

Child Protection Policy for DASP Music

The child protection policy for *DASP Music* is based on a template provided by the Dorset Safeguarding and Standards Team; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures (on the Dorset Safeguarding Children Board website) and national statutory guidance published in March 2015: 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.

This policy consists of two main documents:

- the overarching safeguarding policy (statement of principles)
- detailed child protection procedures

A. Safeguarding Policy

DASP Music recognises that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

We take seriously our duty to safeguard and promote the welfare of the children and young people in our care.

Safeguarding children is everyone's responsibility. 'Working Together to Safeguard Children' 2015, HM Government statutory guidance, defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

The *Trustees* will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (2015) to safeguard and promote the welfare of children in this educational charity.

The *Trustees* are accountable for ensuring that *DASP Music* meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

The Trustees, freelance peripatetic music teachers and DASP employees working for DASP Music understand the importance of taking appropriate action and working in partnership with children, their parents/carers and other agencies in order to safeguard children and promote their welfare.

The purpose of this policy is to:

- afford protection for all pupils
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this educational charity a safe place to learn and in which children feel safe

We will endeavour to safeguard children and young people by:

- always acting in their interests
- valuing them, listening to and respecting them
- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- identifying any concerns early and providing appropriate help to prevent them from escalating.
- sharing information about concerns with schools and agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all staff have DBS checks.
- providing effective safeguarding training for staff by ensuring that appropriate documentation has been read and understood and training is updated regularly appropriate to an individual's role.
- adopting a code of conduct for all staff and volunteers which includes staff/pupil relationships and communications including the use of social media
- ensuring staff and volunteers understand about 'whistle blowing'.
- promoting a culture in which staff feeling able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance

B. Child Protection Procedures

These procedures should be read in conjunction with 'Keeping Children Safe in Education: Information for all School and College Staff' 2015.

1. What is Child Protection?

1.1 Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2. What is significant harm?

2.1 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children's Social Care and Police.

3. Purpose of these procedures

3.1 These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years but the principles of these procedures apply also to vulnerable young adults over 18 years.

4. Responsibilities and roles

4.1 All adults in the school have a duty to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.

4.2 The *Trustees* are accountable for ensuring that DASP Music has an effective child protection policy which should be reviewed annually and available publicly.

<p>The Trustees for DASP Music are: Tom Bruton, Rachel Horne, Anne Newlin, Natalia Rogers, Fiona Staddon</p>
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4.3a Within a school environment, the person with whom concerns about children should be discussed and reported is the Designated Safeguarding Lead (DSL) at the relevant school in the first instance. A list of the DSLs for each DASP School is attached to this document (See Appendix 3). If deemed necessary, the DASP Music Coordinator should also be informed.

4.3b Within the DASP ensembles, any concerns about children should be discussed and reported to the DASP Music Designated Safeguarding Lead (DSL). The DASP Music DSL will then pass on any relevant information straight to the DSL at the relevant school.

The Designated Safeguarding Lead in DASP Music is
Hanna Trevorrow (DASP Music Coordinator)

4.4 In addition, the Dorset Family Support Teams (incorporating Children's Social Care and Early Intervention Services) can provide advice and guidance on safeguarding and child protection matters.

See Appendix 1 for contact details.

4.5 All action is taken in line with the following guidance:

- DfE guidance (2015) – Keeping Children Safe in Education
- Working Together to Safeguard Children (2015) – published by HM Government
- Bournemouth, Dorset and Poole Inter-Agency Safeguarding Procedures & Guidance, accessed through the Dorset Safeguarding Children Board website www.dorsetlscb.co.uk
- What to do if you're worried a child is being abused – Government Guidance (2015)

5. What is child abuse?

5.1 It is generally accepted that there are four main forms of abuse. The following definitions are from Working Together to Safeguard Children (2015).

i) Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii) Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

iii) **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

iv) **Neglect**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.

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

5.2 It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time.

6. Recognising child abuse – signs and symptoms

6.1 Keeping Children Safe in Education (2015) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

6.2 Recognising child abuse is not always easy, and it is not the responsibility of staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'.

Appendix 2 details examples of possible indicators of each of the four kinds of abuse.

7. Pupils engaging in under-age sexual activity

7.1 Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of children who are consenting partners of a similar age is not usual. DSLs will exercise professional judgement when deciding whether to refer to social workers, taking into account such things as imbalance of power, wide difference in ages or developmental stages etc.

7.2 However, where a child is under the age of 13 penetrative sex is classified as rape under the Sexual Offences Act 2003 so must be reported to social workers in every case.

7.3 The inter-agency safeguarding procedures, on the DSCB website, have more information about under-age sexual activity.

8. Allegations made by children about other children

8.1 On occasion, children may be harmed by other pupils. The nature of the allegation or concern will determine whether staff should implement the school's anti-bullying procedures or whether a referral needs to be made to social workers.

8.2 These child protection procedures will be followed if a child or young person displays sexually harmful behaviour. This involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or one of the children is much older than the other.

8.3 The process for managing sexually harmful behaviour can be found in the inter-agency safeguarding procedures on the DSCB website. In brief, a multi-agency meeting should be convened by Family Support (Social Care) following the referral and an action plan agreed.

8.4 A school risk assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.

9. Child sexual exploitation

9.1 This form of abuse involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

9.2 We recognise that any child or young person may be at risk of sexual exploitation, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

9.3 Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

9.4 Any concerns about child sexual exploitation will be discussed with the DSL. There are more detailed local procedures and a risk assessment tool in the inter-agency safeguarding procedures on the DSCB website.

10. Forms of abuse linked to culture, faith or belief

All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration.

Forced Marriage is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

So called 'honour-based' violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

Anti-radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police by e-mailing the Safeguarding Referral Unit: sru@dorset.pnn.police.uk.

There is more information about specific safeguarding issues and links to websites in Part one of 'Keeping Children Safe in Education' 2015.

11. Responding to the child who discloses (talks about) abuse

All staff and volunteers will:

- Listen carefully to what is said
- Avoid showing shock or disbelief
- Observe the child's demeanour
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a 'secret'
- Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events. They will not stop him/her in order to find a 'witness' as this could inhibit the child from saying more
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary they should be framed an open manner and not 'lead' the child in any way. Remember TED: Tell me.... Explain.... Describe...
- Reassure the child, if necessary, that s/he has done the right thing in telling
- Explain what will happen next and with whom the information will be shared
- Not ask the child to repeat the disclosure to anyone else in school – including the DSL - or ask him/her or any other children who were present to write a written account or 'statement'

12. Taking action

12.1 Where physical injuries have been observed, these will be carefully noted but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the child's body.

12.2 Any disclosure or indicators of abuse will be reported verbally to the DASP Music Coordinator or the DSL at the appropriate school straight way.

12.3 Where the child already has an allocated social worker, that person or a manager or duty worker in the same team will be contacted promptly.

12.4 A written record will then be made (ideally on a standard school 'concern' form) of what was said, including the child's own words, as soon as possible and given to the DSL at that school.

12.5 If the child can understand the significance and consequences of making a referral to social workers, they will be asked for their views. It will be explained that whilst their views will be taken into account, the school has a responsibility to take whatever action is required to ensure the child's safety and that of other children.

12.6 The DSL at the school will decide whether to contact parents at this stage, judging whether do so is likely to place the child at risk of harm from their actions or reactions - for example in circumstances where there are concerns that a serious crime such as sexual abuse, domestic violence or induced illness has taken place. If in any doubt, the DSL or staff member will call the duty worker first and agree with him/her when parents/carers should be contacted and by whom. The reason for the decision not to contact parents first will be recorded in the child's school child protection file.

12.7 A child protection referral from a professional cannot be treated as anonymous.

12.8 Where there is no disclosure by a child but concerns are accumulating, such as in relation to neglect or emotional abuse, the DSL at the school will ensure that all information is brought together and that s/he makes a professional judgement about whether to refer to outside agencies.

12.9 A member of staff who reports concerns to the DSL at the school should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome s/he can press for reconsideration and if following this, s/he still believes the correct action has not been taken, will refer the concerns directly to social workers.

13. Responding to concerns reported by parents or others in the community

13.1 Occasionally parents or other people in the local community tell school staff about an incident in or accumulation of concerns they have about the family life of a child who is also a pupil at the school.

13.2 If the incident or concern relates to *child protection*, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way.

13.3 It is preferable if the parent / community member who witnessed or knows about the concerns or incident makes a call to Family Support (Social Care) themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made.

13.4 If the parent / community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

13.5 This process also applies to parents / community members who are also school staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

14. Remember

14.1 Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST** be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL at the appropriate school or the DASP Music Coordinator.

14.2 It is important that everyone working for DASP Music is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral to them of concern about a child. The role of school staff is to act promptly on the information received.

14.3 This applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside school, a member of staff or another child/pupil.

14.4 A careful record will be made of what has been seen/heard that has led to the concerns and the date, time, location and people who were present. As far as possible, staff should record verbatim what was said and by whom. The record will be passed to the school concerned.

16. Responding to allegations or concerns about staff or volunteers

16.1 Rigorous recruitment and selection procedures and adhering to the DASP Music's code of conduct and safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers in DASP Music. However, if a member of staff has any reason to believe that another adult has acted inappropriately or abused a child or young person, they will take action by reporting to the *DASP Music Coordinator*. Even though it may seem difficult to believe that a colleague

may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

16.2 If the allegation/concern is about the *DASP Music Coordinator*, the person with concerns will contact the *Trustees*.

16.3 In all cases of allegations against staff or volunteers, the *DASP Music Coordinator* and *Trustees*, will liaise with the schools involved and if necessary pass on information to the police.

17. Children who are disabled

17.1 Research shows that children who are disabled are especially vulnerable to abuse and adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect.

17.2 These child protection procedures will be followed if a child who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who are disabled.

17.3 Staff responsible for intimate care of children will undertake their duties in a professional manner at all times and in accordance with the school's intimate care policy.

18. Safer Working Practice

18.1 All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. See *DASP Music Code of Conduct* for more details which are relevant to peripatetic music teachers.

19. Training

19.1 All new staff working within *DASP Music* will be given a copy of this policy, the *Code of Conduct*, part one of 'Keeping Children Safe in Education: information for all school and college staff' July 2015 and 'Guidance for Safer Working Practice' Oct 2015.

19.2 They will also be provided with other documents from the *Musicians Union* which are appropriate to their role as music teachers.

20. Raising concerns about safeguarding practice in DASP Music

20.1 In *DASP Music* we promote a culture where any staff or volunteers feel able to raise with the *DASP Music Coordinator* any concerns about safeguarding or child protection practice.

20.2 Any issues which they have not been able to resolve with the *DASP Music Coordinator* should be reported to the *trustees* in the first instance. If they are still not satisfied they should approach the *DASP Ltd Executive board*.

21. Information for parents and carers

21.1 In DASP Music, we are committed to keeping our pupils safe. Our first priority is your child's welfare and we will usually discuss with you any concerns we have about your child. There might be rare occasions, however, when we have to provide information to or consult other agencies such as Children's Services Social Care before we contact you. This will include situations where we judge that to tell you first will or might put your child at risk of significant harm.

21.2 Our responsibilities are set out in this policy.

21.3 If you have any questions about this please speak to the DASP Music Coordinator

Possible Indicators of Abuse

The following information is not designed to turn school staff into experts but it will help them to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to the inter-agency safeguarding procedures on the Dorset Safeguarding Children Board website for more detailed information.

i) Physical Abuse

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which is less likely to have been caused accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different ethnic groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse can include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks, fingertips or a belt buckle

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness must be seen promptly by a doctor.

Other physical signs of abuse can include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- missing school
- running away from home

ii) Emotional Abuse

Emotional abuse can be difficult to measure, and often children who appear otherwise well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. *Children who live in households where there is domestic violence often suffer emotional abuse.* Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse can include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self harm
- fear of parents being approached

iii) Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Children can also be sexually abused by other children (ie those under 18)

Usually, in cases of sexual abuse it is the child's behaviour which may cause concern, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to, taken seriously and appropriate action taken promptly.

The physical signs of sexual abuse can include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse can include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- missing school
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language

- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- alcohol / substance / drug use
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults or other children

iv) Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children and young people.

The physical signs of neglect can include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect can include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might involve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an 'accident'. If any adult in school finds s/he is regularly attending to one or more aspects of a child's basic needs then this will prompt a discussion with the Designated Safeguarding Lead.

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

Appendix 3
Designated Safeguarding Lead (DSL) Contacts for the DASP Schools

SCHOOL	DSL	DEPUTY DSL(s)
Broadmayne	Melanie Austin (Headteacher)	Helen Collings (Deputy Headteacher)
Cerne Abbas	Catherine Dalglish (Head of School)	Alex Ryan (Business Manager)
Charminster	Suzanne Garner (Acting Headteacher)	Lisa Thornicroft
Cheselbourne	Bob Duffin (Headteacher)	Mary See
Damers	Moira Bearwish (Deputy Headteacher)	Catherine Smith (Headteacher)
Dorchester Learning Centre	Katherine Seymour	Denise Bryceland/Anita Edgington/Zuzana Aukett
Frome Valley	Julie Thorp (Headteacher)	Michelle Carter
Manor Park	Melanie Pallister (Headteacher)	Emily Birch/Tina Hill
Milborne St Andrew	Sharon Hunt (Headteacher)	Audrey Andrews
Piddle Valley	Jayne Browne (Headteacher)	Matt Wash
Prince of Wales	Peter Farrington (Headteacher)	Clare Mewett/Ann Johnson
Puddletown First	Dan Hunwick (Headteacher)	Heidi Roberts
St Mary's RC	Jackie Clayton (Headteacher)	Joanne Bourne
Winterbourne Valley	Annie Burson (Head of School)	Rachel Horne (Executive Headteacher)
Dorchester Middle	Ruth Thomas (Deputy Headteacher)	Zoe Jarvis-Woodbridge
St Osmund's Middle	Paul Absolom (Leader of Pupil Wellbeing)	Jim Williams (Headteacher)/Fiona Brady/Simon Beet
St Mary's Middle	Darren Ayling (Head of School)	Jo Thomas/Vicki Nelson
Thomas Hardye	Kaye Chittenden (Assistant Headteacher)	Julia Gosling/Susi Mead/Juli Neesam/Charlie Dale (Guidance Leaders)