Child Protection & Safeguarding Policy
November 2023

Legal context

There are several acts of parliament and guidance that are pertinent to the Child Protection process but key legislation is both the Children's Act of 1989 and 2004 as well as the Education Act of 2002 which states that Teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused.

There is also Section 175 of the Education Act 2002 which clearly states that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school." this includes independent schools and academies under section 157 of this Act.

Further guidance:

- Working together to safeguard children 2018
- Keeping Children safe in Education 2023
- Disqualification under the childcare act 2006, 2018
- Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)
- Searching, screening and confiscation guidance 2018
- https://hipsprocedures.org.uk/ (not exhaustive list: bruising protocol, CERAF exploitation assessment form, bullying, harmful practices linked to faith or belief, radicalisation and further safeguarding information)
- https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
- https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#history
- https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)
- Additional guidance can be found through Working Together 2018 and Annex information in KCSiE 2023.

Scope

The policy relates to all staff, volunteers and governors of Fairisle Junior School, and provides them, in conjunction with other policies that keep children safe, e.g. Acceptable Technology Use, with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. It should be read in conjunction with all other policies which can be found on our [website](#) and the HIPS website (link provided above).

The policy effectiveness is regularly monitored by identified Designated Safeguarding Lead, deputies and additionally by the nominated governor responsible for safeguarding.

Definitions

Within this document a number of phrases are used which can be explained:
- **Child Protection** is a significant aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Additionally, it also includes exploitation of any form and radicalisation. Parents, carers, other adults or children can harm children either by direct acts and / or failure to provide proper care. Explanations of these are set out within KCSiE 2023 and our school wider safeguarding related policies.
- **DSL** is the Designated Safeguarding Lead, a specially trained member of the senior leadership team and their deputies trained to the same standard, appointed into role with job descriptions and set of responsibilities clearly defined.

Policy statement
We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
We maintain an attitude of "it could happen here" where safeguarding is concerned.
We maintain an attitude of it is happening here, even if reports from pupils are low, with reference to the findings and recommendations of the OfSTED review of Sexual Abuse in schools and colleges- June 2021

As a school we will educate and encourage pupils to keep safe through:
- The content of the curriculum

- A school ethos which helps children to feel safe and able to talk freely about their concerns, confident that they will be listened to and valued
- Ensuring that robust, regularly monitored systems are in place to recognise, report and support any concerns regarding children's safety

It is agreed that when our school receives any safeguarding information from partners that this will be stored as confidential information as a part of a child protection file, in line with statutory requirements set out in KCSiE 2023 and the Data Protection Act 2018. It is recognised that on receipt of the information we as a school become the Data Controller and take responsibility as such. This system to ensure the secure storage of information will be the responsibility of the Headteacher and will only be shared with those who need to know to be able to follow direction from the DSL to act as a result of it or awareness to report observations regarding a child/ young person, to act in their best interests.

Some specific Information Sharing agreements around the sharing on of PPN1 information are in place, Operation Encompass and Endeavour, and we will ensure that where there is an open investigation that we will liaise and gain written consent to share information with a new education setting from the investigation team in line with that ISA.

Section 1: Principles and Values

Children have a right to feel secure and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

All staff recognise that they have a part to play in promoting children's safety and welfare and reporting ALL concerns however small they may seem.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in effective partnership working throughout the child protection process to safeguard children. This includes the transfer of records to educational and training providers to ensure that all children (under 18) are safeguarded, and any records or support provided are known so actions can be taken quickly and planned in the best interests of the child. We will challenge any practice that does not uphold the principles of safeguarding children first and notify the local authority of any practice that falls short of the high expectations held or statutory duties of schools.

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests. We also note that we will receive information from partners shared in the interests of safeguarding children that may be shared without the parent's consent and will treat this information confidentially.

Leadership and Management

We recognise that staff anxiety around child protection could undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff as needed.

In this school, any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.

The DSL is **Peter Howard**

The deputy DSLs are **Beverley Bessey, Robin Hayes, Tracey Rankin, Zoe Wakefield and Sam Rankin.**

There is a nominated governor for safeguarding, **Nikki Webb**, who will receive reports of allegations against the Headteacher and act on the behalf of the governing body to monitor safeguarding with governor colleagues.

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in 2018 and all staff, regular volunteers, casual workers and students complete an online Working with Children Declaration Form at least annually (September 2023).

Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Information is included in an appendix as to the different forms of abuse that should be included for staff to be aware of. Training is provided every year for all staff, with separate training to all new staff on post commencement. All staff sign to the policy annually to acknowledge they have attended/read and understood the training. All staff understand this holds them accountable to ensuring they follow appropriate policy and procedures within our school and that it is their responsibility to ask for advice or clarification if unsure about any safeguarding related issue.

The DSL will attend training that is DSL role specific every two years as a minimum, with regular updates to enable them to fulfil their role, through attendance at SCC DSL workshops/drop-ins or by other means. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

Training for all staff includes:
- How to record and report concerns they notice or are made aware of for any child or young person in the school
- Prevent awareness training from the Home Office to understand the risks around radicalisation and vulnerability
- On-line safety CPD and updates for protecting children from on-line harm and cyber-bullying
- Statutory reporting duties for Female Genital Mutilation
- Children Who are Absent from Education understanding and reporting
- Information and examples to develop all staff members understanding of different types of abuse
- and also issues such as Child Criminal Exploitation, Child sexual exploitation, sexual abuse and harassment between children, use of reasonable force. Additional aspects are covered in our wider policies.

Training will also ensure that all staff understand the impact of trauma and ACE's upon a child's development and the links to behaviour as a communicative function.

Training for all staff should include online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring.

Staff will be made aware through training and the staff code of conduct/behaviour policy of the responsibilities for all teachers within The Teachers' Standards 2012 (which includes headteachers) to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. This will also cover the 4th bullet in KCSiE 2023 allegations against staff.

Staff code of conduct, and visitor information, will also ensure that adults are clear regarding how the setting expects them to challenge any inappropriate, harmful or abusive behaviours that they may see or hear about. This may be verbal comments that some people may perceive as "banter" or a "normal part of growing up". In our setting these behaviours are NOT acceptable and all adults are expected to support the immediate positive challenging of any incidents and report them using the usual processes, or system provided, to the DSL.

All children and young people, as well as adults in our setting should expect to be treated respectfully and taken seriously if they report any concerns.

Referral

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Southampton CRS or children's social care if a child is open to them to inform and discuss. If the DSL is not available or there are immediate concerns, the staff member will refer directly, by taking advice through CRS and informing the Headteacher, unless the information is an allegation against the Headteacher, where the nominated governor should be contacted.

Generally, the DSL will always inform the parent/s prior to making a referral however there are situations where this may not be possible or appropriate. Notification may not be made if it judged in the child's best interests to not do so, or if the risk of harm is from the parent or may increase as a result of obtaining consent. Advice can be sought from CRS regarding consent. The school will record who made this decision, when and the reason for the decision within its own recording systems.

N.B. The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher or those in regulated professions to report directly to the police. They will be supported by our DSL if needed and the DSL will ensure there is a record of first-hand information held confidentially.

Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together 2018' guidance, and as indicated in KCSiE 2023.

Information will be shared with agencies who we have a statutory duty to share with (including the three safeguarding partners – Hampshire Police; Hampshire, Southampton and the Isle of Wight Integrated Care Board; the Local Authority) and individuals within the school who 'need to know' in the best interests of the child.

Information may need to be established with other professionals especially in the case of welfare concerns for children who are not open to children's services to determine the appropriate case of action, meeting of thresholds or escalation. For example, our DSL may contact a GP for a "confidential safeguarding discussion" to determine if they hold any safeguarding concerns or understand any health issues that may be affecting attendance and the school's regular sight of a pupil. Decisions made to request a safeguarding discussion will be kept within the school record of concern system with access limited to those who need to know.

Parents may be asked to give consent for the school to speak to the GP. However, if the concern is a safeguarding matter the school can contact the GP without contacting the parent for consent for a "safeguarding discussion". If this occurs, we will record who made the decision to take this action, when and why in the schools confidential recording systems.

All staff are aware that they cannot promise a child to keep a disclosure confidential.

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be written down with clear details of what information is known about what happened, who is involved, where and when. This will be handed directly to the Headteacher **Peter Howard**. The local authority designated officer (LADO) will be contacted by the Headteacher and the relevant guidance will be followed.

The LA's Designated Officer is: Jemma Swann
Phone: 023 8091 5535/ 07500952037
E-mail: LADO@Southampton.gov.uk

If the concern is a "low level" concern – below the threshold of serious harm, a consultation log should be recorded for example, so as to inform any patterns of behaviour that may escalate, or require intervention or consideration regarding referral to the Teaching Regulation Agency, including where a member of staff/ agency worker may have been not used again or dismissed if they had not resigned or left. LADO can advise if an allegation is a low-level concern of if it would meet the 4th bullet point criteria relating to behaviour that may mean someone is unsuitable to work with children.

If the allegation is against the Headteacher, the person receiving the allegation will contact the LADO and then the nominated governor for dealing with allegations against the Headteacher directly.
The process is outlined in KCSiE 2023. This process should be used in all cases in which it is alleged a member of staff or volunteer in a school has:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, the school will follow safeguarding policies and procedures and inform the local authority designated officer (LADO), as with any safeguarding allegation.

Outcomes of an investigation into an allegation can be substantiated, false, malicious, unfounded and unsubstantiated. If the allegation is substantiated this may lead to further action being taken, for example, disciplinary processes being initiated/referrals to DBS and TRA. Please note that unsubstantiated outcomes mean that there is not being enough evidence to prove or disprove the allegation which will need to be considered.

All aspects of managing allegations indicated in KCSiE 2023 part four will be followed including but not limited to:

- Identifying who will be told what and when
- Managing incidents of gossip or rumour or press contact
- A communication strategy including for social media and parents

Advice from the lead agency – LADO, Police, Children's Social care will always be followed by our school.

The timeframe for an investigation will depend upon the nature of the allegation, and there are other agencies involved or running investigations alongside the school processes.

Dealing with allegations against pupils

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, or in another school, the dealing with allegations against pupils guidance will be followed. A report will be made to the DSL, without delay as per other disclosures. Depending on the allegation it may be necessary to use the guidance "Sexual violence and sexual harassment between children in schools and colleges - GOV.UK " . See additional information set out the following section

The SSCP toolkit may be used in managing incidents of child-on-child/peer-on-peer incidents or allegations.

Where allegations are made between pupils that would be of a safeguarding nature the school will ensure that information is recorded using the same procedures for taking disclosures. The DSL will be informed without delay and will determine next steps.

Next steps at our school applied on a case by case basis include:

➢ Allocating a single point of contact for each child
➢ Informing the relevant agencies – e.g. Police
➢ Undertake risk assessment that is regularly reviewed
➢ Consider the victims wishes in line with age and developmental understanding/ competence
➢ Ensure that consideration is given and recorded to the support needs of both parties and any other children affected
➢ Ensuring that both pupils can continue to receive education equitably- this may include changing classes, addressing the need to manage start and finish times in line with reduced timetable guidance for a short period of time
➢ Parental communication will be established through single points of contact in agreement with any agencies e.g. police
➢ Participate with other agencies to ensure that a full understanding is gained of context and information known that may be relevant to risk assessment or level of understanding

There are four potential ways education establishments may need to manage allegations of this nature. They are outlined in KCSiE 2023. In our school we will use these examples to support our responses on a case by case basis.

Prevention

As a school we will minimise the risk of allegations against other pupils or inappropriate behaviour that may lead to allegation by:-

- Providing a developmentally appropriate effective PSHE curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe, and offer an appropriately planned RSHE provision, having completed stakeholder consultation, policy development in linked with the DfE statutory guidance, and taken account of the Ofsted review report findings and recommendations on Sexual Abuse in schools and colleges, Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk).
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and responded to consistently.
- Ensure that we have an open and visible culture of not accepting any form of verbal abuse towards others be it sexual or explicitly targeting personal or protected characteristics. Maintain a record of any such incidents and consider any further education or targeted intervention work that may be needed and seek these out proactively.
- Delivering age and developmentally appropriate targeted work on respect, responsibility, consent and assertiveness and keeping safe to those pupils identified as being at risk, or in need of additional support for understanding safeguarding.
- Ensuring that any education or policy is underpinned by a factual basis and that pupils and staff are clear about the need for any changes, as well as how they are expected to respond consistently.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations concerning pupils against other pupils which are safeguarding issues

Occasionally, allegations may be made against children by others in the school, or from another school, which are of a safeguarding nature. Safeguarding issues raised in this way may include verbal abuse, physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, any of the following features may be present, or others identified on a case-by-case basis. If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- If the allegation includes actions related to protected characteristics
- Is of a serious nature, possibly including a criminal offence, including radicalisation or another form of exploitation or abuse
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this child
- Indicates that young people outside the school may be affected by this child
- Identified a pattern of behaviour that needs addressing

Examples of safeguarding issues against a child could include (not an exhaustive list):

Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse
- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

• Indecent exposure, indecent touching or serious sexual assaults
• Forcing others to watch pornography or receive or share nudes/ semi-nudes

Sexual Exploitation
• Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
• Photographing or videoing other children performing indecent acts

Criminal Exploitation
• Encouraging / forcing others to engage in inappropriate / criminal/extortion activities
• Forcing or encouraging others to make delivery of unknown or known items and use of threats
• Grooming others to act on their behalf or in a manner that is criminal for reward

Radicalisation
• Promoting extremist ideology including sharing of information to others digitally or in hard copy

Important note: All young people Under 18 are considered as children first and in our school the management of allegations between pupils, or of a pupil will always ensure that history and context are included in decision making together with other relevant agencies.

Both parties will have a single point of contact and will be supported throughout the process of any investigation in line with other agencies involvement. When decisions are being made the effect on both parties will be considered and recorded.

<u>Procedure:-</u>

- When an allegation is made by a pupil against another child, members of staff should consider whether a pupil is at immediate risk of harm, or the information raises a safeguarding concern, sometimes this will, with known contextual information, be beyond the information shared. If there is a risk of immediate harm to either pupil/s or safeguarding concern the designated safeguarding lead (DSL) should be informed, if not school behaviour policy procedures may be more appropriate.
- If the member of staff hears or sees any incident of abusive verbal comments made towards a pupil or to or by a staff member they should consider how they can act immediately, in line with school policy or expectations. For example, staff should follow what the staff code of conduct states regarding how staff are expected to challenge **any** verbal abuse that may be of a sexual nature, or comments regarding personal or protected characteristics both in the moment, also to record and also follow up in line with the school behaviour policy.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. In the case of verbal abuse – the staff member should follow the behaviour policy which sets out how our school expects all to respond.
- The DSL should contact the multi-agency safeguarding hub and/or police to discuss the case.
- A CPI form might be completed if relevant to the individual situation.

- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place the DSL may contact the police directly, as well as refer to the multi-agency agency safeguarding hub, the police advice should be followed in all circumstances.
- Parents, of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral (unless advised by the police to not do so)
- The DSL will ensure a record of the concern is held in the school system, confidentially if appropriate, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to rearrange educational provision for the pupil the allegation has been made about for a period of time according to the school's behaviour policy and procedures, but this will be made on an individual basis in context and proportionate to the allegation made.
- Where neither social services nor the police accept the allegation or complaint, a thorough school investigation will take place into the matter using the school's behaviour policy and usual disciplinary procedures and in context of any known information.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, and if necessary and proportionate supervision plan
- The plan should be monitored, and a date set for a follow-up evaluation including safeguarding partners or external agencies or organisations supporting anyone involved.

Sexual violence and sexual harassment between pupils in school
[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)](www.gov.uk)

In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This is through the examples staff set as role models to our pupils as well as through PSHE lessons, and Relationships Education and other input such as responding to pupil surveys, and providing opportunities for pupils to develop responsibility, understand and demonstrate respect towards others and application of the behaviour policy and code of conduct.

Adults are expected to:
- Be aware that this can happen to any person – it is not limited to females but recognise the majority of reports are incidents targeted at girls and women.
- Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- recognise that "Upskirting" is now a criminal offence. It typically involves taking a picture under someone's clothes without them knowing with the intention of viewing someone's genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
- Understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3

of recent government advice (hyperlink above) is important. In our school we will ensure that we educate our pupils through our curriculum and assemblies.

- Recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- Recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in this child protection policy.

Where information includes an online element, staff including the DSL must be aware of the searching, screening and confiscation advice for schools and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.

The DSL will report to children's social care through contact with MASH, and this will be in conjunction with the police in either order. Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they victim or alleged perpetrator. The police will advise what information can or should be shared.

As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.

All parties should be confident that thy will be listened to, believed and supported appropriately. Surveys and pupil consultations will support assurance around this for leaders and governors.

If this situation arises our school will assess the risk and identify if there may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out. A single point of contact for each pupil will be set up immediately and actions will be determined on a case by case basis. A risk assessment will include travel to and from school and any other relevant contextual information available. Our response will be proportionate, time monitored and take individual context and situation into account on a case-by-case basis.

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors.

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk:
Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.

Contact – being subjected to harmful online interaction with other users, such as 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 – personal online behaviour that increases the likelihood of, or causes, harm, such as 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; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:
Educate pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.

Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas.

Artificial intelligence (AI)
Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
Fairisle Junior School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
Fairisle Junior School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.
Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Section 2: Roles and responsibilities within Fairisle Junior School

Staff Responsibilities:
All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this all staff will:
- Establish and maintain an environment where children feel secure, are encouraged to discuss concerns and have confidence they will be listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems, and also know where else they might be able to

draw upon reliable advice appropriate to their age and development, especially when out of school.

- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training, at least annually, in order to be aware of and alert to the signs of abuse, take responsibility in line with professional standards and ask questions if unsure about any of what is covered or issues you heard about that have not been covered in training.
- Maintain an attitude of "it could happen here" with regards to all aspects of safeguarding. Be curious as to why something has been said or observed.
- Consider information shared or behaviours observed in a trauma informed (ACE's) manner.
- Record their concerns if they are worried that a child is being abused and report these directly to the DSL without delay as soon as practical that day. These concerns are likely to be wide-ranging and could include concerns about on-line safety, exploitation, neglect, abuse, radicalisation, mental health and well-being or other welfare and safeguarding issues.
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 5). Follow the procedures set out by the Southampton children safeguarding partnership, HIPS and guidance issued by the DfE.
- Support pupils in line with their plan – e.g. child protection plan, medical individual health plan, EHCP.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.
- Know what to do if you need to report a concern out of school hours, including holiday time.
- Treat information with sensitivity, confidentiality but never promising to "keep a secret".
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help as required.
- Staff must recognise that some children have an increased risk of abuse both online and offline. These children include those who need a social worker, children who are absent from education, children who are being or where parents may Electively Home Education (EHE), children requiring mental health support, looked after children and previously looked after children and children with special educational needs, disabilities or health issues. Staff must also recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. Staff also must have a zero tolerance culture towards transphobia.
- All staff are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).
- Our staff must be aware of our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Senior Leadership Team Responsibilities:

- Contribute to inter-agency working in line with guidance (Working Together 2018, KCSiE 2023)
- Provide a co-ordinated offer of internal support or referral to early help when additional needs of children are identified
- Ensure staff are able to work in a trauma informed manner and that linked policies such as behaviour policies support this.
- Working with children's social care, support their assessment and planning processes including the school's attendance at conference and core group meetings
- Ensure DSL's can contribute to multi-agency meetings such as MARAC when required
- Ensure where children are open to Children's social care or Early Help that the linked social workers are informed on the same day or any absence, especially if unexplained.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining the single central register and provide information and activities to enable scrutiny.
- Ensure shortlisted candidates are informed that the school may carry out online checks as part of the due diligence process.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school, and to visitors/volunteers.
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Southampton Safeguarding children partnership (SSCP) and Southampton City Council (SCC).
- Ensuring the relevant staffing ratios are met, where applicable.
- To make sure that online safety training is included in staff safeguarding and child protection training.

Governing Body Responsibilities

- The school has effective safeguarding policies & procedures including a child protection policy, a staff behaviour policy and processes for children who go missing from education.
- The SSCP is informed annually via local authority education safeguarding lead (Alison.philpott@southampton.gov.uk) about the discharge of duties via the safeguarding self-evaluation tool or other/additional external report evidence.
- Recruitment, selection and induction can be evidenced as following safer recruitment practice.
- Allegations against staff are dealt with by the Headteacher, in consultation with LADO and appropriate record kept.
- A member of the senior staff team is appointed as designated safeguarding lead (DSL) and this recorded in their job description
- A nominated member of the Governing Body has responsibility for monitoring safeguarding whilst it is a duty for all governors to take account of safeguarding in their duty as a governor.
- Ensure that oversight of the effectiveness of policies is undertaken, including staff and pupil discussions including people selected independently by governors
- Staff have been trained appropriately and this is updated in line with guidance at least annually, updated by bulletin, staff meeting, or other method as required
- Ensure that the DSL can provide an accurate record of all staff training and records of staff understanding the content, including for Prevent, CME and FGM.
- Any safeguarding deficiencies or weaknesses identified are remedied without delay

- Have identified a nominated governor for allegations against the Headteacher, who has undertaken training, and is able to contact HR advisor and LADO independently of the school where required.
- Governors will also ensure that hirers or users of school facilities understand their responsibilities in positions of trust, and not to use the site for promotion or distribution of extremist materials or messages. They will provide an agreed set of information that is shared and recorded for all hirers/ users whose activities involve children. This will include how to contact a DSL is appropriate and CRS.
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness.
- Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards.
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role.
- Make sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners.
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

DSL Responsibilities *(to be read in conjunction with DSL role description in KCSiE 2023)*

In this school the DSL is:
Peter Howard head@fjslive.net 023 8073 3415

The deputy DSLs are:
Beverley Bessey deputy@fjslive.net 023 8073 3415
Robin Hayes senco@fjslive.net 023 8073 3415
Tracey Rankin trankin@fjslive.net 023 8073 3415
Zoe Wakefield zwakefield@fjslive.net 023 8073 3415
Sam Rankin srankin@fjslive.net 023 8073 3415

In addition to the role of staff and Senior Leadership Team the DSL will
- Assist the governing body in fulfilling their responsibilities under sections 175 or 157 of the Education Act 2002
- Attend initial training for the role and refresh this training every two years. By attending the initial DSL role specific training and then demonstrating evidence of continuing professional development thereafter with regular updates at least annually.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure staff and pupils know how to refer concerns appropriately out of hours and during holidays, and pupils know where to get help from during these times – age appropriately.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities, a record of attendance and understanding is kept and staff know to ask if unclear or unsure at any point.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties

- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk, including to ensure context is taken into account including any siblings/shared families
- Ensure that there is an internal process to alert social workers of any pupil absence for children open to children's social care arrangements.
- Ensure that when a child moves education setting, in year or at transition points that copies of child protection and child welfare concerns records are transferred in a timely manner in line with SCC Retention and transfer of records policy found on Young Southampton (separate from pupil files) when a child transfers school in accordance with GDPR, and school processes.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed in accordance with GDPR.
- Link with the SCSP and SCC to make sure staff are aware of training opportunities and the latest local and national policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Ensure there is a robust risk assessment process for the checking of adults wishing to volunteer which includes checking if the adult is prohibited from working in childcare or with children in any way, and may include additional checks for example in line with people working in regulated activity if that applies to the volunteering role.

Section 3: Fairisle Junior School Child Protection Procedures

Overview:

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. Adults visiting and volunteers at the school are made aware of the schools procedures and the expectation they will follow them. Visitors and volunteers will be made aware of the expectations through the handout in Appendix 1, Annex 6.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:
Make an initial, accurate record of the information
Report it to the DSL / Headteacher immediately verbally and record this on CPOMS.
The DSL or Headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Headteacher are not immediately available (see point 8 below)
Make an accurate, factual record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions they were involved in
- Any injuries reported and recorded on body map

- Information given by the child / adult
- What action was taken
- Actual words or phrases used by the child

The records must be signed and dated by the author. Then stored securely as per school procedure in line with GDPR. In our school this is achieved by using CPOMS.

Following a report of concerns from a member of staff, the DSL must:

Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to CRS/police/or the social worker if a case is open

Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to CRS. However, in accordance with KCSiE and Working Together guidance, this should only be done when it will **not** place the child at increased risk and or **not** impact a police investigation. Advice should be sought from MASH if a professional has taken a decision that gaining consent is unlikely to be in the child's best interests. The child's views should also be taken into account but the decision-making rests with the professional and should be recorded.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub (and make a clear statement of:
  a.   the known facts
  b.   any suspicions or allegations
  c.   whether or not there has been any contact with the child's family
  d.   include any contextual information relevant.

When speaking with a child/young person we will all ask and record:

- What happened?
- Where did it happen?
- When did it happen?
- Who was there?

Use the following guidelines:

No leading questions

Active Listening

Reassure child or adult and keep calm

Don't promise to keep secrets

Record details immediately

Tell your Safeguarding Lead or Deputy

Safeguarding Lead will contact MASH or adult social care if appropriate.

The record of responses as given, word for word, by the child is crucial. This is so the initial information that would be required for a DSL to make an informed decision about next steps that are relevant are gathered, ideally at the point of disclosure.

If the DSL feels unsure about whether a referral is necessary, they will phone the CRS for advice. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider if referral for Children and Families First support or follow other guidance from CRS/police. The DSL must confirm any referrals in writing to the CRS, within 24 hours, including the actions and decisions that have been taken by whom and any impact of the actions and decisions. The written referral should be made using the CRS referral form The Children's Resource Service (southampton.gov.uk)which will provide children's social care with the supplementary information required about the child and family's circumstances. The DSL will include all information they are aware of and not assume anyone reading the referral has already got access to contextual or other relevant information.

If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken and decisions made by whom through contact with CRS or the social worker.

Where the information refers to FGM, or immediate risk of, for example, forced marriage the DSL will ask the adult who took the disclosure to contact the police under the mandatory reporting duty, or follow other guidance relevant to individual information or context. Then record the information and reasons for the decisions made.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Any decisions taken, in particular, not to notify parent should be recorded – who made decision and reasons decision is based on, with date and time of decision logged.
When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or Headteacher should organise appropriate measures to ensure the child attends the accident and emergency unit at the nearest hospital urgently, having first notified police/CRS. The DSL should seek advice about what action school/children's social care/police will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. This decision and reasons for it should be recorded as described as above.
If the disclosure relates to extremism and falls under Prevent concerns, then the DSL will make a referral to Prevent. Unless there is a good reason not to do so the parent/s will be informed of the referral. This referral process is as set out in the guidance for safeguarding policy published by SCC and emailed to all schools Heads and DSLs.

Management
The DSL will ensure a report is provided to **all** Child Protection and Child in Need planning meetings, and where possible will provide an appropriate in attendance for each meeting also.

The school may also be invited to attend MARAC, Channel panel– where possible the DSL will always attend or in the case of not being able to provide a report to the professional leading the meeting of any relevant information.

If there is non-compliance with safeguarding and child protection responsibilities the Headteacher (or if appropriate the governing body) will decide whether disciplinary or competency action plan is needed.

Governance

As a school, we review this policy at least annually in line with Department of Education, SSCP and SCC and other relevant statutory guidance together with our wider safeguarding policy/ies.

The policy in practice is monitored by the safeguarding governor in partnership with the DSL so the governing body can be assured of effectiveness of this policy in practice. This is reported to the governing body in a standing agenda item but will not break confidentiality or include individual cases but is likely to include monitoring of safer recruitment practice, checking of the effectiveness of systems, training record compliance, actions identified to improve the effectiveness of safeguarding. The safeguarding governor will ensure that governors are able to undertaken first-hand monitoring activities to assure the body of the effectiveness of the safeguarding culture at the school.

Appendix 1: Annex 1: Flowchart for child protection procedures
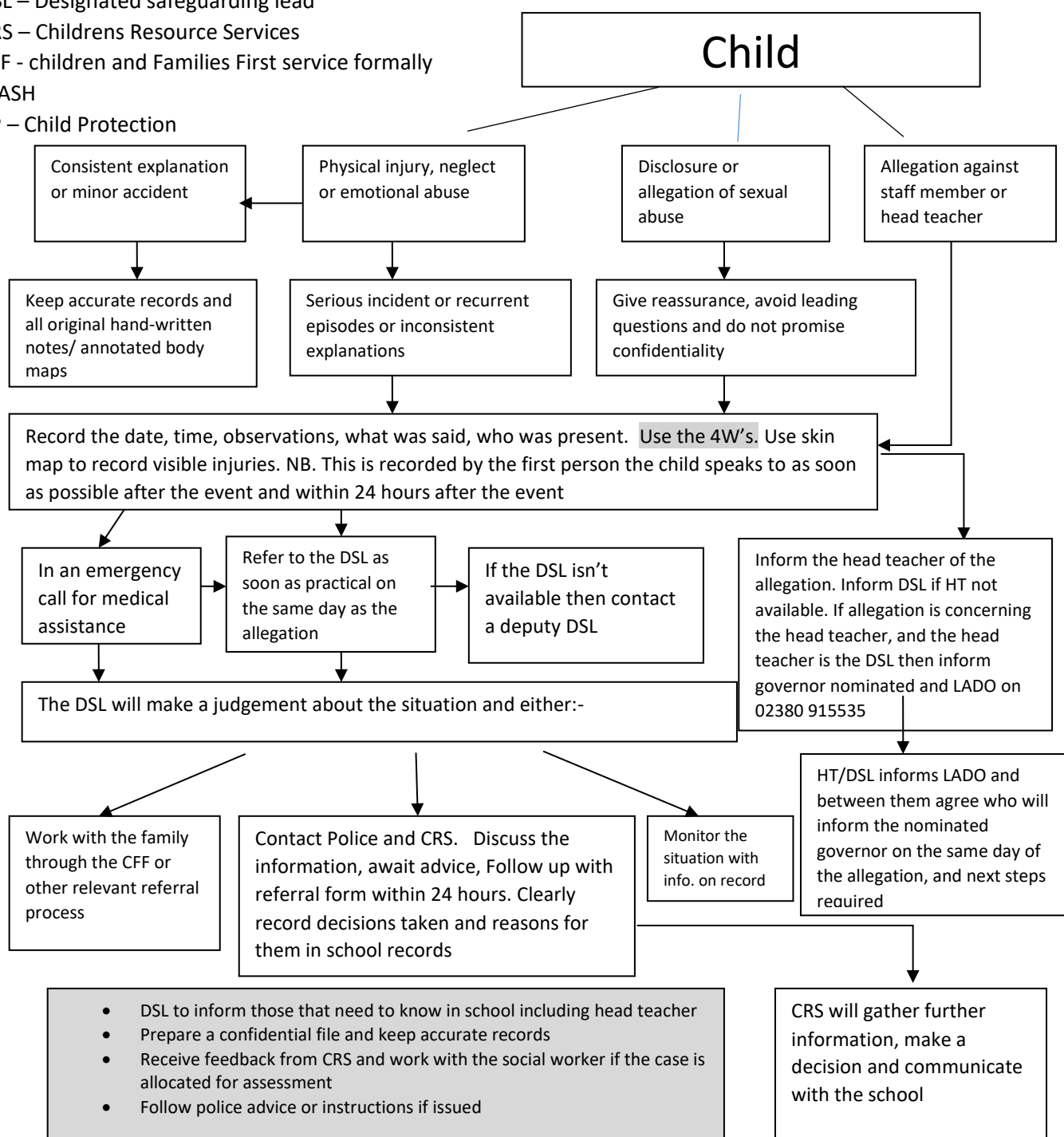
DSL – Designated safeguarding lead
CRS – Childrens Resource Services
CFF - children and Families First service formally MASH
CP – Child Protection

Child

STAFF

| Consistent explanation or minor accident | Physical injury, neglect or emotional abuse | Disclosure or allegation of sexual abuse | Allegation against staff member or head teacher |

Keep accurate records and all original hand-written notes/ annotated body maps

Serious incident or recurrent episodes or inconsistent explanations

Give reassurance, avoid leading questions and do not promise confidentiality

Record the date, time, observations, what was said, who was present. Use the 4W's. Use skin map to record visible injuries. NB. This is recorded by the first person the child speaks to as soon as possible after the event and within 24 hours after the event

In an emergency call for medical assistance

Refer to the DSL as soon as practical on the same day as the allegation

If the DSL isn't available then contact a deputy DSL

Inform the head teacher of the allegation. Inform DSL if HT not available. If allegation is concerning the head teacher, and the head teacher is the DSL then inform governor nominated and LADO on 02380 915535

DSL

The DSL will make a judgement about the situation and either:-

Work with the family through the CFF or other relevant referral process

Contact Police and CRS. Discuss the information, await advice, Follow up with referral form within 24 hours. Clearly record decisions taken and reasons for them in school records

Monitor the situation with info. on record

HT/DSL informs LADO and between them agree who will inform the nominated governor on the same day of the allegation, and next steps required

- DSL to inform those that need to know in school including head teacher
- Prepare a confidential file and keep accurate records
- Receive feedback from CRS and work with the social worker if the case is allocated for assessment
- Follow police advice or instructions if issued

CRS will gather further information, make a decision and communicate with the school

If the disclosure is related to Extremism/ radicalisation concerns then the local Prevent referral pathway will be followed as set out in the guidance for safeguarding policies.

Appendix 1: Annex 2: Recording on CPOMS to include

- Details of concern
- Who?
- What?
- Where?
- When?
- Any factual, observable behaviours when disclosing? use child's exact words)
- DSL to record if required the action taken and decision made and reasons for it, as well as the outcome of action.

Appendix 1: Annex 3: Body Maps

Body Maps (available on CPOMS) should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the DSL and onto appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

Appendix 1: Annex 4: Dealing with disclosures

<u>Dealing with disclosures and allegations</u>

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with SEND, with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles for staff:

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of exactly what has been said as soon as practicable
- Don't 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 the pupil e.g. you could say: 'I am glad you felt able to say this", "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", " x is trained to help pupils who need it I'm going to go and speak to x as they will know what we should do now"
- Be clear about who any disclosure or allegation is being made against.

- **<u>Do not</u>** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **<u>Do not</u>** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **<u>Do not</u>** ask the pupil 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 pupil that it will be a senior member of staff
- **DO** share concerns with the designated safeguarding lead as soon as possible
- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact CRS/police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response you receive following your concerns, you should contact and request re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Ensure that all known information, including contextual information has been shared for assessment of the information to be

made. First raise with the professional whose response you are dissatisfied with, then if still dissatisfied their manager, and upwards through line management.

- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.
- If the allegation is regarding child on child abuse it is important to note who was present, if anyone, if the incident/s were in person/ reported to them or online. Using the same questions as for disclosure a record should be made and then an investigation into the allegation undertaken. All incidents should be taken seriously, assessed from the effect on both parties and others, and consideration should also be given if staff were present if they followed the expectations communicated or code of conduct.

Helpful notes:

- If possible make some very brief, accurate notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- If a DSL / deputy is not available or contactable know how to contact CRS for advice.

After decisions and referral:
Review (led by DSL)
- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?
- Did staff follow policy?
- Were any deficiencies or weaknesses are identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Procedures to follow can be found within our complaints policy and whistleblowing policy.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional supervision or counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school wherever possible will also send a representative to the meeting to share this report and hear the wider contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.

If a meeting falls in a school holiday period arrangements are in place and staff will attend where possible or provide a written report.

Appendix 1: Annex 5: Allegations against staff

<u>Allegations against staff</u>

Procedure

- This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:
  - **behaved in a way that has harmed a child, or may have harmed a child;**
  - **possibly committed a criminal offence against or related to a child;**
  - **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or**
  - **behaved or may have behaved in a way that indicates they may not be suitable to work with children. KCSiE 2023 Part Four**

In dealing with allegations (harm identified) or concerns of harm against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible
- If an allegation is made against the Headteacher, the concerns need to be raised with the nominated governor and LADO (02380 915535) and then the nominated governor as soon as possible
- Once an allegation has been received by the Headteacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and **before** carrying out any investigation into the allegation. Contact details for HR provider will be required.
- Inform the parents of the allegation unless there is a good reason not to. The decision to inform or not inform should be recorded as to who made the decision and the reasons for it.

In liaison with the LADO, the school will determine how to proceed and, if necessary, the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'Keeping Children Safe in Education' (2023) and the SCSP and HIPS procedures.

All aspects of managing allegations indicated within KCSiE 2023 part four will be followed including but not limited to:

- Identifying who will be told what and when
- Managing incidents of gossip or rumour or press contact
- A communication strategy including for social media and parents

Advice from the lead agency – LADO, Police, Children's Social care will always be followed.

Outcomes of an investigation into an allegation can be substantiated, false, malicious, unfounded and unsubstantiated. If the allegation is substantiated this may lead to further action being taken for example disciplinary processes being initiated/referrals to DBS and TRA. Please note that unsubstantiated outcomes mean that there is not being enough evidence to prove or disprove the allegation which will need to be considered.

Appendix 1: Annex 6: Briefing sheet for temporary and supply staff

Briefing sheet for temporary, supply staff - and those on short contracts at Fairisle Junior School

While working in Fairisle Junior School, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare. You should follow any policies or procedures the school has made you aware of, some of which may be specific to the context or individuals.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Peter Howard and can be found in the Headteacher's office.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you/overhearing that they/another pupil have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way. The record should be factual and include actual words or phrases used by the child.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive

- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish. If they have told you little but it is clear you need to pass the information on, do so, do not ask for more information or ask any leading questions.

- You could ask "Who was involved", "What happened" "Where did it happen and when?"

- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not ever promise confidentiality. You are obliged to share any information relating to abuse or neglect. You will need to report under the mandatory reporting duty directly to the police if known FGM is disclosed to you, take advice from the DSL within the setting first unless to do so would delay the referral.

- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated safeguarding lead or Headteacher who will then follow the school procedure

Remember, if you have a concern, discuss it with the DSL as soon as possible.
In the case of verbal comments seen, heard or reported to you the following steps are expected to be taken by all adults in our school:

Inappropriate use of language or behaviour to cause harm
The steps expected to challenge inappropriate comments that may be of a sexual nature or made against a personal or protected characteristic are set out below:

A written record should be made of what was said, by whom, at whom if it was directed towards someone, and actions taken at the time.
This record should be given to (add who) as soon as possible within the same school day so that any further actions can be considered.

In our school what may be deemed by some as "banter", "a normal part of growing up" or "boys being boys" is not acceptable and all adults are expected to positively challenge any incidents they become aware of or see or hear when at our school.

Appendix 1: Annex 7: What is child abuse?

What is child abuse?

The following definitions are based on W*orking together to safeguard children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by other children as well as through harmful practices including but not an exhaustive list: honour -based violence, forced marriage, female genital mutilation and breast flattening.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

A child or young person can be abused or harmed by a person/persons from outside their family OR from within their own families.

Physical abuse

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

Emotional abuse

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 a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Other forms of abuse staff should be made aware of:
- educational neglect
- exploitation can occur in a range of forms uniquely or cross types such as criminal, sexual, emotional exploitation, modern slavery

Indicators of abuse

Neglect - The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:
- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

(It can also include failure to support the child's educational development e.g. education neglect from parents/carers. Professional or organisations)

NSPCC research has highlighted the following examples of the neglect of children under 12:
- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

In addition to these factors SCC has also defined "Educational neglect" and produced guidance for practitioners that should be considered (Young Southampton – safeguarding local guidance)

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.
Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The Neglect toolkit ([Southampton Safeguarding Children Partnership – Improving the safety & wellbeing of Southampton's Children & Young People (southamptonscp.org.uk)](southamptonscp.org.uk))   is used by our school when reviewing individual cases or processes.

Indicators of neglect (see toolkit – link above)

Emotional abuse - The nature of emotional abuse
Most harm is produced in *low warmth, high criticism* homes, not from single incidents.
Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.
All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues
- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse - The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:
- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:
- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse – the nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:
- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations
- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

This can be carried out by people from outside the family but also people from within the family too.

Exploitation – criminal or sexual is also a form of abuse

Further information regarding information and indicators can be found in the guidance for safeguarding policies issued by SCC.

Staff will also be made aware of the additional safeguarding vulnerabilities of;

• children in the court system;

• children missing from education;

• children with family members in prison;

• children who are homeless;

• children who have or have had a social worker;

• children who are young carers;

• children looked after or previously looked after; and

• children with mental health diagnoses/under-going diagnosis.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school.

However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Appendix 1: Annex 8: Brook sexual behaviours traffic light tool and other helpful information update

Brook sexual behaviours traffic light tool has been updated and is available to use once a training course (minimum of 60-90 minutes, £30) has been completed

Link to certified CPD Sexual Behaviours Traffic Light Tool – Brook

"Stop it now" also has useful information in a traffic light model which may also be of use

How to tell if a child's sexual behaviour is age appropriate - Stop It Now

Appendix 1: Annex 9: Useful contacts

Key Personnel	Name (s)	Telephone No./ contact
DSL	Peter Howard	023 8073 3415 head@fjslive.net
Deputy DSL(s)	Beverley Bessey Robin Hayes Tracey Rankin	deputy@fjslive.net senco@fjslive.net trankin@fjslive.net 023 8073 3415
School's named "Prevent" lead	Peter Howard	023 8073 3415 head@fjslive.net
Nominated safeguarding governor for allegations against Headteacher	Nikki Webb	023 8073 3415 nwebb@fjslive.net
Children's referral team CRS contact number	CRS	Telephone number for professionals: 023 8083 3004 Online referral form: The Children's Resource Service (southampton.gov.uk)
Out of hours social care		023 8023 3344
Police		101 or in emergencies 999
Local authority designated officer (LADOs)	Jemma Swann	lado@southampton.gov.uk 02380 915535/ 07500952037
School nurse		0300 123 6661