Twynham Learning
Equality · Humility · Community

Twynham Primary School

A member of **Twynham Learning**

Local Child Protection & Safeguarding Procedures

prevent – protect - support

Last amended 05.09.2026 by Jennifer Hunter, Designated Safeguarding Lead

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Staff Safeguarding Procedures 2026/27

Contacts

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Local Authority Designated Officer (LADO)	Hayley Cowmeadow	01202 817600	LADO@bcpcouncil.gov.uk
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Prevent Channel helpline	Lead- Mike Hall	Channel helpline 020 73407264 Dorset Prevent 01305 458240	Michael.hall@dorsetcc.gcsx.gov.uk

School Safeguarding software

Log In - MyConcern
Ensure you have access to My Concern, this is where any concerns about children are logged and where sign off for safeguarding training is kept. You will receive emails from **notifications@oneteamlogic.co.uk** for document sign off.
Guidance & Training - Safeguarding – the SpoTLight area for safeguarding. Here training, resources and contact details can be found.

Safeguarding responsibilities

In line with the DfE's statutory guidance 'Keeping children safe in education', all adults who come into contact with children have a responsibility to safeguard them and promote their welfare. As a member of school staff, this responsibility is particularly important for you, and you have a legal responsibility to help cultivate a safe environment that protects children from harm and promotes their welfare in the school.

When starting your employment at the school you will assume several responsibilities in ensuring the safety and security of all our pupils, staff, and stakeholders. We expect you to adhere to the responsibilities below – any member of staff found to not follow the school's procedures will be dealt with formally in line with the Staff Disciplinary Policy and Procedure (Twynham Learning - Twynham Learning Policies - All Documents).

All **staff members** have a responsibility to:

- Safeguard pupils' wellbeing and, as part of your professional duties, maintain public trust in the profession.
- Consider, always, what is in the best interests of individual pupils.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned.
- Be aware of the signs of abuse, exploitation and neglect, and other safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, serious violence, and sharing indecent images, and other signs that pupils may be at risk of harm.
- Be aware of safeguarding issues that, including technology-facilitated abuse, can put pupils at risk of harm.
- Be aware of local safeguarding partnership arrangements and understand the referral pathways to CSCS.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information, and training provided upon induction.
- Be aware of the role and identity of the DSL and their deputies.
- Undertake safeguarding training, including online safety training, during your induction.
- **All staff must read and understand Part One of Keeping Children Safe in Education 2026**.
- Ensure you receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and **at least annually**.
- Understand how to identify pupils that may benefit from family help and understand your role in the process.
- Act in accordance with school procedures to eliminate unlawful discrimination, harassment, and victimisation, including in relation to child-on-child abuse.

Regarding specific cases of safeguarding concerns, **you** have a responsibility to:

- Be aware of and understand the procedure to follow if a child confides they are being abused, exploited or neglected.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware of, and understand, the process for making referrals to the LA's children's social care services (CSCS), as well as for making statutory assessments under the Children Act 1989, and your role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child – contact details are further down in this policy or on SpoTLight – safeguarding area.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Act immediately, following the MAT Child Protection and Safeguarding Policy and the school level safeguarding procedures, speaking to the DSL with any concerns.
- Challenge senior leaders over any safeguarding concerns, where necessary.

The **headteacher** has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Ensure that appropriate filtering and monitoring systems are implemented and that staff understand their roles and responsibilities in relation to filtering and monitoring.

- Provide staff with the appropriate policies and information upon induction.
- Ensure that the school practises safe recruitment in checking the suitability of staff and volunteers to work with children in accordance with the guidance in Keeping Children Safe in Education and the Education (Independent School Standards) (England) Regulations 2014 as amended.
- Ensure that the school carries out all necessary checks on the suitability of people who serve as members and/or on the governing board.
- Ensure that, where the school ceases to use the services of any person because that person was considered unsuitable to work with children, a prompt and detailed report is made to the DBS within one month.
- **Review the SCR termly** through the review framework and **report to HR/Director of Inclusion** the results of the review.
- **Review the filtering and monitoring systems annually with the Trust IT Lead to ensure compliance**

The **DSL** has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Coordinate the school's approach to community-based family help and targeted family help.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school and MAT, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
    - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - Ensuring that the school knows which pupils have or had a social worker.
    - Understanding the academic progress and attainment of these pupils.
    - Maintaining a culture of high aspirations for these pupils.

    - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
    - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and **within five days**, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the MAT's Child Protection and Safeguarding Policy and the school level procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Procedures are reviewed annually.
- Ensure the MAT's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least **every two years**.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns on MyConcern, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Concerns about a pupil

The school expects that you will familiarise yourself with the procedure for reporting concerns and understand your responsibilities in relation to confidentiality and information sharing.
If at any point you have **any** concerns about a child's welfare, you must act on them **immediately** by speaking to the DSL or a deputy. Where the DSL is not available to discuss the concern, you should contact the deputy DSL with the matter. Your concern must also be recorded on MyConcern.
The school aims to ensure that there is a trained DSL or deputy DSL on the school site at all times; however, in the rare occasion that this is not possible, e.g. due to sickness absence, you should speak to the headteacher immediately. It is important that you do not delay.
Once you have referred this to the DSL, the school will make one of the three following decisions:

- Managing any support for the child internally via the school's or college's own pastoral support processes
- Undertaking a family help assessment
- Making a referral to statutory services

Child-on-child abuse

The school expects you to recognise the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up."

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Serious physical assault and harm, or threat of harm with a weapon – 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 harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual making or sharing of nudes and semi-nudes.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their private areas to obtain sexual gratification.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group – this may also include an online element.

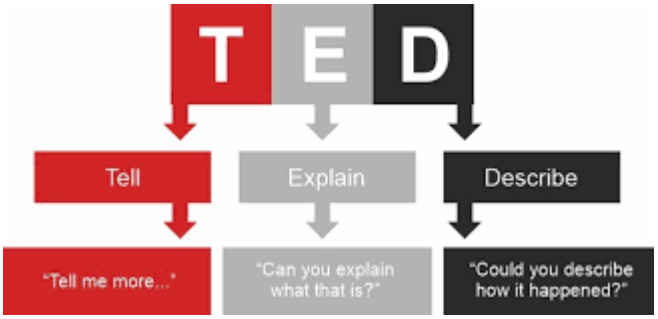
You are expected to report concerns via MyConcern to the DSL.

Managing disclosures

The school prides itself on creating a trusting atmosphere between staff and pupils. This is particularly important for when an incident happens, and a pupil needs to disclose information but may be apprehensive about the consequences.

It is important that you **maintain a professional curiosity** and speak to the DSL with any concerns, recognising that pupils may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful.

Where a pupil makes a disclosure to you, you should act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed, and reassure them that they have done the right thing by talking to you and they will be supported and kept safe. Remember TED –



You should ensure that you bear in mind that trauma can impact memory, meaning pupils may not be able to recall all details or a timeline of abuse, and you should not take this as an indication that the pupil is not being truthful, nor should you use this as an opportunity to interrogate the pupil on specific details. It is also important to be recognise than an initial disclosure may only be the first incident reported, rather than representative of a singular incident. You should attempt to gather essential facts without asking leading questions, being sensitive and avoiding pressing the pupil for information they do not, at this point, feel comfortable sharing. Remember to make notes so you can accurately report the disclosure to the DSL on MyConcern.

You must, at all costs, avoid promising a pupil that you will keep the disclosure confidential, and be honest and upfront with them about who you will have to share the information with and why. The information must not be shared with anyone who does not need to know.

Upon receiving a disclosure, confidentiality will be maintained at all times and you must adhere to the seven principles outlined in the DfE's 'Information sharing advice' when disclosing information to either the DSL or an external agency – these are:

- **Necessary and proportionate**: consider how much information needs to be released – only share information that is necessary
- **Relevant**: only information that is relevant to the purposes should be shared.
- **Adequate**: information should be adequate to enable a thorough investigation to be conducted.
- **Accurate**: information given should be accurate and up-to-date
- **Timely**: you should not wait to disclose information.
- **Secure**: wherever possible, the information provided should be shared securely to avoid data breaches
- **Record**: information sharing decisions should be recorded, even if the information doesn't get shared

Appropriate behaviour towards pupils

You must be aware of the standards of appropriate behaviour expected of you when interacting with pupils.
You must have due regard to the fact that:

- You are in a unique position of trust, care, responsibility, authority, and influence in relation to pupils.
- There is a significant power imbalance in the pupil-staff dynamic.
- There are more stringent expectations on your behaviour regarding pupils due to your position as a public professional.
- There is a Twynham Learning Code of Conduct that you must adhere to (Twynham Learning - Twynham Learning Policies - All Documents).

You must remain aware of the fact that all pupils under the age of 18, regardless of the phase they are at within the school, are children by law – resultantly, you must ensure that you do not assume maturity on behalf of a child and do not engage with children as they would with their own peers. You should be aware that, where there is any doubt regarding whether the behaviour of another adult is appropriate, this should be reported to the DSL immediately.

You should report any concerns you have related to your own behaviour or the behaviour of other adults, including your colleagues; concerns should be reported even if they are low-level. Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.

Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the DSL include:

- **Being overly friendly with children** – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with a child or children, e.g. conversations that are about your personal life.
- **Having favourites and treating those favourites differently** – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- **Taking photographs of children on your personal mobile phone or devices**.
- **Engaging with a child on a one-to-one basis in a secluded area or behind a closed door**.
- **Humiliating pupils**.

You should be aware that some of the above low-level concerns may meet the harms threshold depending on certain factors, e.g. the age or needs of the child or the content of exchanged messages, and that some of the above incidents may not be concerns in context, e.g. a pre-approved, one-to-one meeting with a child behind a closed door between the child and a school counsellor who has received all appropriate safety checks.
When reporting concerns about other members of staff or leaders of the school, you are protected in law, and by the 'Whistleblowing and concerns about staff' section of this policy.

These can be reported through:

Staff reporting staff

Whistleblowing and concerns about staff

A "**whistleblower**" discloses confidential information regarding an employee, which relates to some danger, fraud or other illegal or unethical conduct which relates to the workplace.
Any of the following people can raise a concern:

- Employees of the school
- Employees of contractors working for the school, e.g. agency staff, builders and drivers
- Employees of suppliers
- Voluntary workers working with the school
- A trainee, such as a student teacher

We recognise that the decision to report a concern can be a difficult one to take; as such, we will not tolerate any harassment or victimisation and will take appropriate action to protect staff who raise a concern in good faith.
You are protected in law by the Public Interest Disclosure Act 1998, which gives employees protection from detriment and dismissal where they have made a protected disclosure, providing the legal requirements of the Act are satisfied. Concerns will be expressed in writing to the headteacher (or the governing board if the concern pertains to the headteacher), and will include: the background to the concern, names, dates and places where possible, and express the reasons for the concern.
Individuals are encouraged to let themselves be known, either in person, or through their union representative, as concerns expressed anonymously are difficult to investigate.
You can seek confidential advice at any time from Protect, a registered charity which advises on serious malpractice in the workplace. For more information, visit their website or ring them on 0203 1172520.

You are not responsible for investigating the alleged illegal or dishonest activity, or for determining fault or corrective measures. Once the school has been informed of the concern, the headteacher will write to the whistleblower within 10 days of the initial meeting to confirm that the concern has been received, as well as indicate proposals for dealing with the matter.

The initial stage will be an interview between you and the headteacher, then an assessment of further action will be discussed. If an investigation is carried out, you will be informed of the final outcome.
If the investigating officer needs to talk to you, you are permitted to be accompanied by a trade union representative, a professional association representative, a friend, or a fellow member of staff not involved around work to which the concern relates. This person will provide support only and will not be allowed to become involved in the proceedings.

If no action is to be taken, and/or you are not satisfied with the way the matter has been handled, they can make a complaint under the school's complaints procedure.

Although we are committed to ensuring our staff members can report concerns about their colleagues' conduct, if, for any reason, you feel unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline:
Telephone: 0800 028 0285 – available from 8:00am to 8:00pm Monday to Friday
Email: help@nspcc.org.uk

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

If an allegation is made about you, the school has welfare support on offer. We recognise the sensitivity of the issue, and how distressing it can be to be the subject of an investigation; the headteacher will provide you with information about the support available in the event that an allegation is made about you.

Self-reporting

If you feel as though you have acted in a way that:

- Could be misinterpreted, by a pupil or bystander.
- Could appear compromising to others.
- You realise, upon reflection, falls below the standards set out in the Staff Code of Conduct.

You are encouraged to self-report in the event you feel as though you have acted inappropriately or in a way that could be construed as inappropriate upon reflection. We aim to be sympathetic and understanding to those who self-report.

Self-reporting does not mean you will be treated more favourably during any resulting investigations than staff members who were reported by someone else; however, your self-awareness and intentions will be taken into consideration when a final decision is being made on the severity of the incident.

BCP Safeguarding Team

You can contact the Designated Officer's for the Bournemouth, Christchurch, and Poole area at: 01202 817600 or LADO@bcpcouncil.gov.uk You can use the LADO referral form to complete a full referral or to contact them for advice.

Multi-Agency Safeguarding Hub (MASH) for concerns involving children.

First response team: 01202 123334 or childrensfirstresponse@bcpcouncil.gov.uk

Out of hours' team: 01202 738 256.

BCP Safeguarding website - BCP - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership