Teacher and designated safeguarding lead (DSL) and that this is reported to the Local Authority.
- Westfield is aware of relevant legislation and local guidance, which has been agreed through the local safeguarding partnership arrangements
- There are clear lines of accountability for safeguarding within the school's leadership
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSLs and their deputy(ies) undertake multi-agency (Level 3) safeguarding training which is updated every two years
- There is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- All members of the Governing Board receive safeguarding training
- At least one member of the Governing Board has completed safer recruitment training to be repeated every five years
- Children and young people are taught about safeguarding (including online safety, Conspiracies, Misinformation and Disinformation) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through relationships education or relationships and sex education (RSE)



- Appropriate safeguarding responses are in place for children and young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- Ensure appropriate online filtering and monitoring (including awareness of mobile network access) systems are in place and review the effectiveness of these regularly.
- Ensure the Senior Leadership Team and all relevant staff have 'an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (including awareness of mobile network access). The school's approach to online safety, including appropriate filtering and monitoring (including awareness of mobile network access) on school devices and school networks and which include awareness of the ease of access to mobile phone networks (Schools to insert Internet policy) and know how to escalate concerns when identified. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK](#) [Plan technology for your school - GOV.UK](#)
- Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

7.2 The Head Teacher

The Head Teacher will ensure that:

- the safeguarding and child protection policy and related policies and procedures are implemented and followed by all staff
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) to carry out their roles effectively
- systems are in place for children and young people to express their views and give feedback, which operate with the best interests of the child and young person at heart
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing/managing allegations against staff procedures
- children and young people are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, the PSHE curriculum is reviewed regularly to ensure that it remains relevant and current
- behaviour expectations around the whole school site will be consistent with the safeguarding and relationship lessons taught in the classroom
- they liaise with the local authority designated officer (LADO) within 24 hours before taking any action, and then on an ongoing basis, where an allegation is made against a member of staff or a volunteer



7.3 The Designated Safeguarding Lead (DSL)

The DSL will;

- Hold lead responsibility for safeguarding and child protection at Westfield, this responsibility will not be delegated
- acts as a source of support and expertise for the whole school community in regards to our safeguarding duties
- encourage a culture of listening to children and young people and taking account of their wishes and feelings
- undertake multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals, but at least annually
- undertake Prevent awareness training
- Refer a child if there are concerns about possible abuse to Dorset's Integrated Front Door Service (Family Support and Advice Line) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns
- keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child/young person, even if there is no need to make an immediate referral
- ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file
- ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil general file
- ensure that a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded / destroyed
- liaise with the local authority and work with other agencies and professionals in line with Working together to safeguard children 2023: statutory guidance
- have a working knowledge of the Pan Dorset Safeguarding Children Partnership and Dorset Children's Social Care processes and procedures
- ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents and child/young person (depending on age and understanding)
- notify Children's Social Care if a child subject to a child protection plan is absent from school without explanation ([Working together to improve school attendance \(applies from 19 August 2024\)](#)). Adult services may be contacted where there are concerns for those over 18.
- ensure that all staff sign to say they have read, understood and agree to work within Westfield's Safeguarding and Child Protection Policy, staff behaviour policy (Westfield Staff and Volunteer Code of Conduct) and Keeping Children Safe in Education 2025 Part 1 and Annex A and ensure that the policies are used appropriately
- organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences



- undertake, with the Head Teacher and Governing Board, an annual audit of Westfield's safeguarding policies, procedures and practices and ensure that this is submitted to the Local Authority
- have an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- recognise the additional risks that children and young people with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation , conspiracies, disinformation and misinformation
- help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children and young people, including those with a social worker, are experiencing, or have experienced, with teachers and leadership staff
- ensure that the name of the Designated Safeguarding Lead and Deputies are clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- ensure that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns
- ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.

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

Deputy Designated Safeguarding Lead(s) (DDSL)

A DDSL will;

- be trained to the same standard as the designated safeguarding lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of children and young people. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All school staff and volunteers

All school staff and volunteers will;

- understand that it is **everyone's** responsibility to safeguard and promote the welfare of children and young people and that they have a role to play in identifying concerns, sharing information and taking prompt action
- undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding and Child Protection Policy and Staff Behaviour Policy (Code of Conduct)
- consider at all times what is in the best interests of the child /young person



- know how to respond to a child/young person who discloses abuse
- refer any safeguarding or child protection concerns to the DSL or if necessary, where the child/young person is at immediate risk, to the police or the Front Door for Dorset Children's Social Care (Family Support and Advice Line) or if a child lives out of borough, to the relevant local authority or if young person is over 18 to Adult Services
- provide a safe environment in which children/young people can learn

8. Safe School, Safe Staff

At Westfield we will ensure that;

- at least one member of every recruitment panel has completed safer recruitment training within the last five years
- safer recruitment practices are adhered to, including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken. Westfield has a Safer Recruitment Policy, which is available as a separate document
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to Westfield's code of conduct
- there will be no use of alcohol by staff or pupils on school trips or at residential units
- our policies will seek to ensure the suitability of adults working with children on school sites at any time
- adequate risk assessments are in place including for off-site activities, after school clubs and residential trips
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2025, the Pan Dorset Safeguarding Children Partnership, LADO and HR policy, procedures and guidance
- staff have the confidence, and are fully aware of how to report misconduct, including low level concerns
- all staff receive information about Westfield's safeguarding arrangements, safeguarding statement, Staff Behaviour Policy (Code of Conduct), Safeguarding and Child Protection policy, the role and names of the DSL and their deputies, and Keeping Children Safe in Education part 1 and Annex A on induction, as well as other relevant procedures such as health and safety and online safety
- all staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually
- all members of staff are trained in and receive regular updates in online safety and reporting concerns
- all staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse



- the safeguarding and child protection policy is made available via our school website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and are able to access this on our website or via the school office
- the names of the DSL and deputies are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2025 and will sign to say they have read and understood it, the DSL and the Governing Body are required to read the whole document

8.1 Extended School and Off-Site Arrangements

- where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply
- if other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures
- when our pupils attend off-site activities, we will ensure that effective safeguarding arrangements are in place, meaning policies such as the school's Safeguarding Policy remain in place during off site activities. For example, safer recruitment processes have been adhered too and health and safety checks undertaken.
- where a parent/carer has expressed their intention to remove a child from our school with a view to educating at home, we will work together with the parent/carer, EHE Coordinator and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker

8.2 Alternative Provisions

- in accordance with KCSIE 2025, if a child/young person who is on role at Westfield attends an alternative provision, we will continue to be responsible for the safeguarding of that child/young person and ensure that we are satisfied that the provision is meeting their needs.
- before one of our children/young people attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff
- we understand that good practice highlights the importance of a member of school staff visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement



- when a child/young person who is on role at Westfield is attending an alternative provision, best practice is that half-termly visits are undertaken by a member of school staff to see that child/young person and ensure that the provision is meeting their needs
- when possible, we will always look to use an alternative provision that are on Dorset Council's [list of alternative provision providers](#)

8.3 Media recordings, audio, image and video (including digital files)

- the vast majority of people who take or view images or videos of children/young people do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children/young people through taking or using images, so we must ensure that we have some safeguards in place, to protect children/young people. We will seek their consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

9. Procedure for dealing with complaints and allegations about staff

Westfield has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children/young people are reported to have been committed by staff, supply staff, practitioners, other outsider organisations and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff, supply staff or volunteer or other outsider organisations may have:

- Behaved in a way that has harmed a child/young person, or may have harmed a child/young person;
- Possibly committed a criminal offence against or related to a child/young person;
- Behaved towards a child/children/young person/young people in a way that indicates he or she may pose a risk of harm to children/young people;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children/young people (this includes behaviour that may have happened outside an organisation that might make an individual unsuitable to work with children/young people, known as transferable risk)

We understand that a child/young person may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children/young people, the



member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher or the DSL. The Head Teacher or the DSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO as above, without notifying the Head Teacher first.

Westfield will follow the guidance detailed in Keeping Children Safe in Education 2025 for managing allegations against staff.

9.1. Low level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child/young person does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO, examples of such behaviour could include, but are not limited to:
 - being over friendly with children/young people
 - having favourites
 - taking photographs of children/young people on their mobile phone
 - engaging with a child/young person on a one-to-one basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language.

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

9.2. Whistleblowing

Westfield has a whistleblowing policy which is available as a separate document. We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so.



Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the Head Teacher, the DSL or the Chair of Governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 800 5000 or email: help@nspcc.org.uk

10. Training

All staff members and volunteers receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff also receive regular online safety training.

The nominated safeguarding Governor(s) undergoes safeguarding training prior to or as soon as appointment to the role and at every two years thereafter.

The DSL attends the multi-agency local safeguarding partnership training within 12 weeks of taking up their responsibilities.

Westfield ensures that its DSL attends the Designated Safeguarding Lead training and conferences/networks/forums to keep abreast of child protection learning and developments, at least biannually. We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, such as catering staff, are aware of our Safeguarding and Child Protection policy and procedure and have received appropriate safeguarding training.

11. Teaching and Learning

Westfield is dedicated to ensuring that children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children/young people, and a more personalised or contextualised approach for more vulnerable children, victims of



abuse and some SEND children/young people might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education); and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-statutory-framework)
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying ([personal, social, health and economic education](https://www.gov.uk/government/consultations/personal-social-health-and-economic-education))
- Appropriate filters and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what children/young people can be taught about online teaching and safeguarding
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents)
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum
- Children/young people can inform the curriculum via discussions with Westfield Student Voice Group

12. Child Protection Overview and Specific Safeguarding Concerns

12.1 Recognising Abuse

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children/young people of all forms of domestic abuse, including where they see, hear or experience its effects. Children/young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children/young people may be abused by an adult or adults or by another child/young person (KCSIE 2025)

There are four categories of abuse:

Physical Abuse



- Physical abuse is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/young person (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child's/young person's emotional development.
- It may involve conveying to a child/young person 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/young person 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/young people.
- These may include interactions that are beyond a child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another, such as in situations of domestic abuse.
- It may involve serious bullying (including online bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people.
- Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

Sexual abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways or grooming a child/young person 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/young people.
- We encourage all children/young people to speak out either in person or to report concerns using our reporting systems.



Neglect

- neglect is the persistent failure to meet a child/ young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development.
- neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person 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/young person from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment, it may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs
- Definitions taken from [Working Together to Safeguard Children 2023: statutory guidance](#).
- Neglect can occur in affluent families, [Engaging Neglectful Parents from Affluent Backgrounds](#)

As we have older students, including some over 18, **Financial Abuse** is another area which could be a concern. Financial fraud is among the fastest growing types of abuse, and individuals with disabilities are particularly vulnerable. In most cases, it involves exploitation by someone known to the victim but strangers could target individuals with disabilities online, by phone and through other means.

12.2 Indicators of Abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child/young person has been inadequately supervised. The identification of physical signs is complicated, as children/young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of [behavioural indicators of abuse](#) and report any concerns to the designated safeguarding lead. The signs of financial abuse could be equally difficult to spot but staff should consider the possibility when looking at the circumstances where there are wider concerns.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child/young person has been abused. It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child/young person is at risk.

12.3 Impact of abuse

The sustained abuse or neglect of children/young people physically, emotionally or sexually can have long term effects on the child/young person's health, development and wellbeing. It can impact significantly on a child/young person's self-esteem, self-image and on their perception of self and of



others. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability.

13. Key Safeguarding Areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address (which are hyperlinked.)

12.1 Child-on-Child Abuse

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

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

All staff at Westfield will challenge inappropriate behaviours between /young people that are abusive in nature.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- 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).



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

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

Where concerns are raised about young people over 18, advice from relevant adult services will also be sought.

12.2 Mental Health

Mental health issues affect at least 1 in 10 children and young people and includes depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives.

Westfield recognises that mental health issues can, in some cases, be an indicator that a child /young person has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe children/young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one.

Westfield aims to promote positive mental health for all pupils and will utilise and engage with the support, knowledge and services of the Mental Health in Schools Team when there are concerns for the mental health of a child(ren)/young people within the school.

Westfield will also ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

Useful links: [Mental health and behaviour in schools guidance](#), [NSPCC](#), [Mind](#) and [Kooth](#)

12.3 Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children/young people, as victims in their own right if they see, hear or experience the effects of abuse.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic



- emotional
- controlling or coercive behaviour

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

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

Westfield acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

[Domestic Abuse Toolkit - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

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

All staff at Westfield have a knowledge and understanding of the exploitation that children and young people are at risk of within the local community, county wide, nationally and online.

Staff receive appropriate training to enable them to continue to develop their knowledge and understanding of exploitation and the different signs that a child or young person may be being exploited.

[Extra-Familial Harm - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

[Dorset Child Exploitation Toolkit - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

[Criminal Exploitation and County Lines - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

[Child Trafficking and Modern Slavery - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

[Child Sexual Exploitation - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)



12.5 Homelessness

Westfield recognises that being homeless or being at risk of becoming homeless presents a real risk to a child/young person's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

12.6 Children/Young people with family members in prison

Westfield recognises that children/young people who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children and young people.

12.7 So Called Honor based Abuse (including Female Genital Mutilation and Forced Marriage)

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. [This is a mandatory reporting duty](#).

[Female Genital Mutilation - Pan-Dorset Safeguarding Children Partnership \(pdscp.co.uk\)](https://www.pdscp.co.uk/)

[Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage \(accessible version\) - GOV.UK \(www.gov.uk\)](#)

12.8 Online Safety

Westfield has a whole school approach to online safety, which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum in all subjects.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, TikTok, X (Formerly Twitter), MSN, Tumblr, Snapchat, Instagram and gaming platforms. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:



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

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

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

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

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

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

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

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

Westfield follows the DfE guidance regarding teaching online safety in schools (2023.) Online bullying and sharing nudes and semi-nudes by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sharing nudes and semi-nudes' below).



12.9 Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Westfield recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Westfield becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

[Looking after someone else's child.](#)

12.10 Radicalisation and Extremism

Protecting children from the risk of radicalisation and extremism is part of Westfield's wider safeguarding duties and is similar in nature to protecting children and young people from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Westfield takes seriously our responsibility to ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL. Westfield will discuss any concerns about possible radicalisation identified in school with a pupil's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child/young person at risk. They will also support parents and carers who raise concerns about their children/young people being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contacting the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police



PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children/young people receive appropriate support.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

14. Taking Action

Any child/young person in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency, take the action necessary to help the child/young person, for example call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern and seek support for yourself if you are distressed or need to debrief
- If any member of staff is concerned about a child/young person, he or she must inform the DSL or a DDSL.

The DSL/DDSL will decide whether the concerns should be raised to Children's Social Care. If a referral to Children's Social Care is required, the DSL/DDSL will discuss the referral with the parents, unless to do so would place the child/young person at further risk of harm or a criminal offence has been committed.

Whilst it is the DSL/DDSL's role to make referrals to Children's Social Care, any staff member can make a referral to Children's Social Care and / or the police if a child/young person is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc) and the DSL / Deputy DSL is unavailable (the DSL / Deputy DSL should be informed of the referral(s) made as soon as possible.)

15. What to do if staff are concerned about a child or young person's welfare

If staff have any concerns about a child or young person's welfare, they must act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child or young person may be experiencing a safeguarding issue should be recorded on My Concern (school web based system for recording concerns). If this for any reason cannot be accessed a paper form can be



found in the staff room and passed to the DSL or Deputy DSL who will enter details on My Concern as soon as possible.

For physical signs of abuse, a body map can also be used if necessary(available on My Concern).

Photographs of injuries/bruising must not be taken unless specifically requested by a social worker or police. Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing on My Concern.

There will be occasions when staff may suspect that a child/young person may be at risk, but have no 'real' evidence. The child/young person's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Westfield recognises that the signs may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child/young person is being abused or is in need of safeguarding.

In these circumstances staff will exercise professional curiosity and will try to give the child/young person the opportunity to talk. It is fine for staff to ask the child/young person if they are OK or if they can help in any way. Staff should use record these early concerns on the school's recording system. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them on My Concern. If the child/young person does begin to reveal that they are being harmed, staff should follow the advice below regarding a child/young person making a disclosure.

16. What to do if a child/young person discloses to a member of staff

Remember the seven Rs: receive; reassure; respond; report; record; remember; review (see appendix 5 for more details).

We recognise that it takes a lot of courage for a child/young person to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child or young person who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

For some extra help: [NSPCC Responding to a child's disclosure of abuse](#)

During their conversation with the pupil staff will:

- listen to what the child/young person has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the child/young person may stop talking if they feel they are upsetting the listener



- reassure the child/young person that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the child/young person and allow them time to talk
- take what the child/young person is saying seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child/young person who is being abused
- avoid admonishing the child/young person for not speaking sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive, but may be interpreted by the child/young person to mean they have done something wrong. There are multiple reasons why children/young people delay disclosing
- tell the child/young person what will happen next

If a child/young person talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child/young person know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on My Concern in the child/young person’s own words. Staff should make this a matter of priority. The record should detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used. The member of staff should ensure the DSL/DDSL are aware the conversation has been written up on My Concern to prevent any delay in passing this on to relevant services.

17. Notifying Parents

The school will normally seek to discuss any concerns about a child or young person with their parents. This must be handled sensitively and the DSL or DDSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem or if a criminal offence has been (or potentially been) committed, advice will first be sought from children’s services front door service. Adult Services will be contacted for young people aged 18 and over.

Where there are concerns about forced marriage, honour-based abuse or any harmful practice, parents should not be informed a referral is being made as to do so may place the child/young person at a significantly increased risk.

18. Making a referral to Children’s Social Care



Concerns about a child or a disclosure should be discussed with the DSL or DDSL who will help decide whether a referral to the Children's Social Care (in Dorset this is the Front Door Service) is appropriate. If a referral is needed, then the DSL/DDSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

The child/young person (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child/young person or if a criminal offence has been (or may have been) committed.

If you have not had any feedback from Children's Social Care within 72 hours of making the referral, you must follow this up. If after a referral the child/young person's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child/young person's situation improves.

If necessary the Dorset Multi-Agency Procedure for Resolution of Professional Differences should be followed [dorset-multi-agency-resolution-and-escalation-procedure-v2-15042024.pdf](https://www.dorsetcouncil.gov.uk/media/15042024.pdf)

If a child/young person is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Appendices

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Appendix 1

Understanding and Responding to Child on Child Harm at Westfield

When reading the following document we should remember that at Westfield we have children and young people aged 4-19 years of age.

Child on child harm is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 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)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which 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

At Westfield staff must understand

- Every member of staff has a responsibility and a role to play to prevent and respond to child on child harm
- Their role in preventing child on child harm
- How to identify the indicators of harm
- What to do if they have a concern about a child/young person
- How to respond to a report of harm
- How to offer support to the victim(s) and alleged perpetrator(s)
- Where to go if they need support
- That children can harm other children inside and outside of school, as well as online, and that online harm can take the form of:
 - Abusive, harassing and misogynistic messages



- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography to those who don't want to receive such content
- That they need to maintain an attitude of 'it could happen here'
- That even if there are no reports in our school, it doesn't mean it's not happening
- The importance of challenging inappropriate, harmful and abusive behaviour
- The importance of not dismissing inappropriate behaviour which may risk leading to:
 - A culture of unacceptable behaviours
 - An unsafe environment for children
 - A culture that normalises abuse, leading to pupils accepting it as normal and not coming forward to report it
- That girls are more likely to be victims and boys are more likely to be perpetrators

Child on child harm in relation to children and young people with learning difficulties and/or learning disabilities

- Adults and children with learning difficulties can sometimes display harmful or abusive sexual behaviours
- Like individuals without a learning difficulty or disability, these behaviours can range from inappropriate touching (themselves or others), and sexualised language to stalking, rape and online behaviours eg accessing pornography (which is illegal if the individual viewing the material is under 18 years old), accessing illegal forms of pornography containing animals or injury, viewing child sexual abuse images (where the material is of individuals under 18 years old), grooming and sexting (which can be illegal dependent on age).
- It can be challenging for parents, carers and professionals to address or manage such behaviours without restricting an individual's choice and freedom regarding their sexuality. However, if left unattended such behaviours that might be considered inappropriate in childhood or adolescence can become harmful to others in later life and might bring the individual to the attention of the police.

When considering incidents we must

- Understand appropriate vs inappropriate behaviours.
- Remember there will be experimentation with peers (involving both touch and non-contact behaviours).
- Be aware of vulnerabilities of peers, siblings and those in their immediate social network (friends, family etc).
- Have access to adapted and appropriate relationships and sex education (RSE) within education settings.

We must not

- ignore concerning behaviours. Many adults who sexually abuse others have long histories of worrying or inappropriate sexual behaviours.



- treat healthy or developing sexual behaviours as abnormal or wrong. Adults and young people with learning disabilities have the same right to develop their sexual identity, interests and behaviours as those without.
- forget about other areas of the individual's life – we should think about the individual's strengths and communication preferences when working with them and focus on positive behaviours as well as risks.

Sharing Concerns

If staff have concerns about a child/young person's welfare, they should act on these immediately. Indicators could include:

- A conversation suggesting a child/young person may have been harmed (this may be a conversation the staff member overhears rather than is part of)
- A child/young person's behaviour

If the member of staff who has the concern is not the Designated Safeguarding Lead (DSL), or a deputy DSL, the DSL or deputy should be informed **as soon as possible**.

Responding to a report: process and risk assessment

Our response to any incident will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

The DSL (or a deputy) will take the lead, supported by other agencies as required. The following steps will take place:

Complete a risk assessment

Where there's been a report of **sexual violence**, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment should be considered on a case-by-case basis.



Record these risk assessments on the Westfield 'Child on Child Abuse Risk Assessment' Form, and upload to My Concern.

The DSL (or a deputy) will engage with children's social care and specialist services as required. Where there's been a report of sexual violence, the risk assessment will need input from social workers or sexual violence specialists from within the local multi-agency safeguarding team (MAST). Advice will be sought by the DSL or Deputy DSL by contacting ChAD- The Children's Advice and Duty Service at Dorset Council or Adult Safeguarding if involving young people aged 18 or over.

Determine how to manage and/or escalate the report

We will respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

The DSL (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim, parents and carers and how they want to proceed - we should balance these against our responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

There are 4 likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required
2. **Early help**, as outlined in Chapter 1 of Working Together to Safeguard Children, where statutory interventions aren't required.
3. **Referrals to children's social care/adult services***, where a child/young person has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail



*Where scenarios involve working with children's social care/adult services, the school shouldn't wait for the outcome of an investigation before protecting the victim and other children. The DSL (or a deputy) will work closely with children's social care to make sure the school's actions don't jeopardise a statutory investigation. There should be **immediate** consideration for safeguarding the victim, alleged perpetrator(s) and all other children/young people.

Where a report is going to be made to children's social care/adult services and/or the police, the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

****Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.**

Recording

All concerns, discussions and decisions made, along with the reasons behind them, will be recorded in writing on My Concern.

The decisions and actions taken will be discussed at our Vulnerable Pupil Group which includes the DSL and Deputy DSLs who are: Pupil and Parent Support Workers, Leader of Therapeutic Provision and Leader of Therapeutic Behaviour. This will inform future practice and update relevant policies with lessons learnt.

- The Vulnerable Pupil Group will look for potential patterns of concerning, problematic or inappropriate behaviour and consider whether there are wider issues at play relating to your school's culture.

How to support the children and young people involved

The victim

- Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.
- It is important we reassure them that we will take them seriously and that they will be supported and kept safe.
- How we support the victim will depend on:
- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim and their parents/carers
- Staff should be aware that:



- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing any disciplinary sanctions.

The school will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

Unsubstantiated, unfounded, false or malicious reports

The school will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If we find that the report is **deliberately invented or malicious**, the DSL follow up in line with our Therapeutic Behaviour Policy.

- What we do at Westfield to prevent child on child harm:
- We invest time in getting to know our pupils and their families.
- Staff understand what child on child harm is and they challenge inappropriate behaviour
- Clear policy and procedures- in line with Local Authority guidance and model policy- staff know what to do if they are concerned
- Staff use My Concern for detailed, timely reporting. Chronologies show evidence of parental/agency involvement and action taken
- DSL, Deputy DSLs , and all staff have appropriate training and updates
- The Vulnerable Pupil Group ensures that concerns are discussed and monitored
- Solution focussed approaches ensure we provide the best support we can for staff, children, young people and families
- We work closely with local partners and raise concerns with outside agencies.
- We make use of a range of agencies including Early Help, Children Who Are Disabled Team, SWIFTs, Sexual Health Nursing Team, Specialist social workers training in assessing and supporting pupils exhibiting harmful sexualised behaviours
- Children/young people are supported in learning about appropriate relationships and how to keep themselves safe

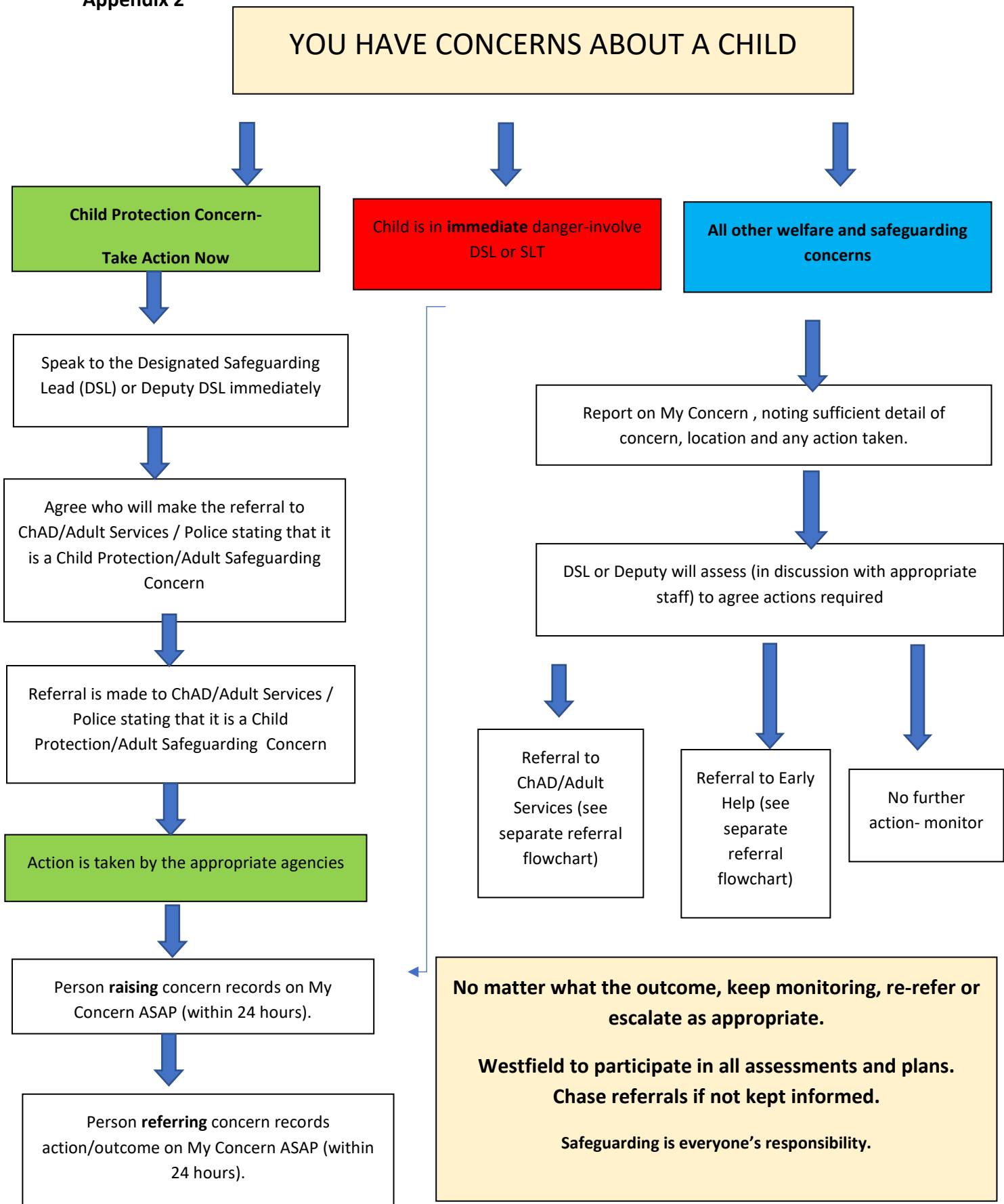


- Children/young people are regularly reminded they can talk to anyone about their worries
- Our RSHE and wider curriculum covers healthy relationships and topics around abuse in its various forms
- Topics are covered in assemblies, through the school council and a range of presentations
- There are opportunities for focussed work in small groups and individuals
- Parents and carers are appropriately informed and supported regarding concerns.

**Preventing and Responding to Child on Child Abuse is the responsibility of all staff at
Westfield Arts College**



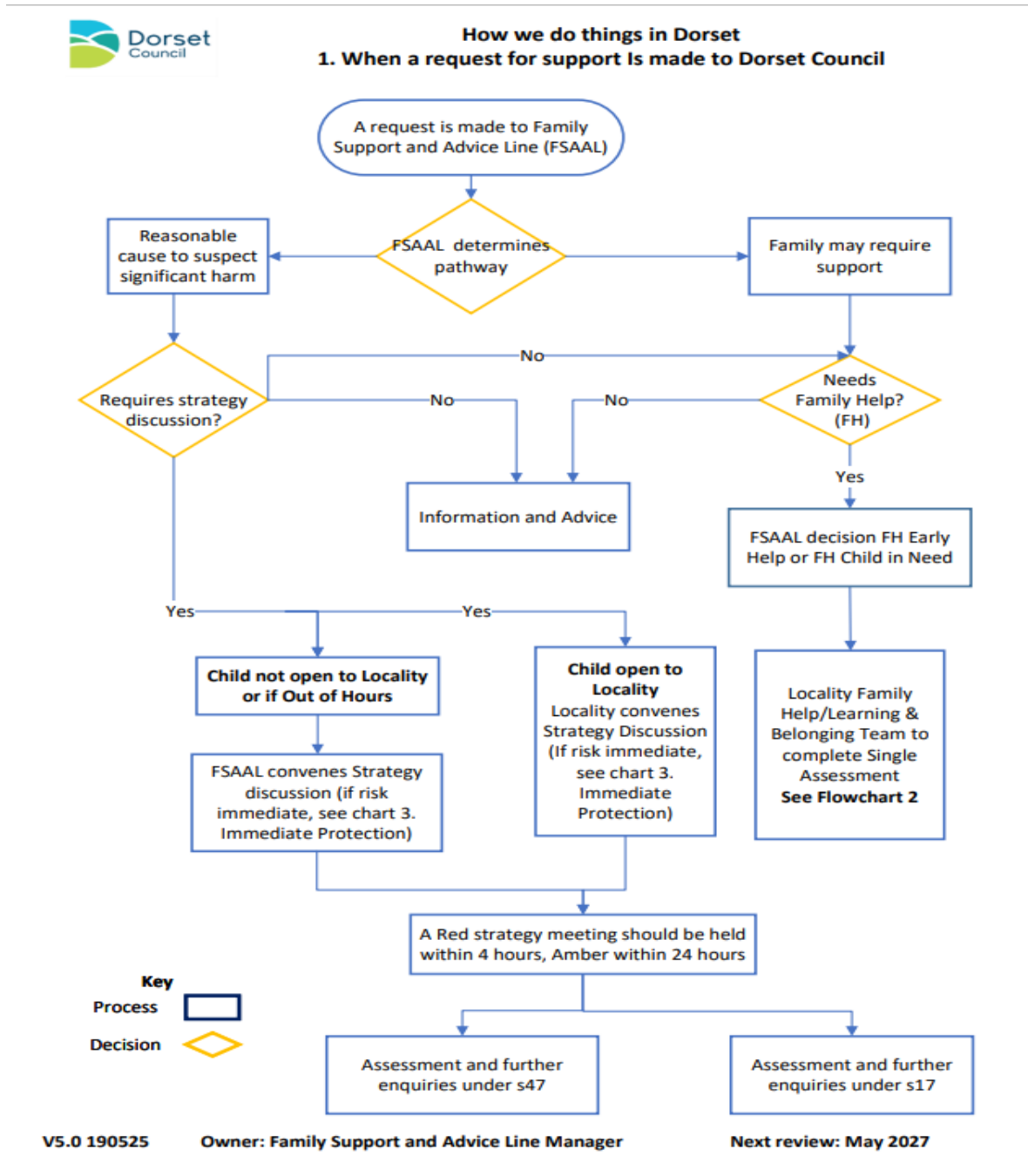
Appendix 2





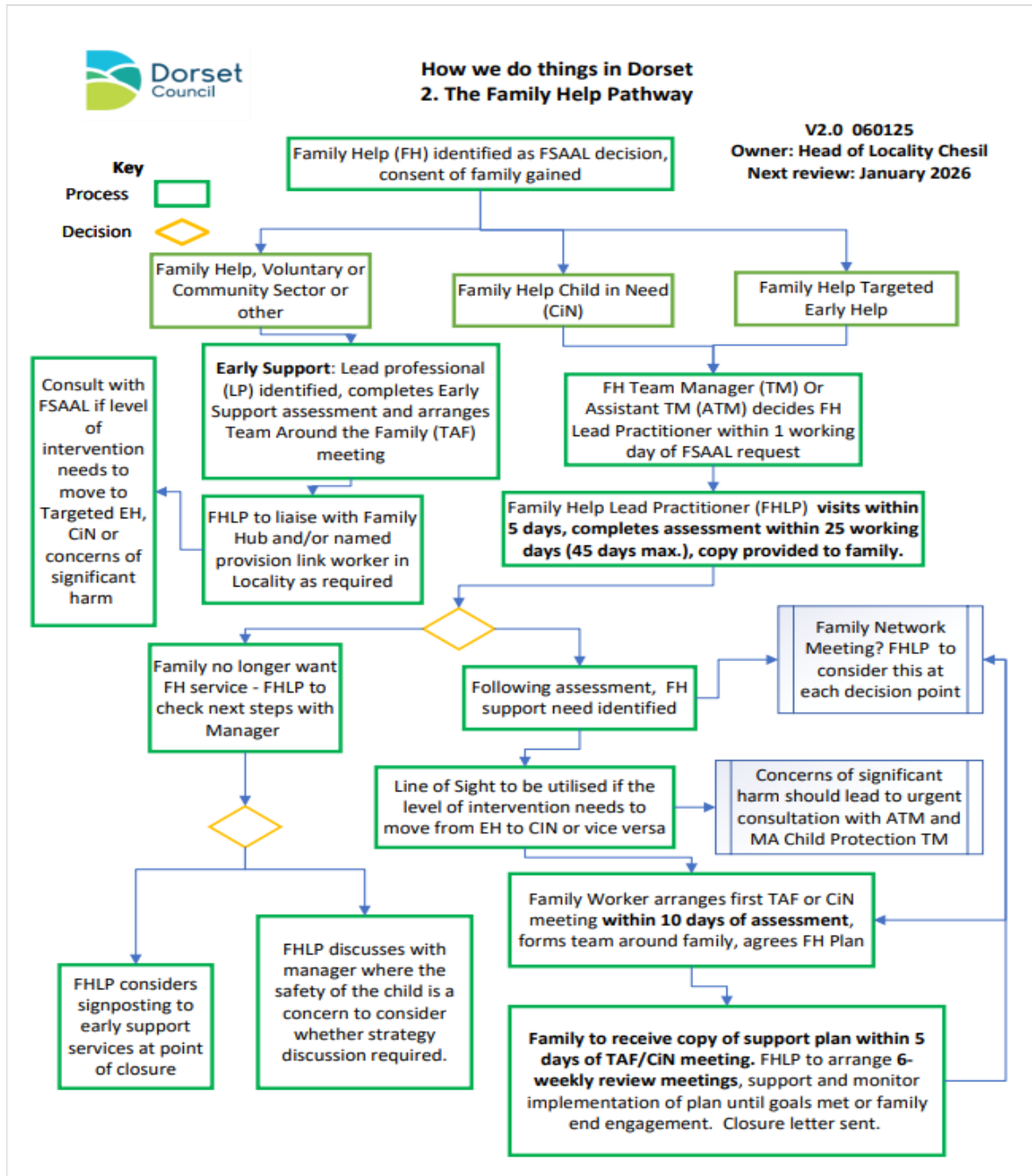
Appendix 3

Action taken when a child is referred to Dorset Children's Services





Family Help Pathway





Appendix 4: The Seven R's

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the child/young person, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "we are going to do something together to get help".

Respond

Respond to the child/young person only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details. Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child/young person's evidence) in any later court proceedings.

Instead, make use of open ended questions which offers the child/young person the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the child/young person to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child/young person that it will be the DSL or Head Teacher.

Report

Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child/young person is at risk of immediate harm, you **MUST** contact ChAD or Police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.



A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record

If possible, make some very brief notes at the time and write them up as soon as possible on My Concern. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. The child/young person should not be examined intimately, or pictures taken of any injuries / marks.

All records on My Concern will have name and date linked to them, paper records if necessary, must be signed and dated clearly with the name of the signatory clearly printed. Children/young people MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature if handwritten or typed are passed to the DSL.

Remember

Support the child/young person: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child/young person?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?



Appendix 5:

Appendix F



Appendix 6

Additional Useful Links



[Dorset - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](#)

[PDSCP Resources](#)

[Dorset Council – Worried About a Child](#)

[Continuum-of-Need-Final-07.05.2025.pdf](#)

[Allegations Against Staff](#)

[Mental Health](#)

[Mental health and behaviour in schools guidance](#)

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Mind: <https://www.mind.org.uk/>

Kooth: <https://www.kooth.com/>

Papyrus: <https://www.papyrus-uk.org/suicide-prevention/>

[Child on Child Abuse](#)

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(DfE](#)

[September 2021\)](#)

[Sharing nudes and semi-nudes: how to respond to an incident](#)

[Resources for education settings | CSA Centre](#)

[Home - Shore](#)

[Domestic Abuse](#)

[Domestic Abuse Act 2021](#)

[Child Exploitation and Contextual Safeguarding](#)

[Beyond Referrals | Contextual Safeguarding](#)

[Stop it Now](#)



[Child Sexual Exploitation Definition and Guide](#)

CEOP (Child Exploitation and Online Protection)

CEOP's Thinkuknow website www.thinkuknow.co.uk

[Criminal exploitation of children and vulnerable adults: county lines](#)

[Preventing Child Sexual Exploitation | The Children's Society](#)

[FGM / Modern Slavery / Prevent / Forced Marriage](#)

[New Definition of Extremism](#)

[Female Genital Mutilation Statutory Guidance](#)

[Guidance Forced Marriage](#)

[Modern slavery: how to identify and support victims](#)

[Protecting Children from Radicalisation: The Prevent Duty](#)

[Educate Against Hate: Educate against hate](#)

[Online Safety](#)

[National Cyber Security Centre: National Cyber Security Centre](#)

The UK safer Internet Centre (www.saferinternet.org.uk)

[Plan technology for your school - GOV.UK](#)

[Generative AI: product safety expectations - GOV.UK](#)

[Artificial Intelligence - DfE Guidance](#)

[Legislation](#)

[Children Act 2004](#)

[Education Act 2002](#)

[Statutory Guidance](#)

[Keeping children safe in education 2025](#)

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

[Guidance for safer working practice 2023](#)



[Use of reasonable force](#)

[Statutory guidance for alternative provision](#)

[Role and Responsibilities of the Designated Teacher](#)

[Children Missing Education Statutory Guidance](#)

[Preventing youth violence and gang involvement](#)

[RCPCH updated guidance on fabricated or induced illness](#)

[Children who run away or go missing from home or care](#)

[Positive environments where children can flourish](#)

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

[Teachers' Standards](#)

[Information Sharing](#)

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

[Working together to improve school attendance](#)

External Contact Details

Childline 0800 11 11 <https://www.childline.org.uk>

Crimestoppers 0800 555 111

Foreign and Commonwealth Office 0207 008 0151 (

Kidscape Bullying Helpline 0845 1205 204

NSPCC (NSPCC website) 0800 800 5000

NSPCC whistleblowing helpline: 0800 0280285 Email: help@nspcc.org.uk

Professional organisations who provide guidance and practical support TES, MindEd, NSPCC

RU Safe? (Barnardo's - Child Sexual Exploitation Service) 01494 461112

Samaritans 0845 790 9090