Sholing Infant School
Safeguarding and Child Protection Policy

Prepared By:	Name: Ruth Davies		
Approved By:	Trust Board	Date:	Date: September 23
Start Date:	Date: September 22	Review Date:	Date: September 24

If you are concerned about a child at the school, or about the conduct of any member of the school staff, please contact:

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1. Introduction

1.1 Policy Statement

Sholing Infant School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in our school has a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, resilient, valued and respected and are encouraged to talk, believing they will be listened to. We will ensure children know there are adults at the school whom they can approach if they are worried.

1.2 Our commitment to safeguarding

Environment:
- To provide a safe environment within which children can learn and flourish.
- To provide an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility.
- To ensure that all children and young people will feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- To consider that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful.
- To recognise that children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead.
- To raise the awareness of all leaders, teaching and non-teaching staff, volunteers and visitors of the need to safeguard children both offline and online.
- To raise awareness of leaders, teaching and non-teaching staff responsibilities in identifying and reporting possible cases of abuse.

Safeguarding procedures:
- To ensure that all concerns, however small, are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the Designated Safeguarding Lead (DSL) enables a context to be known and therefore support the identification of for example, risks or exploitation.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely Early Help referral, contact and working with multi-agency partners and children's social care team and other safeguarding partners.
- To provide attendance by a nominated member of staff or a report with up-to-date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/family.
- To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns, they are shared and addressed swiftly, with a strong base of information ensuring that the best interests of a child/the children are placed at the centre of referrals.
- To refer to Early Help services so that children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's social care services is required.
- Ensure that all adults within our school who have access to children have been checked and this is recorded.

External factors:
- Appropriate supervision is given to visitors and adults on-site. Key information or training for visiting staff and adults will be provided to those who may lead for example sports clubs / out of hours activities at or for the school.
- Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers.
- Ensure that appropriate safeguarding arrangements are in place for children on work placements or alternative provision offsite, or in flexi-school arrangements.
- Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting will be carried out in accordance with local procedures.

Curriculum:
- To ensure that the school complies with the statutory guidance September 2020 for relationships, sexual relations, health and well-being.
- To provide an effective PSHE curriculum that encompasses age and developmentally appropriate content, enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society, including knowing how to keep themselves safe and where to get help from if they, or others need it.

The protection of children is of the highest priority for our school. Children have the right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal opportunity to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact the Multi-Agency Safeguarding Hub (in line with current safeguarding procedures) without notifying parents if this is in the child's best interests. In all cases, consent must be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason and will be held with the child's record of concerns or child protection file with a level of protection determined by the Designated Safeguarding Lead (DSL).

1.3   Purpose

The purpose of this policy is to:
- provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy will inform parents and guardians how we will safeguard their children whilst they are in our care.
- protect children and young people who attend our school.
- ensure consistent good practice across the school.
- demonstrate our commitment to protecting children.

1.4   Definitions used within this policy

Safeguarding, as defined in KCSIE 2023, is "protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances

consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes" (Part One paragraph 4).

Child protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or 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.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Victim refers to the person who is adversely affected by a stressful or distressing situation or harmful or humiliating act.

It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way.

Alleged perpetrator refers to someone who may have caused harm, humiliation, distress or alarm to another.

Perpetrator refers to a person who causes harm, humiliation, distress or alarm to another.

It is important that we consider that the perpetrator may also have been a victim of, or witness to abuse.

1.5   Legal Context

This policy is based on statutory guidance from the Department for Education:

- [Keeping Children Safe in Education (September 2023)](#)
- [Working Together to Safeguard Children (2018)](#)
- [Sexual violence and sexual harassment between children in schools and colleges (Sept 2021)](#)
  (Now merged into KCSIE 2023)
- [What to do if you're worried a child is being abused - Advice for Practitioners (March 2015)](#)

It is also based on the following child protection legislation:

- [Children Act 1989](#) and [Children Act 2004](#)
- [Education Act 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.
- Sections 175 and 157 of the [Education Act 2002](#) which clearly states that the governing body of an academy 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.

Where national guidance changes within the approved policy year, or learning from practice reviews becomes available addendum to policies and process may be made through the governing body.

2. Providing a Safe and Supportive Environment

2.1 Safer Recruitment

We create a culture of safe recruitment and, as part of that, adopt robust recruitment processes and volunteer checking processes that help deter, reject or identify people who might abuse children. This enables the governing body and if applicable the Trust to act reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out.

The school follows the safer recruitment process outlined in Part Three of KCSIE 2023. On all recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, checking any gaps in employment history and ensuring that a candidate has the health and physical capacity for the job, alongside effective induction processes. It also includes undertaking interviews and, in all cases, instigating Disclosure and Barring Service (DBS) checks. As part of our due diligence, we may carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. (as outlined in KCSIE 2023) We will inform shortlisted candidates that online searches will be carried out.

Curriculum Vitae will only be accepted alongside a full application form.

The Single Central Record (SCR) includes a record of all checks undertaken, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or unregulated activity is accurately recorded. Where an individual's details or role has changed the SCR will be updated and files supporting the SCR will include the updated information. For supply staff, information is received from the supply agency, downloaded, stored securely and checked prior to the individual starting regarding checks carried out for the role. Regular monitoring of the SCR is undertaken by senior leaders or governors and a record is made of this monitoring and any actions required.

2.2 Staff Training and Staff Induction

All staff in our school should be aware of the signs of abuse and be able to respond appropriately. All staff will receive an induction programme which will include basic information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice. All staff are expected to read at least Part One of KCSIE 2023. Only staff who do not regularly work with children can choose to read Annex A instead.

All Governors are expected to know and understand their safeguarding responsibilities as described in Part Two and Senior Leaders and the school safeguarding Governor should read the whole of KSCIE 2023.

In line with KCSIE 2023 safeguarding training for staff is provided to the whole school every year with separate training to all new staff and volunteers as part of their induction (if this falls at a different point in the year). All staff are provided with the school's Safeguarding and Child Protection Policy and are informed about safeguarding arrangements on induction to ensure they fully understand their role in identifying concerns and their responsibility to report concerns.

The DSL attends Level 3 Safeguarding training for their role and then refresh this specific training for DSLs every two years. It is the responsibility of the DSL to maintain an overview of new developments so, in addition to having an annual update, they will receive regular updates between training through Local Authority Network meetings, safeguarding updates from the Trust and reading safeguarding related articles

or research. Records of training and updates will be kept which identifies that staff have attended, read and understood the information shared. A full description of the DSL role can be found in Annex C of KCSIE 2023.

2.3 Roles and Responsibilities

We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm. We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training, advice to support the process and individual staff within that process. Staff understand that they all have a key role to play in identifying concerns early and provide help for children where necessary through referral to Early Help services or Children's Services at the Local Authority.

2.3.1 Leadership and Management

In this school any individual can contact the DSL if they have concerns about a pupil. The DSL is a member of the Senior Leadership Team. The names and contact details are listed on page 2 of this policy. These safeguarding roles are explicit in assigned job descriptions. A full description of the DSL role can be found in Annex C of KCSIE 2023.

2.3.2 Governance

There is a nominated Safeguarding Governor (see page 2 for details) who leads the monitoring of safeguarding and ensures the school meets its statutory duties effectively. The Safeguarding Governor meets with the DSL to check that procedures are being followed, that staff training is up to date and to keep abreast of the number of children who are open to social care. Governors will refer to the Trust Safeguarding Review document as a template to support their own monitoring. The Chair of Governors receives reports of allegations against the Headteacher and act on the behalf of the Governing Body. Governors are aware of the duties set out in KCSIE 2023 for governing body responsibilities for safeguarding. A record of all governors who have read and understood relevant sections of KCSIE 2023 is held with governing body records. The Safeguarding Governor is required to read KCSIE 2023 in full.

2.4 Confidentiality

Staff understand they can get advice from the DSL regarding concerns and confidentiality. We maintain that all matters relating to child protection are to be treated as confidential and shared as per the GDPR guidance and DfE Working Together to Safeguard Children guidance. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Decisions to share/not share information will be recorded together with the reasons for this within a child protection or welfare concern recorded. The best interests of the child will be placed at the heart of the decision making to share information, especially where contextual information is included. All staff are aware that they cannot promise a child to keep a disclosure confidential. Disciplinary action/re-training will be considered for any breach of confidentiality.

2.5 Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms part of induction process for all staff, including expectations for volunteers.

2.6 Related school policies

Safeguarding encompasses issues such as pupil health and safety, attendance, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security and positive behaviour. For this reason, other related policies within the school reflect our safeguarding procedures and ethos and are updated accordingly.

2.7 Safeguarding information for pupils

We are committed to creating an ethos in school where children feel safe and are able to talk freely about their concerns, believing that they will be listened to and valued. All pupils in our school are aware of a number of staff they can talk to if they are worried about any problems. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

2.8 **Children** who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

2.9 Children with Special Educational Needs or Disabilities (SEND)

School staff and Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. We are committed to providing a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL (or Deputy) will work with the school's Special Educational Needs Coordinator (SENCO) to identify pupils with particular communication needs. Parents can seek information, advice and support from The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

2.10 Children with mental health needs

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and education.
School staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in our school) will liaise with the DSL on matters of mental health when it involves safety and safeguarding and welfare (including online and digital safety) so children's needs are considered holistically. Our school

may liaise with the mental health support team and CAMHS where safeguarding concerns are linked to mental health.

We understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

2.11 Children who need a social worker

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

2.12 Children Looked After (CLA)

We value that every child who has been taken into care, even if they are now out of care and adopted remain vulnerable. They will have experienced levels of abuse that were eventually deemed unacceptable in order for them to have been removed. These experiences are often likely to have a long-term impact on a child's relationships, emotional wellbeing and development. We place these children with high regard to ensure that educational gaps are diminished and that emotional development and wellbeing is supported and monitored.

The Designated Teacher for CLA will have all details of the child's social worker, the name of the LA Virtual School Headteacher. The Designated Teacher in our school is a qualified teacher, who has received training to undertake their role with regards looked after and previously looked after children. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. The Designated Teacher will:

- Ensure PEP meetings take place regularly and ePEPs are kept up to date;
- Ensure devolved funding is allocated to named children;
- Ensure they work effectively (or in partnership) with the Virtual School Headteacher.

Governors in our school ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The Designated Teacher will ensure that they liaise with the Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

The Designated Teacher for our school is: Lisa Houghton

The name of the Virtual School Head Teacher is: Maria Anderson

2.13 Multi-agency working

Schools do not operate in isolation but are part of a wider safeguarding system for children. KCSIE 2023 and Working Together to Safeguard Children 2018 sets out the pivotal role schools have in multi-agency safeguarding arrangements. The school aims to help protect the children in its care by working consistently and appropriately with a range of agencies.

Our school works as a named agency with Southampton Safeguarding Children Partnership

Our safeguarding children partnership has three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority; and the chief officer of police for an area within the local authority). The partners have a shared and equal duty to work together with appropriate relevant agencies to safeguard and promote the welfare of local children including identifying and responding to their needs. When named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Our school will adhere to local published threshold guidance and procedures.

3.   Safeguarding Issues and Procedures

3.1   Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

We will consider the various factors that have an interplay with the life of any child about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is contextual safeguarding.

3.2   Radicalisation, Extremism and the Prevent Agenda

The school is aware of its statutory duty to prevent radicalisation and extremism under the Prevent Duty which became law in 2015. The Prevent Duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for any kinds of extremism. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual respect, tolerance of different faiths and beliefs, rule of law and democracy. Extremism can include; political; environmental; extremist animal rights; or faith-based extremism that may lead to a child becoming radicalised. This list is not exhaustive and all staff are updated when new ideologies come to light through safeguarding updates.

All staff have annually undertaken Home Office Prevent awareness training or equivalent and will be alert to signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.

As part of the preventative process, resilience to radicalisation will be built through the regular promotion of fundamental British values through the PSHE and wider curriculum available at our school.

Any child who is considered vulnerable to radicalisation (and where there are evidence-based concerns which indicate they may be being groomed or radicalised), will be referred by the DSL, who will follow the agreed referral to MASH, liaising and sharing information with the police and Channel, as required. If the police and colleagues consider the information to be indicating a level of risk, the Channel Panel will be convened, and the school will be invited to attend and support this process. Consent will be sought

3.3 Exploitation

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. At our school we recognise that any child or young person is vulnerable to this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital. This includes the use by staff of the Hampshire Constabulary Community Partnership Information (CPI) form for information that could be used to share relevant intelligence information with police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns or additionally make a separate referral to MASH. Our curriculum includes how children can keep themselves safe and CSE at an age appropriate level through PSHE.

3.3.1 Child Criminal Exploitation (CCE)

CCE "is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity
   (a) in exchange for something the victim needs or wants, and/or
   (b) for financial advantage or increased status of the perpetrator or facilitator and/or
   (c) through violence or the threat of violence. (KCSIE 2023)

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will refer immediately to the MASH for advice / to make a referral. It may be that the DSL decides to refer to the police. The Local Authority Children's Services and the police will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.

As a school we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation.

3.3.2 Child Sexual Exploitation (CSE)

CSE is a complex type of abuse and "occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator" (KCSIE 2021, para 32) The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also include involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet (KSCIE 2021, para 36).

The school recognises that this may even appear to be consensual, but still constitutes abuse. Indicators a child may be at risk of CSE include:

- Leaving home/care without explanation and persistently going missing or returning late;
- Exclusion or unexplained absences from school;
- Associating with other young people being sexually exploited;
- Relationships with controlling or significantly older individuals or groups;

- Acquisition of money, clothes, mobile phones etc., without plausible explanation;
- Drug and/or alcohol use – may return home or present at school under influence
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being;
- Excessive receipt of texts/phone calls;
- Multiple callers (unknown adults or peers);
- Concerning use of internet or other social media;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Frequenting areas known for sexual exploitation or adult sex work.

As a school we educate all staff in the signs and indicators of sexual exploitation. Staff will also remain open to the fact that child sexual exploitation can occur without any of the above risk indicators being present. Our school will follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE.

We will use the Child Exploitation Risk Assessment Framework (CERAF) available here and associated guidance to identify pupils who are at risk.

3.3.3 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: go missing and are subsequently found in areas away from their home, have been the victim or perpetrator of serious violence (e.g. knife crime), are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs, are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection, are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity, owe a 'debt bond' to their exploiters and may have their bank accounts used to facilitate drug dealing.

3.4   Children Missing from Education (CME)

Absence from school is a safeguarding issue. A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation. We recognise our statutory duty to follow the guidance relating to any child we are aware of

who for example does not begin school as expected, or moves with no forwarding school known. There are various reasons a child may be deemed as CME which include, but are not limited to:

- Child not starting school when they reach compulsory school age and therefore never entering the system
- Failing to transition between schools, at phase transfer or if a family moves from one LA to another
- A delay in applying for a new school place
- Refusing an alternative offer of a school place, when the preferred school is full
- Leaving school, with no forwarding education provision or destination

We recognise that it is important that agencies work cooperatively and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral is made to the LA CME Officer as soon as possible.

If we are aware of a child who is moving and parents/carers have not provided any forwarding address or school, we will contact the CME Officer for advice at the earliest opportunity having attempted to find out the information.

The LA CME Officer for our school is: Eliza Johnson

3.4.1 Absence from school

In addition to statutory CME duties, absence from school at any point may be considered, in individual contexts, as both a potential safeguarding issue as well as an educational outcomes issue. We recognise that educational neglect is a factor that adversely affects a child into adulthood. The school has clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding. All absence or non-attendance will be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties. Staff in our school will aim to work with parents/carers to establish regular attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time, we will review each on a case-by-case basis, to consider any additional actions. We may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case-by-case basis.

The school will inform the LA if a parent/carer has notified the school in writing of their decision to electively home educate their child and will co-ordinate a meeting with the parent/carers where possible; if the child is unfit to attend on health grounds; is in custody for four months and when a child is issued a suspension or permanent exclusion. Required LA documentation will be completed and submitted to the relevant LA colleague/team.

3.5 E-Safety and online safety risks

Children may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some children and young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc., including cyber-bullying. Some of the risks presented with online activity include:

- Unwanted contact
- Grooming
- Online bullying

- Sexting
- Leaving digital footprint
- Accessing inappropriate material deliberately or by accident
- Accessing inappropriate material beyond a child's capacity to comprehend

In order to safeguard all our children, the school will, therefore, seek to provide information and awareness to both pupils and parents through:

- Acceptable use agreements for children, parents/carers and governors
- Curriculum activities involving raising awareness around online dangers and strategies to keeping themselves safe online. Children are taught, across the curriculum, that if they do something wrong, it is better to tell someone before it gets any worse.
- Parents evenings / sessions – parents are included as much as possible as children often have access to a wide range of technologies at home.
- High profile events / campaigns e.g., Safer Internet Day
- Building awareness around information that is held on relevant web sites, apps or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety. The school have appropriate virus software and filters on all computers.
- Careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child.

3.5.1 Remote Learning

School will be in regular contact with parents and carers during any periods of remote learning. The school will inform parents and carers of their filtering and monitoring systems and why these are in place. Parents and carers will be made aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Governors and the Trust will refer to additional guidance for keeping children safe online,including when they are online at home. The school will follow the most up to date DfE guidance regarding remote learning as signposted in KCSIE 2023.

3.5.2 Social Media

In addition to the above online safety guidance above, we recognise there are some specific risks with the use of social media platforms increasingly by younger children. Pupils of a young age are now aware of a wide range of social media platforms. They may access them via friends or family member's phones. Many have an age restriction, mainly due to how the platform can be used. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our educational provision sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring.

3.5.3 Filtering and monitoring

Our filtering and monitoring systems allows excellent filtering capabilities and they keep abreast of any issues worldwide and update school systems regularly. It is the responsibility of all staff to monitor online safety. The designated safeguarding lead will take lead responsibility for understanding the filtering and

monitoring systems and processes in place. The filtering and monitoring in this school is --- and is in place to prevent against unwanted contact, grooming, online bullying, sexting, leaving a digital footprint, accessing inappropriate material deliberately or by accident, accessing inappropriate material beyond a child's capacity to comprehend.

3.6   Child on Child abuse policy including sexual violence and harassment

We recognise that children are capable of abusing their peers and it can take various forms – we robustly hold the view that it could happen here.   Children can be victims, and perpetrators, in their own relationships. This will be dealt with in line with the statutory guidance set out in KCSIE 2023 and as outlined in the guidance Sexual violence and sexual harassment between children in schools and colleges . In KCSIE 2023, the definition of child-on-child abuse includes:

- Physical abuse
- Sexual violence and sexual harassment
- Sexting and
- Initiation/hazing type violence and rituals
- Bullying (including cyberbullying) and
- Upskirting
- Abuse within intimate partner relationships

All of these behaviours are not acceptable and it will be taken seriously. There is a zero-tolerance approach to all forms of child-on-child abuse.

We uphold the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

We will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

We will minimise the risk of child-on-child abuse by:

- Taking a whole school approach to safeguarding and child protection;
- Providing training to staff;
- Making staff aware that even if there are no reported cases of child-on-child abuse, including direct disclosures of sexual violence and sexual harassment, they must not take the view it is not happening. All staff working with children are advised to maintain an attitude of 'it could happen here'.
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum;
- Engaging with specialist support and interventions.

All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of staff can be reassured that they

will be taken seriously and supported to take any appropriate actions which may be in school or with external agencies as needed.

3.6.1 Responding to reports of sexual violence and sexual harassment

All staff in our school are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. The school recognise that more vulnerable groups are girls, SEND and CLA. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional wellbeing. It is important that all victims are reassured they are taken seriously, that they should not feel ashamed and offered appropriate support. The child's wishes and feelings will be taken into account when determining what action to take and what services to provide.

Staff recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made, often quickly and under pressure. The DSL must be notified without delay and decisions made on a case-by-case basis, with the DSL taking a leading role using their professional judgement, supported by other agencies. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with a clear record of factual information made as soon after the disclosure as possible.

The DSL will refer to the Brook's Sexual Behaviours Traffic Light Toolkit and/or Hackett's Continuum for guidance.

The DSL will follow Part 5 of KCSIE 2023 on how to record and respond to a report and complete an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator, their support needs and any sanctions;
- All other children at the school;
- The victim and the alleged perpetrator sharing classes and space at school.

Where there has been other professional intervention and/or specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

The DSL will consider:

- The wishes of the victim;
- The nature of the incident including whether a crime has been committed and the harm caused;
- Ages of the children involved;
- Developmental stages of the children;
- Any power imbalance between the children;
- Any previous incidents;
- Ongoing risks;
- Other related issues or wider context.

The DSL will manage the report with the following options:

- Manage internally
- Refer to Early Help
- Refer to the Multi-Agency Safeguarding Hub (MASH)
- Report to the police (generally in parallel with a referral to MASH)

If the alleged abuse involves an online element staff including the DSL will be mindful of the Searching, screening and confiscation: advice for schools DfE guidance (2018) and the UK Council for Child Internet Safety (UKCCIS)guidance (2020) Sharing nudes and semi-nudes: advice for education settings working with children and young people. If a child is at risk of harm, is in immediate danger, or has been harmed, the DSL will report to children's social care through contact with MASH, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared.

Ongoing response:

- The DSL will manage each report on a case-by-case basis, consider the proportionality of the response, and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of rules and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).
- The school will enforce sanctions against the alleged perpetrator in line with the school behaviour policy. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in the light of their behaviour policy, including consideration of a permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The victim, alleged perpetrator and other witnesses (pupils and adults) will receive appropriate support and safeguards on a case-by-case basis. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult will be the victims and the school will respect and support this choice.

3.6.2 Bullying

All incidents of bullying (including those involving physical abuse), including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our Anti-Bullying policy. This is linked with our Behaviour Policy and our PSHE programme which includes the statutory Relationships, Sex and Relationships and Health Education.

Sholing Infant School is committed to treating all bullying seriously. Racial and homophobic incidents are recorded separately to general behavioural issues and appropriate consequences, re-education and support is put in place.

3.6.3 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously. When considering HSB, both

ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE 2023.

3.6.4 Prejudice-based abuse / Hate crime

This is a criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's real or perceived disability; race; religion; gender identity; sexual orientation; and/or age. Although this sort of crime is collectively known as 'hate crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

As a school we will train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively. We will support victims of prejudice-based incidents and hate crimes. We recognise that anyone can be a perpetrator, and this can take place within groups who have a protected characteristic as well as those who do not.

Our school will use the Pan-Hampshire Prejudicial Language and Behaviour Toolkit (documents available from here).

3.7 Harmful Practices

Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including female genital mutilation (FGM), forced marriage, abuse linked to faith or cultural practices such as breast flattening (sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators.

Any concerns held must be reported to the DSL without delay. The DSL will contact MASH for advice and follow up with a written referral and may contact the police. If it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by MASH.

3.7.1 Female Genital Mutilation (FGM)

FGM is illegal in England and Wales and it is mandatory for teachers and other regulated professionals to report known or disclosed cases of FGM directly to the police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In these situations, the DSL and/or School Leader must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional, they must report to the DSL without delay for advice on actions.

At no time will school staff examine pupils to confirm FGM concerns. For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with other child protection concern.

Through the Relationships, Sex and Health Education curriculum, pupils will be made aware of the rights they have with regard to their body.

3.7.2 **Forced Marriage**

Forcing a child to enter into a marriage without their full and free consent or where it is seen that they cannot consent, is a crime in England and Wales and is a form of abuse. Forced marriage is one in which one or both spouses do not consent to the marriage but are physically, psychologically, socially or emotionally coerced into entering into it. Where evidence is found of forced marriage or forced marriage is suspected, the school will inform and work with the relevant agencies to support the victim.

3.8   **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

We acknowledge that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. We know that experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. We are aware, in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). Where there are concerns about safety or welfare, we will follow our child safeguarding procedures and both young victims and young perpetrators will be offered support.

We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for the RSHE curriculum.

School staff are aware, as referenced in KCSIE, that advice on identifying children who are affected by domestic abuse and how they can be helped is available from:

- NSPCC
- Refuge (offers a 24-hour national domestic abuse helpline)
- Safe Lives (provide a toolkit for professionals to support an assessment)

- Operation Encompass

4. Taking action to ensure that children are safe at school and at home

4.1 The Curriculum

Throughout the whole school, staff raise pupil's awareness of safety knowledge. The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others. In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.

Pupils will be taught that they have a right to be safe and they will be taught how to be safe in a range of situations and how to avoid harming themselves. This includes ongoing teaching around e- safety as well as specific safety teaching foci each half term as below, taught alongside the following PSHE units

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my family	Positive relationships	Healthy lifestyle	Mental wellbeing	Keeping safe	The wider world
Internet safety					

Safety Curriculum

EYFS ELG	**ELG AREA** ■ Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ■ Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ■ Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

	Year R	Year 1	Year 2
Area: Body Safety	**Objectives:** *To introduce the NHS PANTS rules to the children. To make children aware of who to talk to if they feel unsafe.*	**Objectives:** what sorts of boundaries are appropriate in friendships with peers and others. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult.	

Area: Home and School Safety	Year R	Year 1	Year 2
	Objectives: *I know that the school gates are there to keep me safe. I know who to talk to in school if I feel unsafe e.g. class teacher or TA.*	**Objectives:** I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. I know where to get advice e.g. family, school and/or other sources. *I know who my safeguarding leads are in school.*	

Area: Stranger Danger	Year R	Year 1	Year 2
	Objectives: *I know what a stranger is. I know not to go with strangers. I know who safer strangers are e.g. police, nurse, firefighter.*	**Objectives:** How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *How to call 999 in an emergency. Who safe adults are in the wider community. I know who safer strangers are e.g. police, nurse, firefighter, lollypop person, shop worker.*	

Area: Fire and Electrical safety	Year R	Year 1	Year 2
	Objectives: *to know what the fire alarm sounds like and how to respond to the fire alarm in school and at home. To recognise the fire exit sign and know that I use it to leave a building.*	**Objectives:** *to recognise risk in simple everyday situations and what actions to take to minimise harm. About the people whose job it is to help keep us safe. About what to do if there is an accident and someone is hurt. How to dial 999 and what to say. About how to keep safe around electrical appliances and fire safety.*	

Area: Online Safety	Year R	Year 1	Year 2
	Objectives: *What 'online' means and what devices I use to get online. How the rules that apply to stranger danger also apply to people I meet online.*	**Objectives:** The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *To understand that cyber bullying is no different to bullying face-to-face.*	

Area: Road Safety	Year R	Year 1	Year 2
	Objectives: *to know what a road is dangerous and how to cross it safely with an adult. Mention electric cars/cyclists being quieter.*	**Objectives:** *How to cross a street safely using the stop, look and listen strategy. To practice crossing roads safely in my local area. Ways to keep myself safe on familiar and unfamiliar roads. To know how to cross a road safely when cycling or riding a scooter. To know what a pelican and zebra crossing is and the role of a lollipop person.*	
Area:	**Year R**	**Year 1**	**Year 2**

Rail Safety		Objectives: *ways to keep safe in familiar and unfamiliar environments. To know how to stay safe at a train station and when near train tracks. To know what the railway warning signs are telling me to do.*

	Year R	Year 1	Year 2
Area: Sun Safety	Objectives: *How we know when we feel hot in the sun. How to protect ourselves from the sun using sun cream, sun glasses and sun hat.*	Objectives: *How we look after ourselves in the sun e.g. shade, hydration, sun cream, sunglasses, sunhat. Why we have to protect ourselves in direct sunlight and the consequences if we don't. To think about what clothes are appropriate to wear in the sun.*	

	Year R	Year 1	Year 2
Area: Water/Beach Safety	Objectives: *learn about basic safety at the beach e.g. ensure an adult can see you, not going to near the water, making sure the water is not too rough.*	Objectives *How water sources can be dangerous. Ways to keep safe in familiar and unfamiliar environments e.g. the beach. Strategies to keep for keeping safe when near water e.g. stay together, float, call 999. I know the beach safety flags show if it safe to swim. I know when it is safe to go in the water. To know how deep the water is.*	

Pupils will be taught that they have a right to be safe and they will be taught how to be safe in a range of situations and how to avoid harming themselves. This includes Physical Intervention (use of reasonable force)

During rare occasions where a child is causing harm to themselves or others, staff are expected to safely intervene. The school follows the DfE guidance on Use of Reasonable Force (2013). Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

a) Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
b) Causing personal injury to, or damage to the property of, any person (including the pupil himself);
c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

'Reasonable' in these circumstances means 'using no more force than is needed'.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Any child who has more complex behavioural and emotional needs will have a Behaviour Response Plan and a Risk Assessment which will be co-created by nominated school staff and shared and signed by parents/carers. These documents will be shared with other staff and reviewed on a regular basis.

Any restraint incident will be recorded using the Trust electronic form and we will complete a body map form that indicates holds used. Parents/carers are always informed of any restraint used immediately.

4.2   Reporting and recording concerns about a child or young person

In our school any individual can contact the DSL or a Deputy DSL if they have concerns about a pupil. Staff understand through training that they must report without delay disclosures or information identifying harm to the DSL using the school's process. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure/allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.

Referrals where urgent action is required should never be delayed in order for a full record to be written.

Staff should not delay reporting if the DSL is unavailable. If a DSL or Deputy DSL is unavailable or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Generally, the DSL will inform the parents prior to making a referral. However, where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

Staff will notify the DSL (and attendance officer if nominated) of any child on a Child Protection Plan or Child in Need Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

Staff will report to the DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Staff will record any concern using the school system as it is acknowledged that it is the combination of information that often brings the best oversight of the whole child or family. Child protection records will be stored securely and away from main pupil records. Oversight of records of concerns made by staff will be maintained by the DSL and Deputy DSL. Staff will be held to account for the record, timelines and appropriateness of actions.

4.3   Dealing with allegations against staff and volunteers

Our school has clear procedures for dealing with allegations against staff. If a concern is raised about the practice or behaviour of a member of staff this information should be reported straight away and passed to the Headteacher Lisa Houghton.

In the absence of the Headteacher or if the allegation is against the Headteacher, the person receiving the allegation will contact the Local Authority Designated Officer (LADO) or Chair of Governors directly.

An allegation, in the context of the statutory obligations or organisations relates to any individual who works or volunteers in any capacity with children or any individual or organisation using the school premises for running an activity for children and where there is a concern that this person has or may have:

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

In all cases where the concern about an individual falls into one of the categories above, which does meet the harm threshold, this will be considered to be an allegation. In all such cases the allegation must be reported to the LADO as soon as possible, but must be within 24 hours.

The school will also respond to low-level concerns that do not meet the harm threshold. The term 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The term 'low-level' concern does not mean that it is insignificant.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children;

- having favourites;

- taking photographs of children on their mobile phone, contrary to school policy;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or;

- humiliating pupils.

Any low-level concern must be reported to the DSL, recorded in writing by the DSL and dealt with appropriately. Where a low-level concern is raised about the DSL, it should be shared with the Headteacher. The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concerns should also be noted, unless they wish to remain anonymous. Staff records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where this is identified, the school will decide on a course of action, either through its disciplinary procedures or where it moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Any organisations or individuals using school premises will be subject to the same procedures.

4.3.1 The Role of the LADO

The LADO is responsible for:

- Providing advice, information, and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and social care.

LADO Contact Details:

Southampton
Jemma Swann
023 8091 5535/07500 952037
LADO@southampton.gov.uk

4.4 Whistleblowing

All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's Whistleblowing Policy. If the concern is in relation to a member of staff, the matter must be brought to the attention of the Headteacher immediately who will act in accordance with procedures in Part 4 of KCSIE 2023. Whistleblowing concerns about the Headteacher should be raised with the Chair of the Governing Body, in accordance with the Trust's Whistleblowing Policy.

Any concerns which staff feel unable to raise internally or feel they have not been addressed correctly can be taken via the NSPCC helpline via help@nspcc.org.uk .

5. Appendix 1: Glossary of types of abuse

Neglect is the ongoing failure to meet a child's basic needs. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger, and have long term effects on their physical and mental wellbeing. Neglect can include physical neglect (not meeting a child's basic physical needs); educational neglect (a child does not receive an education); emotional neglect (a child doesn't get the nurture and stimulation they need); and medical neglect (a child isn't given proper health care).

Physical abuse is when someone intentionally hurts or harms a child or young person on purpose. Physical abuse symptoms include: bruises; broken or fractured bones; burns or scalds; bite marks; injuries and health problems. It also includes making up the symptoms of an illness or causing a child to become unwell. If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Sexual abuse is when a child or young person is sexually abused, they're forced or tricked into sexual activities. There are two types of sexual abuse; contact abuse (which can include touching, kissing and oral sex) and non-contact abuse. Sexual abuse can happen in person or online.

Emotional abuse (sometimes called psychological abuse) is any type of abuse that involves the continual emotional mistreatment of a child. It can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Online abuse is any type of abuse that happens on the internet and can happen anywhere online. Children and young people might experience different types of online abuse, such as cyberbullying, emotional abuse, grooming, sexting, sexual abuse and sexual exploitation.

Domestic abuse is defined as the behaviour of a person towards another person if they are aged 16 or over and are personally connected to each other and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse. It can seriously harm children and young people and witnessing domestic abuse is child abuse.

Child sexual exploitation (CSE) is a type of sexual abuse and is when a child or young person is given things like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship.

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. It can happen in person or online, or both and by a stranger or someone they know. Children and young people who are groomed can be sexually abused, exploited or trafficked.

Child trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Honour based abuse is an incident or crime involving violence, threats of violence, intimidation, coercion or abuse which has or may have been committed to protect or defend the honour of an individual or family. This type of abuse can include female genital mutilation (FGM), breast ironing and forced marriage.

Female genital mutilation (FGM) is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but has many other names.

Child criminal exploitation (CCE) is where children and young people are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into suburban areas and market and coastal towns, using dedicated mobile phone lines or 'deal lines'.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. It can take various forms. Online child-on-child abuse is any form of child-on-child abuse with a digital element.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Cyberbullying is bullying that takes place online and can follow the child wherever they go, via social networks, gaming and mobile phone.

[For Southampton schools only:]

6. Appendix 2: Reporting Concerns: Southampton Safeguarding Children's Partnership

One of our main priorities at Southampton City Council is that children and young people in Southampton get a good start in life and can go on to fulfil their potential.

If you are concerned about a child or young person, it is important to take action. There are several options available so we have provided more information below to help you decide what to do next. This information is relevant for both professionals and members of the public.

A member of staff has concerns about a child.

The staff member should read and follow the Child Protection Policy, and speak to the Designated Safeguarding Lead or Deputy immediately.

If the DSL is not available…

If the DSL is available…

Staff members must not delay action. They must immediately speak to a member of SLT if available and/or contact Children's Services within the Local Authority 02380 833336, Professionals line 02380 832300 or if at risk of immediate harm a call could be made to the police depending on circumstance.

The DSL must take immediate action as appropriate.

Child protection & safeguarding for children in need
When it's not an emergency situation but you are worried that a child may be at risk of abuse, harm or neglect, please contact us. You can find out more about these risks and how to report a concern here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/child-protection.aspx
Or you can contact us straight away on 023 8083 3336

Early help and support for families
You might feel that a child is not at risk of harm at the moment, but their family needs more support to stop anything from getting worse in future. Our Early Help Hub can help with this. Further information can be found here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help.aspx
Or if you would like to talk to them immediately, you can call 023 8083 3311

Further resources and universal services
If you're a family member or professional who wants to find out what support is available apart from Early Help, you can view more resources here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/further-information-resources.aspx