



# Lanesend Primary School

## Safeguarding (with Child Protection) Policy Statutory Policy

**Signed:** ..... **Date:**  
(Headteacher)

**Signed:** ..... **Date:**  
(Chair of Trustees)

**Review Date:** September 2024 (Yearly)

**Reviewed By:** Team Around the Child (TAC) team and Safeguarding Lead and Child-Centred Group

A mid-year review will be undertaken by the Child Centered Group.

# **Safeguarding (with Child Protection) Policy Statement**

Lanesend Primary School

Date Agreed: Sept 2023

Date of Next Review: Sept 2024

## **Key Contact Personnel in School**

Designated Safeguarding Leads – (DSLs):

Vickie Sutton (Headteacher) – Safeguarding Level 3

Nikki Napier - Safeguarding Level 3

Hannah Holmes – Safeguarding Level 4

Andrea Flux – Safeguarding Level 4

Named Child Protection Trustee:

Jo Hunter – Safeguarding Level 3

## **GLOSSARY OF TERMS:**

- TAC – Team Around the Child
- EH – Early Help
- EHA – Early Help Assessment
- DSL – Designated Safeguarding Lead
- CP - Child Protection
- CIN - Child In Need
- CDT - Children with Disabilities Team
- LAC - Looked after Child
- TAF - Team Around the Family
- FLO - Family Liaison Officer
- IOWSCP – Isle of Wight Safeguarding Children Partnership

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**A copy of the school Safeguarding Policy, related policies, documentation and guidance are available on request or can viewed via the school website [www.lanesendprimary.co.uk](http://www.lanesendprimary.co.uk)**

Statutory documentation, guidance, and school policies relating to safeguarding to be read and followed alongside this document are listed below:

**School Policies and related documentation:**

- Behaviour Management Policy
- Anti-Bullying Procedure and Policy
- Supporting children with a medical condition
- Photographs in school
- Attendance Policy
- Single Central Record Check
- Mobile Phone Policy
- Social Media Policy
- E-Safety Policy
- Educational Visits: Risk Assessment Procedure
- First Aid and Accident Policies
- Health and Safety Policy
- Racism / Anti-Racism Procedures
- Missing Child Policy
- Pupil Voice Policy
- AEN Policy
- Intimate Care Guidance (toileting)
- Positive Handling Policy
- Complaints Procedure
- Allegations Against Members of Staff and Volunteers (Whistle Blowing)

**IOWSCP guidelines, Policies and Protocol:**

- Isle of Wight Safeguarding Children Partnership – Protocol and Policy documents
- <http://www.iowscp.org.uk/protocols>
- Safeguarding Children Procedures - For full child protection procedures please visit the IOWSCP Child Protection Procedures site at [www.iowscp.org.uk](http://www.iowscp.org.uk)
- Procedures for Managing Allegations Against Staff and child against child allegations

**Department for Education - guidance and statutory guidance:**

- HM Government - Working together to safeguard children – A guide to Interagency working to safeguard and promote the welfare of children – July 2018
- Department for Education - Keeping children safe in education – Statutory guidance for schools and colleges – Sept 2023 (*Part one of this document should be shared with all staff in schools and will be shared within school induction procedures*).
- Safer Recruitment Statutory Guidelines –see DfE Keeping Children Safe in Education.
- Disqualification under the Childcare Act 2006, as amended July 2018
- The application of the Childcare (Disqualification) regulations
- What to do if you are worried a child is being abused 2015 - Advice for practitioners
- HM Government - Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018
- Handling Allegations of Abuse made by Adults who work with Children and Young People – Practice Guidance
- HM Government – Whistle Blowing guidelines - <https://www.gov.uk/whistleblowing> (see also IOWSCP guidelines, Policies and Protocol)
- CONTEST The United Kingdom’s Strategy for Countering Terrorism June 2018 & The Prevent Duty

### **Department For Children Schools and Families:**

- Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings
- Safeguarding Disabled Children: Practice Guidance – July 2009 - <https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

### **Gov.UK**

- <https://www.gov.uk/government/publications/prevent-duty-guidance>
- DfE 'The Prevent duty, Departmental advice for schools and childcare providers' <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Serious Crime Act 2015 (legislation.gov.uk)
- Serious Violence Strategy 2018

**For adults working within the school setting, the Safeguarding Policy and documents above can be found in the Staff Policy Folder (based in the staff room) and on the staff room safeguarding board. Copies can also be given by the Team Around the Child (TAC) team as required.**

### **Introduction**

Lanesend Primary School fully recognises its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide staff, volunteers and trustees with the guidance they need in order to keep children safe in our school and to inform families and guardians how we will safeguard their children whilst they are in our care. This includes adhering to statutory and local child protection procedures, protocols and guidance.

The Trustee Body and staff of Lanesend Primary take our responsibility seriously under the Education Act 2002 (as amended), to safeguard the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or who are at risk of suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 (as amended by the Children and Social Work Act 2017) and related guidance. This includes the DfE guidance Keeping Children Safe in Education Sept 2023 Working Together to Safeguard Children 2018 (Multi agency advice) and departmental advice for practitioners – What to do if you are worried a child is being abused – March 2015.

Because of our close day-to-day contact with children, “Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider at all times what is in the best interest of the child” (*Keeping children safe in education 2023*).

‘Working together to safeguard Children 2018 and Keeping Children Safe in Education 2023’

summarises safeguarding as:

- **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**
- **Taking action to enable all children to have the best outcomes**
- **Children includes everyone under the age of 18.**

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to wide ranging aspects of school life and summarised below:

- Children's and learner's health and safety and wellbeing, including their mental health.
- Meeting the needs of children who have special educational needs and / or disabilities.
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional wellbeing.
- Online safety and associated issues
- Appropriate arrangements to ensure children and learner's security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- Racist, disability, homophobic or transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation & child criminal exploitation
- Sexting
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic abuse, female genital mutilation and modern slavery & forced marriage.
- Mental health
- Missing children and children absent from education
- Serious violent crime

This policy should therefore be used in practice alongside school policies and departmental guidelines on related safeguarding issues.

All relevant school policies will be reviewed regularly by the Trustee Body, which has responsibility for oversight of school safeguarding and child protection systems.

The Designated Safeguarding Leads (DSLs), named at the beginning of the policy and the Headteacher will ensure regular reporting on safeguarding activity and systems in school within the monthly 'Child Centred Group' forum and to the Trustee Body. The Trustee Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Our school is a community and all those directly connected (staff, trustees, parents, families and pupils) have an essential role to play in making it safe and secure. We have an 'open door policy' and welcome feedback, suggestions and comments contributing to this process that will improve the desired outcomes for children.

Keeping Children Safe in Education 2023 remains in force throughout the response to Coronavirus (COVID-19) and Lanesend Primary adhere to all COVID19 guidance as per the Department of Education.

## **Ethos**

Lanesend Primary school recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Lanesend Primary will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they can / might talk to
- Providing suitable support and guidance so that children have a range of appropriate adults to approach if they are in difficulty
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain school site security and student's physical safety, including an up to date record of who does and does not have permission to collect children from the school site
- Working to build resilience in all children who access the school
- Working with families to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication



- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive partnerships with other agencies

## **Responsibilities**

The DSLs have overall responsibility for the day-to-day overseeing of safeguarding and child protection in school and online, including;

- Co-ordinating safeguarding actions for individual children
- Liaising with other agencies and professionals (including mental health)
- Promoting supportive engagement with families and children at school and home
- Promoting educational outcomes of children in need, by knowing and helping to address issues they are experiencing or have experienced by –
  - Ensuring we know the cohort of families who are allocated to a social worker, understanding their academic progress and attainment and maintain a culture of high aspirations for this cohort.
  - Supporting the teachers to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children’s educational outcomes.
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection Conferences)
- Managing and monitoring the school’s part in supporting pupils and families across all thresholds including access to universal services, tailored Early Help provision/Tier 2 support, Targeted Early Help including use of the Early Help Assessment (EHA), Child In Need (CIN) Plans (including Children with Disabilities Team CIN Plans) & Child Protection (CP) Plans.
- Maintaining a confidential recording system (including written & electronic records and files, SIMS data, EduKey records, record of families receiving support across thresholds 1-4, a record of all calls and IARF referrals made from school to Hampshire Children’s Services and the outcome.
- Acting as a consultant for staff to discuss concerns
- Organising training and providing regular updates for all school staff
- Ensure that information is shared with other professionals confidentially and appropriately, including in-year transfers and between primary and secondary education.
- Ensure that the child protection file should be transferred to a new school or college within 5 days for an in-year transfer or within 5 days of the start of a new term.

The DSL’s in school have training, experience and understanding of –

- How to identify, understand and respond to specific needs that can increase the vulnerability of children
- Specific harms that can put children at risk
- Providing information and support to children’s social care in order to safeguard and promote the welfare of children
- The lasting impact adversity and trauma can have on education, behaviour, mental health and wellbeing and what is needed to respond to this.
- The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
- Children in need (those with disabilities, or relevant health needs and young carers) who have specific needs

The Trustee Body and School Leadership Team will ensure that the DSLs are properly supported in this role by providing appropriate levels of time and resource. However, Child Protection and Child Welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the DSLs in a timely manner (via EduKey safeguarding online system). All safeguarding concerns will be recorded on the Edukey system. All staff have access to the Edukey system and have received training on how to report a concern efficiently and securely. Reports of concern or disclosures can be shared using the teacher or LSA log in details which have been provided to staff. Concerns can also be reported via the Edukey website (<https://edukeyapp.com/safeguard/lanesend-primary-school>) using the password that has been shared with school staff.

There is also an app available on iOS and Android which can be accessed by staff called 'Safeguard My School'. Concerns can be reported remotely using this app – please refer to Mobile Phone Policy.

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and in line with the Government's Information Sharing Guidance 2018. It is recognised that sometimes the school will hold information that will form part of a bigger safeguarding picture so something that could be seen as relatively minor but in the context of other information could become significant.

### **Safeguarding & Child Protection Procedures**

Published and updated legislation, guidelines and procedures for safeguarding and child protection will be made available in school to all staff. Current forms, templates, protocols and policy documents relating to safeguarding are shared with staff on a regular basis and are available from the Team Around the Child (TAC) team or in the staff room.

It is the responsibility of the DSLs to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with families / carers in most cases) on the appropriateness of referrals to partner agencies and services.

To help with this decision, the DSL may choose to consult with Children's Services via Hants Direct contacting a dedicated phone number: [Tel:0300 3000901](tel:03003000901), or by completing the Inter Agency Referral Form (IARF) [www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts) as part of the Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which families/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Services or other services is made.

Such referrals may include any of the following: contact with Children's Social Services via Hants Direct or with allocated social workers to discuss cases indicating a concern or to support the progress of delivery plans within Child Protection or Child in Need thresholds, LAC reviews, to seek general advice in relation to potential risk factors/cause for concern, to the Police where there are potential criminal issues, referral to request an Early Help Assessment and targeted support as part of Targeted Early Help delivery process or a referral to specialised service providers.

**In all but the most exceptional cases, and where the child is deemed to be at risk of immediate harm, families/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Children's Services will be sought.**

If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the staff member must report this to the police.

In the absence of the availability of a DSLs to discuss an immediate and urgent concern, advice should be sought directly by contacting Children's Services via the dedicated professional's line phone number:0300 300 0901.

For open cases, when a social worker has been allocated, professionals should contact the allocated social worker via their direct work telephone line 01983 823434 or email address.

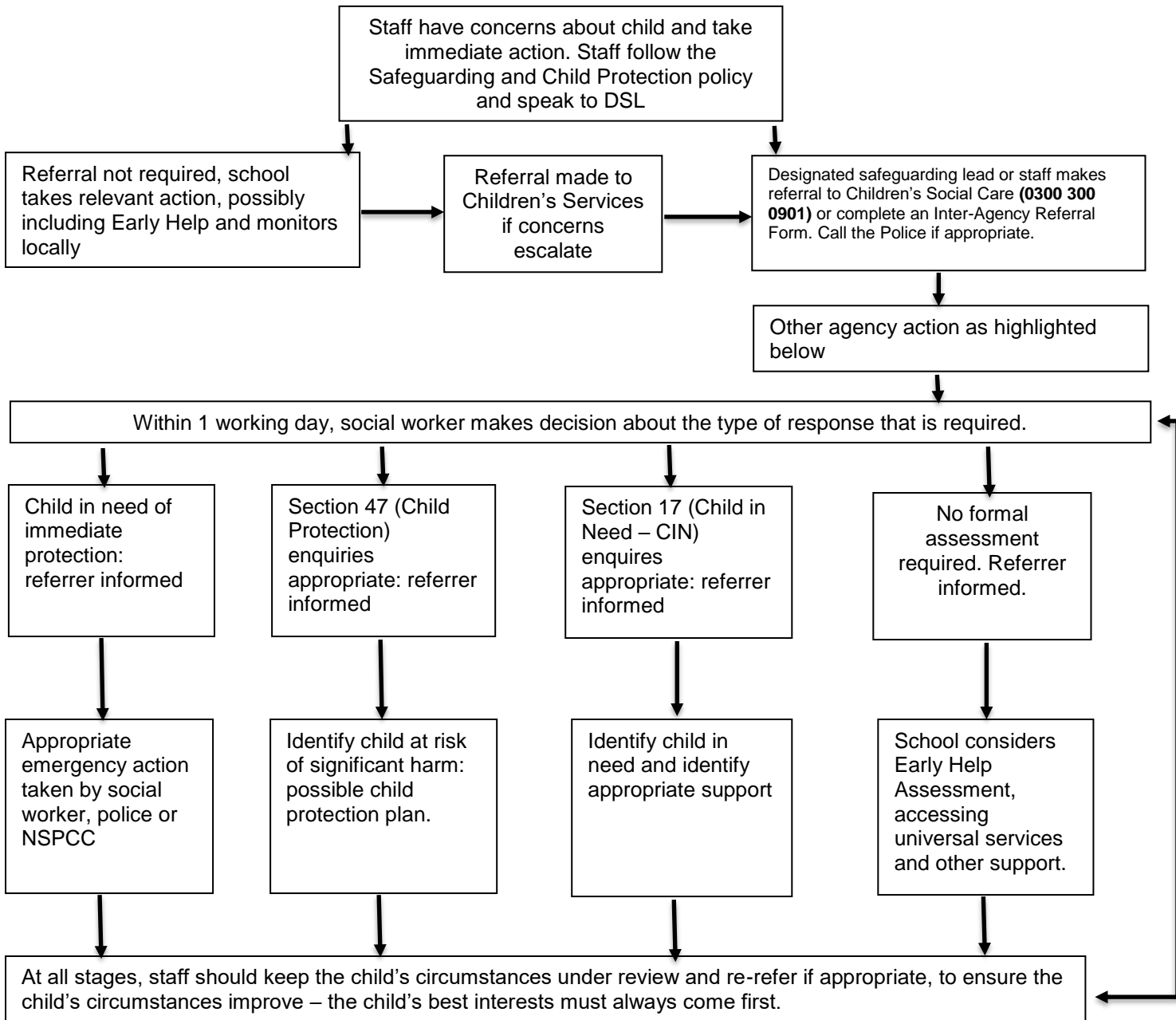
***The role of the school in situations where there are child protection concerns is NOT to investigate, but to recognise, reassure, refer and keep an accurate record.***

On occasion, staff may pass information about a child to the DSLs, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSLs any further progress (although they should not expect to be given confidential detail); so that they can reassure themselves the child is safe and their welfare being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation by calling Hants Direct – Professionals' line:0300 300 0901.

The school has one nominated trustee for safeguarding as named on the front of this document. The nominated trustee will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform families and carers about our school's duties and responsibilities under Child Protection and Safeguarding Procedures.

**Actions where there are concerns about a child**



**Professionals telephone number for referral = 0300 300 0901**

**Inter-Agency Referral Form for referral =**

[Inter-agency referral to Children's Services - Section 1 - Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk)

## **Induction & Training**

All school-based staff and volunteers will be offered an appropriate level of safeguarding training (to include internal school procedures and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and DSLs must undergo refresher training every two years.

Lanesend will ensure that all Trustees receive appropriate safeguarding training (including online) training and induction. The training will allow them to provide strategic challenge, to test and assure that the safeguarding policies and procedures in school are effective.

All staff undergo safeguarding & child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles & responsibilities in relation to filtering & monitoring).

The School Leadership Team will ensure the DSLs attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSLs in partnership with the School Development Manager will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.

The DSLs and Headteacher will provide three reports a year to the Trustee Body detailing safeguarding training undertaken by all staff – this is collated within the 'Impact and Progress Report'.

An up to date register of who has undertaken safeguarding training, (including induction) will be maintained in school. This register will be maintained by the School Development Manager in liaison and partnership with the DSLs.

## **Supervision & support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support in the form of listening, reflective practice discussion and emotional literacy support from the DSLs or sign posting to professional agencies.

The DSLs can put staff and families in touch with outside agencies for professional support if they so wish.

## **Safe working practice**

Staff are required to work within clear guidelines on Safe Working Practice and the school's Code of Conduct Policy which details the guidelines and procedures regarding physical contact with children. Please also refer to the Restraint Guidance from the Department for Education.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. Positive handling should only be used when all other strategies have been exhausted or if there is immediate threat of harm to themselves or others. For example, it is always advisable for interviews or work with individual children or families to be conducted in view of other adults. Physical intervention

should only be used when the child is endangering him/herself or others and such events should be recorded and signed. Staff should be aware of the school's ***Behaviour Management and Positive Handling Policies***, and any physical interventions must be in line with agreed policy and procedure for which appropriate training should be provided. Full advice and guidance can be found in ***Guidance for Safer Working Practice for Adults who Work with Children and Young People*** which can be found in the School Office in the Policies file and in the staff room policy file.

With the exception of staff whose main responsibilities are administrative, the school team have undertaken Positive Handling training. Vickie Sutton is the lead member of staff who manages, supporting and monitor positive handling practices. Nikki Napier (Assistant Headteacher) will monitor incidences of positive handling and adjust risk assessments and personal plans accordingly.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in *Guidance for Safer Working Practice for Adults who Work with Children and Young People*, the school's *e-Safety Policy*, *Mobile Phone Policy*, *Photography Guidelines/procedures* and *Acceptable Use Policy*.

### **Safer Recruitment**

Lanesend Primary is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Trustee Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. Specific guidelines are followed for the recruitment of overseas trained teachers. See Appendix 1, Volunteer into school process.

The Trustee Body will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Trustee Body complete accredited Safer Recruitment Training in line with government requirements. The Trustee Body has agreed that all staff, trustees and regular volunteers will have an enhanced DBS check. All members of the Trustee Body are to undertake Section 128 checks as part of their recruitment process. Individuals who are the subject of a Section 128 order are disqualified from being trustees.

The school will ensure that the Teacher Services' System is used to ensure that a candidate employed as a teacher is not subject to a prohibition order issued by the Secretary of State.

The Trustee Body and Headteacher have agreed that all staff and adults involved in school (who are subject to DBS checks) will complete the 'annual recheck declaration of criminal offences'. This form requires all staff/adults to provide notification should they receive any convictions, cautions, court orders, reprimands or warnings since the date of their last DBS clearance with the school or since joining the school whichever is later. Staff must also inform the school of any changes to their health that may impact upon their ability to work with children or any changes to their own circumstances that school should be aware of.

The 'annual recheck declaration of criminal offences' form is completed by all members of staff and adults involved in school and is re-issued annually to ensure that changes to personal circumstances under these regulations have been declared. Should individual personal circumstances change in relation to 'Staff Suitability' staff/adults must inform the Headteacher at the earliest possible opportunity. All information will be kept confidential and only disclosed to those parties relevant to maintaining personal information.

The LADO will be informed if we are made aware of any offences committed by those associated with a staff member (e.g – a staff member’s spouse) and the risk will be assessed.

In addition, as part of the shortlisting process, Lanesend will carry out appropriate online searches as part of due diligence on the shortlisted candidates. This will help identify any incidents that have happened and are publicly available online, which we may want to explore with the applicant at interview. All searches and information will be stored securely as part of the recruitment process.

### **Recognition and categories of abuse:**

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Additionally, staff within the school have access to information to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual exploitation or female genital mutilation, domestic violence, child criminal exploitation, county lines and mental health.

‘What to do if you are worried a child is being abused 2015’ describes some of the signs that might be indicators of abuse or neglect.

**Abuse:** *a form 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 community setting by those known to them or, more rarely, by others (e.g via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult, or adults or by another child of children.*

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

**Emotional abuse:** *the persistent emotional maltreatment of a child such as to cause severe and 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual abuse:** *involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children, is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of our school policy and procedures for dealing with it.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Sexual abuse can have a long-term impact on mental health.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.



**Neglect:** *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.*

Neglect may occur during pregnancy, for example 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

### **Children potentially at greater risk of harm**

Children who need a social worker (Child in Need, Child Protection Plans, Looked After Child and Children with a disability) may need help due to safeguarding and welfare needs. These children may have complex family circumstances and their childhood experience of adversity and trauma can leave them vulnerable to further harm as well as being educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

DSL's liaise closely with the Local Authority to establish which children have social workers and any safeguarding concerns are shared directly with them. An identified DSL will attend CIN and CP meetings to best support the welfare of the child with the provisions of pastoral and academic support, alongside the actions identified by statutory services.

### **Early Help**

Providing Early Help is more effective in promoting the welfare of children than reacting later. Staff are aware to provide support as soon as an issue emerges, at any point in a child's life.

Any child may benefit from Early Help and all staff are alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing / goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of ‘honour’ based abuse such as Female Genital Mutilation (FGM) or Forced Marriage
- Is a privately fostered child and is persistently absent from education including persistent absences for part of the school day

The Team Around the Child (TAC) team, work closely with families to address any areas of support needed and can complete Early Help Assessments within school and alongside Children’s Services to achieve the best outcomes for the family.

Please refer to the referral flowchart above for further details about the Early Help process.

### **Family Approach**

As a school, we work within the framework of a ‘family approach’. We understand that the likelihood of the risk and harm to children and an adult with care and support needs increases when they live with a family member with one of the following vulnerability factors: -

- Domestic abuse
- Parental/familial mental ill-health
- Learning disabilities
- Substance misuse
- Sexual exploitation

We recognise that families can often experience more than one of any of the above factors at any one time. The co-existence of any of the above factors will increase the overall risk for a child / adult / family. Where this occurs, assessments should be updated frequently to ensure there is an accurate understanding of risk factors and how they may impact on each other.

Please refer to the ‘Family Approach’ protocol and toolkit via the links below.

[4LSCP-and-4-LSAB-Proposal-A-Family-Approach-V11.1-November19.pdf](https://hipsprocedures.org.uk/4LSCP-and-4-LSAB-Proposal-A-Family-Approach-V11.1-November19.pdf)  
([hipsprocedures.org.uk](https://hipsprocedures.org.uk))

[Adopting a Family Approach Joint Toolkit - Hampshire Safeguarding Children Partnership](https://hampshirescp.org.uk/adopting-a-family-approach-joint-toolkit-hampshire-safeguarding-children-partnership)  
([hampshirescp.org.uk](https://hampshirescp.org.uk))

### **Looked After Children (LAC)**

Lanesend are aware that the most common reason for children becoming looked after is as a result of abuse / and or neglect. Staff have the skills, knowledge and understanding to keep looked after children safe.

DSL’s have the information in relation to LAC’s legal status and the child’s contact arrangements with birth parents or those with parental responsibility.

DSL’s hold the details of the child’s social worker and the name of the virtual school head in our Local Authority. The virtual head will manage pupil premium plus for LACs.

Our Designated Teacher (Nikki Napier – Assistant Headteacher) works with the LA to promote the education achievements of our registered looked after children. Our Designated Teacher will liaise with the virtual head to discuss how funding can best support the child’s progress and learning needs.

We recognise that previously looked after children may still remain vulnerable and we understand the need to keep previously looked after children safe. The virtual head have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales.

### **Special Educational Needs and Disabilities (SEND) or Physical Health Issues**

Lanesend are aware that children with SEND or health conditions can face additional safeguarding challenges. We know that additional barriers can exist when recognising abuse and neglect in this group of children. These can include –

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

Further information can be found in our AEN policy and Supporting Children with Medical Conditions policy.

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

We understand that children who are LGBT can be subject to targeting from other children. 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 who they can open up to. Lanesend staff will strive to reduce additional barriers faced and provide a safe space for them to speak out or share their concerns.

LGBT inclusion is part of Lanesend's Relationship and Sex Education and Health Education (RSHE) curriculum and all children have opportunities to talk with staff if they have any concerns or questions.

### **Neglect Strategy 2020-2023**

In October 2016, the Hampshire Safeguarding Children Partnership published the Hampshire and Isle of Wight Neglect Strategy 2016/18. It highlights that neglect has been identified as a priority for the Hampshire and IOW Safeguarding Children Partnership because of the serious impact it has on the long term chances for children.

The Neglect Strategy has since been updated and the revised strategy has been launched.

Direct links to the strategy and threshold charts can be found at <https://www.hampshirescp.org.uk/toolkits/neglect/neglect-toolkit-landing-page/neglect-strategy/> Toolkit: <https://www.hampshirescp.org.uk/toolkits/neglect/>

The Neglect strategy recognises the four types of neglect: emotional neglect, disorganised neglect, depressed or passive neglect, severe deprivation.

**Emotional neglect** – The strategy states that ‘Emotional neglect ranges from ignoring the child to complete rejection. Children suffer persistent emotional ill treatment, they feel worthless and inadequate.’

**Disorganised neglect** – ‘ranges from inconsistent parenting to chaotic parenting. The parent’s feelings dominate, children are demanding/action seeking and there is constant change and on-going disruption.’

**Depressed or passive neglect** – ‘ranges from a parent being withdrawn or detached to suffering from severe mental illness. They will be uninterested in and unresponsive to professional. The parent does not understand the child’s needs and believes nothing will change’.

**Severe deprivation** – ‘ranges from a child being left to cry to a child being left to die. The child will be dirty and smelly, deprived of love, stimulation and emotional warmth. Children can become feral.’

Through the Neglect strategy, local partners agree on the following principles:

- The safety and welfare of children is paramount.
- Professionals and volunteers from all agencies have a statutory responsibility to safeguard children from neglect and its consequences.

Key indicators and a guide to recognising neglect can be found within the neglect strategy located in the staff room or in the safeguarding folder.

### **Record Keeping**

Staff must record (via Edukey safeguarding online system) any welfare concern that they have about a child, with a body map where injuries have been observed. These concerns are then sent directly to the DSLs electronically. Records must be completed as soon as possible after the incident/event.

If a child spontaneously discloses information – adults are to listen. The adult should make an appropriate judgement about how to most effectively record the information whilst supporting the needs of the pupil.

If a child requests to talk to an adult in the school setting about a worry or concern they have, the adult may choose to (a) remember what was said and after the event record exactly what was said – by both the adult and the child (b) ask the pupil if they are happy for notes to be written at the time – reassuring the child that notes would be taken to support the accurate capturing of information, or (c) ask the child if another member of staff can join them to support the discussion (one member of staff to listen to the child whilst the other member of staff records the information). Option (c) is always advisable if the circumstances permit – the option chosen will always aim to most effectively support the needs of the child at the time.

All records should capture the adult and child’s words as they were spoken. All concerns / disclosures must then be reported immediately online, using the Edukey system.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and / or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to a school DSL if they have concerns about a child. It is important to build trusted relationships with the children, to facilitate communication.

Once completed and actioned, incident/concern forms are kept electronically using the online Edukey system. Each child with associated records has their own individual electronic child protection file. Action taken, including decisions about information sharing will be recorded for each child individually.

Electronic safeguarding records are kept centrally and securely by the DSLs and are shared on a 'need to know' basis only. Access to the safeguarding information for children is restricted to DSL's only.

The Headteacher will be kept informed of any significant issues by the school DSLs and via Edukey.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSLs or Headteacher.

### **Meeting notes with families and children**

If notes / minutes are taken within a meeting, either with families or during conversations with a child, permission must be obtained beforehand from the adults and children. Those present at the meetings must be in agreement for notes to be taken before doing so. Before notes are taken, the meeting or conversation participants must be informed that these notes will be shared with the Head Teacher / DSL's. At the end of the conversations / meetings, the adults and/or children present are to read through the notes that have been taken or the notes should be read out. If in agreement with the notes that have been taken, the adults and children must then sign the notes. If the individual requests changes to be made to the notes, this must be completed upon closure of the conversation or meeting with the individual(s).

If consent is not given to take notes during the conversation or meeting with the individual(s), notes should not be taken. The meeting or conversation participants must still be informed that the meeting or conversation content will be shared with the Head Teacher / DSL's.

Meeting notes / minutes are uploaded to the Edukey system and kept electronically on the individual child(ren)'s file. All notes / minutes that are uploaded are stored securely and can only be accessed by DSL's.

### **Confidentiality & Information sharing**

Safeguarding and Child Protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSLs (where appropriate in consultation with the Headteacher) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If DSLs are in any doubt, they can seek advice from the Children's Services Team at Hants Direct: Tel: 0300 300 0901.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSLs as soon as possible. **The child should be told who their disclosure will be shared with and what will happen next.**

DSL's will be proactive at sharing information as early as possible with the identified agencies to identify, assess and respond to risks or concerns about the safety and welfare of children. Personal information will be processed fairly and lawfully within the Data Protection Act and GDPR. These acts do not prevent the sharing of information for the purposes of keeping children safe.

DSL's are able to share information without consent where there is a good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner. Staff must not

allow fears of sharing information stand in the way of the need to safeguard and promote the welfare and protection of children.

Further information can be found:

- In chapter 1 of Working Together to safeguard Children, which includes a myth-busting guide to information sharing
- At Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information.
- At the Information Commissioner's Office (ICO), which includes ICO GDPR frequently asked questions and guidance from the department.
- In Data protection: toolkit for schools – Guidance to support schools with data protection activity, including compliance with the GDPR.

### **Welcoming other professionals**

Welcoming other professionals - visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity. Professionals will complete signing in/out procedures and wear/have on their person a school visitors pass for the duration of the visit.

### **Working with other agencies**

Lanesend Primary recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with families/carers) as appropriate.

As per Working Together to Safeguard Children 2018, Lanesend will work with the 3 safeguarding partners to safeguard and promote the welfare of all children in our local area. The safeguarding partners include the Police, Health and Children's Services for the local authority area. We will also refer to the NSPCC "when to call the Police" for individual incidents.

We will work with agencies and be part of discussions with statutory safeguarding partners to agree levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.

All staff have access to the local threshold document (on the safeguarding board in the staff room) and receive a copy within the staff safeguarding induction. The document includes the process for the local early help assessment and the type and level of early help services to be provided.

Other public boards we will work with include Health and Wellbeing, Adult Safeguarding, Channel Panels, Improvement Boards, Community Safety Partnerships, Local Family Justice Board and MAPPAS.

Schools are not the investigating agency when there are child protection concerns and so, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Lanesend Primary recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings and Targeted Early Help meetings and Early Help Hub forums in support of the child. We will work within the guidelines and obligations of the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

The School Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

### **CONTEST The United Kingdom's Strategy for Countering Terrorism June 2018**

CONTEST is the UK's response to counter terrorism and is an approach that unites the public and private sectors, communities, citizens and overseas partners around the single purpose to leave no safe space for terrorists to recruit or act. CONTEST's main aim is to reduce the risk to the UK from terrorism so that people can go about their lives freely and with confidence.

The CONTEST strategy, uses the approach of the four 'P' work strands:

- Prevent: to stop people becoming terrorists or supporting terrorism
- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

### **Radicalisation**

*Keeping Children Safe in Education Sept 2023* places duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel Panels and the Police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamic extremism and far-right extremism:

Protecting children from the risk of radicalisation, extremism and terrorism is to be seen by staff as a wider safeguarding duty and is to be treated in the same way as protecting children from other forms of abuse or harm.

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

Extremism – Is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faith and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism – Is an action that endangers or causes serious violence to a person / people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

The procedures within this policy and relevant statutory guidance, 'Working together to safeguard children' and 'Keeping Children Safe in Education' will be followed to protect children at risk of extremist ideology. Additionally, the school DSLs will make the decision about when it is appropriate to make a referral to the 'Channel Programme' (part of the government's PREVENT Strategy) which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Any such decision may be made in consultation with Hampshire Children's Services, the local police force, 101 service and The Department for Education dedicated helpline (02073407264)/email: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

A Prevent National Referral form must be completed and sent to -

[preventreferralshampshire@hampshire.pnn.police.uk](mailto:preventreferralshampshire@hampshire.pnn.police.uk).

The Prevent referral forms are available from a DSL in school.

The DSL's will consider if it is appropriate to share any information with the new school or college in advance of a child leaving. Information would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme.

### **The Prevent Duty**

The Prevent duty is the statutory duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

**<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>**

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

This advice about the 'prevent duty' is for:

- school leaders, school staff and governing bodies in all local-authority-maintained schools, academies and free schools
- proprietors, governors and staff in all independent schools
- proprietors, managers and staff in childcare settings



All staff members are required to complete online PREVENT training and it forms part of the school's safeguarding induction. Once completed, certificates must be given to the Team Around the Child (TAC) team. A copy will be kept on record.

For all instances of concern, follow the school safeguarding procedure protocol using the Edukey safeguarding system to share concerns immediately with one of the school DSLs

For further information about the Prevent Duty contact Vickie Sutton or Hannah Holmes.

### **Female Genital Mutilation (FGM)**

There are a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.
- Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Concerns relating to FGM should be shared immediately with the police and one of the school DSLs who will assess the information received and activate support via local safeguarding procedures, using national and local protocols for multi-agency liaison with police and children's social care. From October 2015, mandatory reporting duties became effective and these will be adhered to in keeping with 'Keeping Children Safe in Education' guidance for school and colleges and the Serious Crime Act 2015.

All members of school staff have a duty of care and responsibility to be vigilant in their safeguarding responsibilities and to be mindful that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

### **Domestic Abuse, Stalking and 'Honour' based abuse**

Domestic abuse can take many forms and can be perpetrated by both men and women. Domestic abuse can encompass a wide range of behaviours, and may be a single incident or a pattern of incidents. The abuse can be, but not limited to, psychological, physical, sexual, financial or emotional as well as stalking and harassment. Each situation is unique. Domestic abuse can occur during or after a relationship has ended.

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

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’.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child / adolescent to parent violence and 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 the home.

**Physical abuse** can take many forms from a push or shove to a punch, use of weapons, choking or strangulation. The abuse might also be happening to other people in the household, such as their children, siblings or pets.

**Sexual abuse** can include use of threats, force or intimidation to obtain sex, deliberately inflicting pain or combining sex and violence using weapons.

**Coercion, threats and intimidation** – it is important to establish the fears of the victim. In cases of Honour based abuse, there may be more than one abuser living in the home or community of the victim.

**Emotional abuse and isolation** – it may be present on its own or may have started long before physical violence began. Victims may be prevented from seeing family or friends and will often blame themselves to minimise the seriousness of emotional abuse.

**Children and pregnancy** – the presence of children can increase the risk of domestic abuse for the mother. The perpetrator may use the children to have access to the victim.

**Financial** – victims of domestic abuse may be financially controlled by their partners and financial controls may impact on the safety options available to them.

If domestic abuse, stalking or honour based abuse is identified, the DSLs will follow the established school recording and referral processes. In immediate crisis, the individual must be advised to contact the police. In addition, the National Domestic Violence Helpline can be accessed on 0808 2000 247. Definitions of domestic abuse can be found in appendix 1.

With consent of the individuals, the DSLs can complete a DASH risk assessment indicator checklist. The checklist can be found at [www.safelives.org.uk](http://www.safelives.org.uk). Once completed, the DASH checklist must be shared with the local MARAC (multi-agency risk assessment conference) coordination. They can be contacted by calling 01983 538759 or emailing [safeguarding.team.iow@hampshire.pnn.police.uk](mailto:safeguarding.team.iow@hampshire.pnn.police.uk) using the MARAC referral form which can be accessed via the Team Around the Child (TAC) team.

The commissioned service provider for Domestic Abuse support on the Isle of Wight is called 'PARAGON'. Referrals can be made via their helpline 0800 234 6266 or [www.theyoutrust.org.uk](http://www.theyoutrust.org.uk)

### **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation identifies individuals or groups who take advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity in exchange for something the victim wants or needs. Threats of or actual violence may be used and can occur through the use of technology.

- Can affect any child (male or female) under 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (County Lines), forced to shoplift or pick pocket or to threaten other young people.
- Can still be exploited even if the activity appears consensual
- Can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, male or females and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, learning difficulties, communication ability cognitive ability, physical strength, status and access to economic or other resources.
- Can include vehicle crime and threatening / committing serious violence.
- Children can be trapped, as they or their families may be threatened with violence and they may be coerced or entrapped into debt or carrying weapons. They may carry weapons as a form of protection.

We recognise that children (both male and female) involved in Criminal Exploitation & Sexual Exploitation, need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves.

Some of the following can be indicators of both child criminal and sexual exploitation where children;

- Appear with unexplained gifts, money, or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late and
- Regularly miss school or education or do not take part in education

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any young person under the age of 18, including 16 and 17 year olds who can legally consent to have sex. It may occur without the

child's immediate knowledge, e.g. through others copying videos or images they have created and posted on social media. Some children may not realise they have been exploited (e.g, they believe they are in a romantic relationship).

As above, different forms of harm often overlap, such as criminal exploitation (including county lines) and sexual exploitation.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence.

The indicators of CSE are often similar to those above for child criminal exploitation. However, some additional specific indicators that may be present in CSE are children who –

- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

The DSLs will follow the established school recording and referral processes including the use of the child exploitation risk assessment form (CERAF) for suspected exploitation. The CERAF assessment will be used as a tool by one of the school DSLs to highlight the risk of child sexual exploitation (CSE) or trafficking. Current templates will be accessed from the Isle of Wight Safeguarding Children's Board website -[http://www.iowscp.org.uk/child-exploitation3\\_](http://www.iowscp.org.uk/child-exploitation3_)

Further information can be found in the 'Child sexual exploitation: definition and guide for practitioners' document – [www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners).

## **County Lines**

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other form of "deal line".

Lanesend recognise that children may be exploited to move and store drugs and money. Offenders will use coercion, intimidation, violence and weapons to ensure children and young people comply with their requests. Children can be recruited to move drugs and money between locations and can easily be trapped by this type of exploitation as county line gangs create drug debts and can threaten serious violence and kidnap towards victims and their families if they attempt to leave the county lines network. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Lanesend primary recognise that children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media.

Including the CCE indicators above, there may be additional specific indicators that may be present where a child is criminally exploited through involvement in county lines; such as –

- Children go missing and are subsequently found in areas away from their home
- Children have been the victim or perpetrator of serious violence (e.g knife crime)
- Children are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

- Children are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- Children 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
- Children owe a ‘debt bond’ to their exploiters
- Children have their bank accounts used to facilitate drug dealing

Lanesend Primary recognise that children could be vulnerable to county lines activity or exploitation and a significant sign could be a child missing from education for a period of time (refer to Missing Child Policy). The child could potentially have been trafficked to transport drugs and immediate action must take place. As well as the Police and Children’s Services, a referral to the National Crime Agency (human trafficking) should be considered.

### **Mental Health**

Staff recognise that mental health concerns can be an indicator that the child could have suffered or is at risk of suffering abuse, neglect or exploitation. Mental health can have an impact on the child’s behaviour and ability to learn. Staff are well placed to observe children on a day-to-day basis and share any concerns they have for the mental wellbeing of a child with a DSL in school.

The Team Around the Child (TAC) team, have attended Mental Health First Aid training and are able to suitably refer children and families to professionals in the field for further support. There is guidance, advice and resources available from Public Health England, which helps to support and promote children and young people’s emotional health and wellbeing.

### **Allegations of abuse made against other children (child on child abuse)**

At Lanesend Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that abuse can take place inside and outside of school, or online. The abuse may be taking place, even if not reported.

Child on child abuse will never be tolerated and will always be taken seriously. Child on child abuse can include:

- Prejudiced based and discriminatory bullying
- Abuse within intimate, personal relationships between peers
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or other physical harm)
- Online abuse, which facilitates, threatens and / or encourages sexual violence.
- Sexual violence and sexual harassment – including causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
- Sexting / Sexual imagery. Non – consensual sharing of indecent nude and semi-nude images, and / or videos, especially around chat groups.
- Sharing of abusive images and pornography, to those who don’t want to receive such content.
- Abusive, harassing and misogynistic messages

Child on child abuse incidents or abuse will be listened to, investigated and recorded immediately by an appropriate member of staff. If there is a repetitive nature of behaviour and it falls under the category of child on child abuse, a DSL will be contacted. All victims, perpetrators and other children affected will all be supported appropriately by school staff.

If there is a safeguarding concern, the DSL will decide on the appropriate action(s) the school will follow.

The process for reporting this concern and delivery of subsequent action(s) taken will be consistent with the safeguarding protocol documented within this policy.

### **Child – on - child sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and harassment can occur online and face to face (both physically and verbally) and are never acceptable.

All staff are to maintain a mindset of, '**it could happen here**'. Sexual violence and sexual harassment is never acceptable and will not be tolerated.

Victims of sexual violence and sexual harassment will find the experience stressful and distressing. Girls are more likely to be victims and boys are more likely to be the perpetrators.

Staff should act on any concerns immediately. Abuse that happens online will be treated just as seriously as face to face abuse. Addressing inappropriate behaviour can help prevent abusive / violent behaviour.

Sexual violence and sexual harassment can take place within intimate personal relationships between peers. There may also be links to child sexual exploitation and child criminal exploitation.

Staff may confiscate devices for evidence to hand to the Police, if the report includes online elements. It is important to remember that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and / or sexual orientation.

All reports will be taken seriously and victims must be reassured, supported and kept safe. It is essential that written records are made and uploaded to Edukey.

We will reassure the victim that the law is in place to protect children and young people, rather than criminalise them.

Important considerations following a report of sexual violence and / or sexual harassment include-

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incidents, including whether a crime may have been committed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. E.G – Is the alleged perpetrator significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- The sexual violence and sexual harassment can take place within intimate personal relationships between children
- Importance of understanding intra familial harms and any necessary support for siblings following incidents

- Are there ongoing risks to the victim, other children, adult students or school or college staff and
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

When a report of sexual violence has been made, the DSL should make an immediate risk and needs assessment. This needs to consider the victim (especially their protection and support), whether there may have been other victims, the alleged perpetrators and all the other children; especially any actions that are appropriate to protect them from the alleged perpetrators or from future harms.

### **Upskirting**

Upskirting typically involves taking a picture under a person's clothing without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

As of April 2019, 'upskirting' has become a criminal offence across England and Wales under the Voyeurism / Upskirting Act and offenders can now be arrested and sent to prison for up to 2 years and placed on the sex offenders register.

The process for reporting this concern and delivery of subsequent action(s) taken, will be consistent with the safeguarding protocol documented within this policy. Refer to Mobile Phone policy also.

### **Serious Violent Crime**

Lanesend Primary recognises the Serious Violence Strategy 2018 which identifies offences such as knife and gun crime and the impact of serious violent crime on individuals and the community.

All staff and volunteers understand indicators which may signal that children are at risk from or are involved with serious violent crime. These indicators may include the following –

- Increased absence from school
- A change in friendships and relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

The following risk factors may increase the likelihood of involvement in serious crime –

- Being male
- Having been frequently or permanently excluded from school
- Having experience child maltreatment
- Having been involved in offending such as theft or robbery

## **Allegations against members of staff & volunteers (Whistle Blowing)**

Lanesend Primary recognises that it is possible for staff (including supply staff) and volunteers and contractors to behave in a way that might cause harm to children and takes seriously any allegation received.

Concerns of risk of harm would include staff members (including supply staff) or volunteers where they meet the harms threshold as below -

- 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 indicated 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.

When an allegation is made, it is always important to look after the welfare of the child and investigate and support the person subject to the allegation.

Any concern about the behaviour of a member of staff (including supply staff) or volunteer and contractors, or where an allegation of abuse is made against a member of staff (including supply staff), must immediately be reported to the Headteacher or in their absence the Assistant Headteacher who will refer to the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

The LADOs can be contacted via telephone; **01962 876364** or by email; [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk). Allegations against a teacher who is no longer teaching or historical allegations will be referred to the Police.

Any concern or allegation against the Headteacher should be reported to the Chair of Trustees (Ian Carrington) without informing the Headteacher.

The Headteacher will also discuss with the Supply Teacher agency whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school, whilst an investigation is carried out. The agency will need to liaise and be fully involved with the enquiries from the LADO, Police and / or Children's Services as required.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the adult who is the subject of the allegation.

In some circumstances a member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Similarly, a volunteer may without prejudice be asked to take a period of leave from their voluntary position pending the results of the investigation. We will provide the individual with a named contact at school if they are suspended.

Lanesend Primary school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and managed by the Headteacher and, if appropriate, a committee of trustees.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's



Safeguarding and Child Protection Policy and Code of Conduct Policy enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

**All staff must be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – talk to the Headteacher or Assistant Headteacher.**

There may be concerns and allegations that do not meet the harm threshold set out above. These concerns may include suspicion, complaint or disclosure made by a child, parent or other adult within or outside the organisation; or as a result of vetting checks undertaken.

A 'low-level' concern is still very significant and can be classed as an adult working in or on behalf of the school 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. It may not be considered serious enough to consider a referral to the LADO. Our Headteacher is the ultimate decision maker, in respect of all low-level concerns. However, she may consult with the DSLs to take a more collaborative decision making approach.

'Low – level' concerns / behavior could include –

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a 1:1 basis in a secluded area, or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

All low-level concerns should be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. All records will be kept confidential.

All low-level concerns received about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If there is any doubt as to whether the low-level concern meets the harm threshold, Headteacher and / or DSL will consult the LADO.

Staff are encouraged to self-refer if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and / or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

For specific guidance on how to respond to allegations against staff, please refer to the ***“Procedures for Managing Allegations against Staff”*** which can be found using the following link.

[6.1 Allegations Against Staff or Volunteers | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)

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This document is to be read in conjunction with 'Handling Allegations of Abuse made against Adults who Work with Children and Young People – May 2009, Department for Children and Families'.

### **Missing children and children absent from education**

Lanesend Primary School have a 'Missing Children Policy' which sets out the school procedures for dealing with the unlikely event of a child going missing when they are in the care of the school.

If a pupil is missing **and absent from education** i.e. they are not attending school this may represent a potential indicator of abuse and neglect.

After reasonable attempts have been made to contact the family (where reasonably possible, Lanesend will hold more than one emergency contact number for each pupil), school will follow the IOWSCP procedure and protocol, referring to the Hampshire Children's Services Professionals Team via telephone; 0300 300 0901. If a looked after child (LAC) or a child who is open to a Social Care plan goes missing, school will refer the concern to the allocated Social Worker, (or in their absence refer to Hampshire Children's Services Professionals team) with immediate effect.

Children missing and **absent from education** procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to Hampshire Children's Services any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

All referrals linked to missing children will be made by one of the school DSLs.

### **Remote education**

If children need to access remote learning for any reason, Lanesend will be in regular contact with families to reinforce the importance of children being safe online. This is especially important if children are asked to access online links or interacting with other peers during live / online meetings.

Remote learning will take place using appropriate and identified online platforms and monitored by school staff throughout the lessons. We will ensure that appropriate filters and monitoring systems are in place and regularly review the effectiveness. If any concerns are identified, these will be escalated as appropriate.

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own), it is important they are given practical advice on how to keep themselves safe.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labours, slavery, servitude, forced criminality and the removal of organs.

## **Private fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Hampshire Children's Social Care; we will follow this up by contacting Hampshire Children's Social Care directly.

## **Children with family members in prison**

There are approx. 200,000 children in England and Wales who have a parent sent to prison each year. These children are at risk of poor outcome including poverty, stigma, isolation and poor mental health.

Lanesend staff work closely with Barnardo's and their Community Support for Offenders Families (CSOF) programme to support the children affected by criminal activity within their family. We work with the families to help reduce the negative consequences for the children.

## **Operation Encompass**

The Headteacher will be notified by the Police if they have been called to an incident of domestic abuse where there are children in the household who have experienced the domestic incident. This ensures that we have up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

## **The Serious Crime Act 2015**

From the 3<sup>rd</sup> April 2017 a new offence of sexual communication with a child came into force. It is a criminal offence for an adult who intentionally communicates with a child under the age of 16 (whom the adult does not reasonably hold the belief for them to be aged 16 or over) with the purpose of obtaining sexual gratification if that communication is sexual in nature or its intent is to encourage that child to make a communication that is sexual. The offence includes talking sexually to a child online in a chatroom, sexually explicit SMS text messages to a child, along with inviting a child to communicate sexually. The offence can be heard in a magistrates or crown court and will carry a maximum jail sentence of 2 years, plus the offender will automatically be placed on the sex offenders register.

## **Curriculum & staying safe**

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2018) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience". Lanesend Primary also provides age appropriate teaching to support Relationship, Sex and Health Education across all year groups. This is taught following the principles of keeping children safe and prepares the children for the world in which they are growing up in.

Lanesend Primary will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Lanesend Primary will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include : *School Pupil Council, buddy system which could include supporting new pupils, playtime friends or class buddy activities across key stages, regular feedback questionnaires with groups of children, specific Anti-Bullying Policy (which can be found in the School office in the Policies folder or at [www.lanesendprimary.co.uk](http://www.lanesendprimary.co.uk)), 'check-ins' both as a class and for individual children, Pupil Voice template/dialogue, 1:1 and group emotional support provision, wellbeing provision, interaction with the school Family Liaison Officer (FLO), Team Around the Child (TAC) team or conversations with the Headteacher.*

## **Elective Home Education (EHE)**

Whilst many home education children have an extremely positive learning experience, we know that this isn't the case for all and understand home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent / carer have expressed their intention to remove a child from Lanesend, with a view to educating at home, we will invite families and professionals to meet together to ensure the parents / carers have considered what is in the best interest of each child. We understand this is particularly important where a child has SEND, is vulnerable and / or has a social worker.

## **Photography & Images**

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications) and make all staff aware of those children who do not have permission to be photographed
- Only use school equipment such as the teacher/classroom iPad, unless given permission by the Headteacher
- Only take photos and videos of children to celebrate achievements or in keeping with learning activities
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

## **E-Safety**

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Lanesend Primary will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support families and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's **e-Safety Policy**.

Lanesend recognise that online safety is paramount and can be categorised into four areas of risk.

**Content** – being exposed to illegal, inappropriate or harmful content (e.g – pornography, fake news, racism, misogyny, self-harm, suicide, anti – semitism, radicalisation and extremism.

**Contact** – being subjected to harmful online interaction with other users (e.g – 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; for example, making, sending and receiving explicit images (e.g – consensual and non- consensual sharing of nudes and semi-nudes and / or pornography, sharing other explicit images and online bullying.

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

We understand that we are responsible for ensuring appropriate level of security protection procedures are in place, in order to safeguard our IT systems, staff and learners and that we need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

## **Cybercrime**

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber – dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Staff at Lanesend understand that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

The DSL's can consider referring to the Cyber Choices programme, working with regional and local policing. The programme aims to intervene where young people are at risk of committing or being drawn into low level cyber-dependent offences and divert them to a more positive use of their skill and interests.

Further information about online challenges and hoaxes, can be found using the following link.

[www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes](http://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes)

### **Filtering and Monitoring**

All staff will receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

The filtering and monitoring system is managed by Lanesend's Senior Management Team and has oversight by Trustees.

The filtering and monitoring of all harmful and inappropriate content is managed by an external company. Reports are regularly accessed by the school's nominated IT technician. Any concerns raised, are discussed immediately and Safeguarding procedures are followed.

Lanesend will ensure that digital and technical standards are met, to ensure that our children remain safe online.

### **Complaints**

The school has a **Complaints Procedure** available to families, pupils/students and staff who wish to report concerns. This can be found in online at the school website [www.lanesendprimary.co.uk](http://www.lanesendprimary.co.uk), and in the school office in the Policies file. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff**.

### **The use of school premises by other organisations**

Where services or activities are provided separately by another body using the school premises, the Headteacher and Trustee Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

### **Security Code of Conduct – e.g. mobile phones, email, social media**

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

The main gate entrance to the school is locked at all times – the code for the lock is shared in strict confidence with staff and families with children who have a disability. The main gate code is unique to all other school gates. As staff enter and leave the school site car park, the gate must be closed and locked using the padlock. The main school door has camera monitoring and a keypad door entry system – the door code is shared in strict confidence with staff members. This code is changed on a weekly basis. These codes are to be held in confidence – any known breach of the codes must be shared with the Headteacher or Assistant Headteacher with immediate effect so that the codes can be changed to support safeguarding procedures.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the main reception office and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour (in person or via social media) of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Mobile phones and personal electronic items can represent a safeguarding risk. Any electronic devices in school should only be used in support of the children's learning and welfare. School iPads are used for capturing photographs in support of learning – reference should be made to the E-safety policy, Mobile Phone policy and the Staff Code of Conduct Policy contained within the Staff Handbook.

Children who bring mobile phones into school are asked to leave their phone in the main school office for the duration of the school day and pick the phone up as they leave the school site (see e-safety and mobile phone policies).

### **Off-site visits**

Appropriate risk assessments must be in place prior to any off-site visit taking place. Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations of the adult. The member of staff in charge of the visit will report any safeguarding concerns to one of the DSLs, who will action the response in keeping with the procedures and protocol of this policy. In an emergency situation the staff member in charge may contact the police and/or Hampshire Children's Services.

### **After school clubs and The Squirrel's Den**

Appropriate risk assessments must be in place for extra-curricular activities, after school club activities and the Squirrels Den Provision.

The member of staff in charge of the activity or The Squirrel's Den Supervisor will report any safeguarding concerns to one of the DSLs, who will action the response in keeping with the procedures and protocol of this policy. During non-school hours e.g. after school club or during school holidays, staff are able to contact the school DSLs for support with safeguarding concerns and the DSL contact details will be made available to staff for this purpose. In an emergency situation the staff member in charge may contact the Police and/or Hampshire Children's Services.

Please refer to Appendix 5 regarding the delivery / collection of all children to and from the Squirrel's Den afterschool and holiday club. All staff will adhere to this process and follow the flow chart procedures to ensure the safeguarding of all pupils.

### **Collection of children from school**

Children are able to be collected from school by persons whom the family member with parental responsibility has provided consent to do so – it is the responsibility of the family to update school of any changes or additional contacts in writing as they occur. School will act upon the most recent information. A 'permission to collect form' is used to gather this information and this form is available in the main school office for use as circumstances changes to this information.

## **Evaluation**

A range of measures and monitoring systems are in place to evaluate the effectiveness of safeguarding measures in school.

The school Safeguarding Policy (detailing Child Protection procedures and Safer Recruitment procedures) is updated annually and is applied in keeping with current legislation and statutory guidance. The Safeguarding Policy is formally reviewed on an annual basis with mid-year review. This review is undertaken and agreed by the Child Centered Group and subject to agreement by the school Trustee Body.

An annual safeguarding audit is undertaken that complies with the Isle of Wight Safeguarding Children Partnership guidance.

Additionally, review of the Safeguarding Policy and school practice may be triggered at any point in time – for example:

- Updates to legislation, protocol, procedure or recommended DfE/IOWSCP guidelines
- Incidents, complaints or circumstances arising that do not meet the policy guidelines.

Should instances arise which fall into the categories listed above, a review of practice and procedure may be required. Identified actions and lessons learnt will be implemented to fulfil safeguarding requirements and practice.

All incidents, allegations of abuse and complaints are recorded and monitored in accordance with school policy and practice.

Safeguarding is placed as a monthly agenda item within the Child Centered Group meetings and is raised monthly within the Full Trustee Body meeting. The Headteacher's 'Progress and Impact' report details and reviews safeguarding practice and this is written and issued three times a year.

Resources essential for implementing safeguarding in school are available and updated regularly (including access to training and delivery of staff roles with a clear safeguarding focus (DSL's, Team Around the Child (TAC) team & School Business Manager).

Processes are in place to consult children and young people (in keeping with the safeguarding policy and Pupil Voice Policy) and families (via feedback and the use of regular questionnaires) as part of the review of safeguarding.

The school delivery of 'Targeted Early Help' is monitored by the locality Early Help Coordinator within the Hampshire Early Help Service. School attend and actively engage in Early Help Hubs, monitor and measure progress against desired outcomes.

Supervision is conducted in school to support professional delivery and as a means of evaluation.

DSLs communicate on a regular basis with professionals from Children's Services, to review case delivery, to share and communicate good practice and to raise cause for concern making use of (should needs arise) the local Escalation Policy.

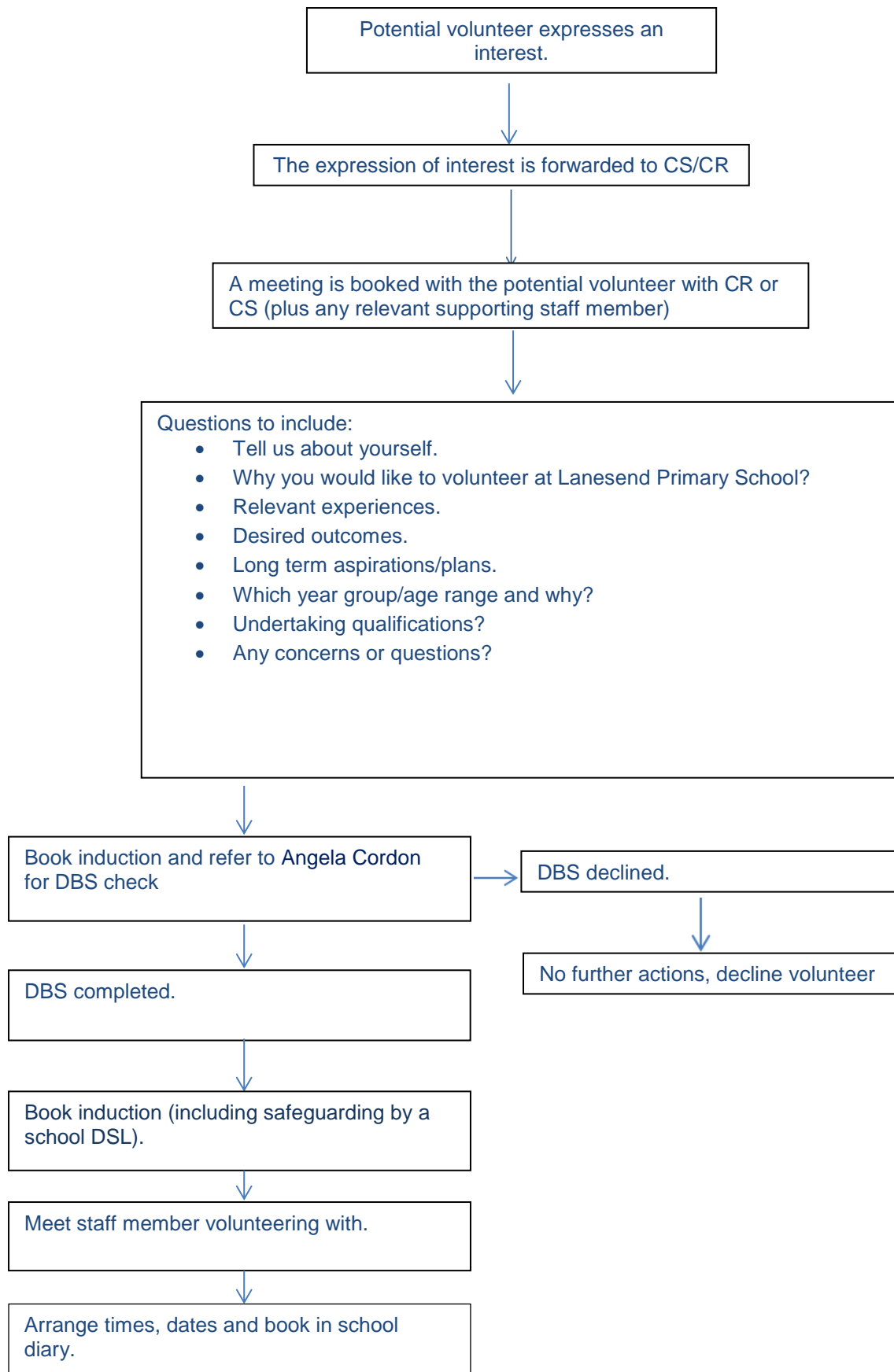
DSL's have half termly communication meetings to share relevant information regarding children and families. Meeting minutes are taken and stored appropriately.



DSL safeguarding briefings and safeguarding events are attended and cascaded – information shared is used to inform and manage school practice and delivery.



# APPENDIX 1 - LANESEND PRIMARY SCHOOL VOLUNTEER INTO SCHOOL PROCESS



## APPENDIX 2 - LANESEND PRIMARY SCHOOL

### Booking & Registration of Children in the Den and Clubs

Parent makes booking via Eduspot up until midnight the night before. If parents book on the day with the office then the staff member who takes the booking must add to Eduspot and take the payment and add a message about the booking to the class communication folder. The staff member must also check whether the Den register has been printed and processed as per box 2. If they have been printed then the child's name must be manually added to ALL printed Den registers including all communication folders, club folders and the Den folder itself.

At approx. 2pm the booking list is printed from Eduspot system. The staff den is a manual register.

The Office Team must indicate on the Den booking & staff Den lists, which children are at a club and which club they are in. The office must also indicate any children who are absent on the Den register

The Den booking list & staff Den list is copied and given to all class teachers and club leaders daily before the end of school via the communication folders and club folders. The Den & club lists must be read out to all children. Class teachers must also write a list of all the children attending the Den or a club onto the white board as a visual prompt. **A second adult must check the names are all on the board & have been read out to the children**

All children booked in the Den must be accompanied to the Den by an adult every day (at 2:40pm) and must be checked in with the Den staff on duty and registered (This applies to all year groups). Any medication required for children booked in the Den must also be taken from the classroom and handed to the Den supervisor.

If the children are booked in the Den and on the list for that day, they must go to the Den for registration before being allowed to walk home. If the child or parent advises they are walking home that day but they are still showing on the Den booking – they **MUST** go to the Den still where they can be registered and checked that the parent does want the booking cancelled and for their child to walk home.

Supervisor for the Den will be responsible for registering all children due at that session. All medication must also be signed in. If a child on the list is not in the Den, staff must ascertain the whereabouts of that child. The register should indicate whether that child is in a club. **Never assume the child is in a club or was picked up at the end of school.**

On club nights, please do not let any of your children go to their club until the Den children have been escorted and registered with the Den staff on duty (along with any medication). Please can all staff ensure that children's names are read out telling them **which** club they should be attending after school that day. All children must be accompanied to their club by an adult and registered with the club leader, along with any medication.

**Continued onto next page**

**If Den staff cannot quickly ascertain the safe whereabouts of the child, they must instigate the Missing Child Policy and advise the Headteacher or Assistant Headteacher immediately**

A member of the office team will annotate on club registers who is absent. The office are responsible for updating registers with any children leaving / arriving during the day

Office staff to distribute 2 x club registers for that day's clubs in a folder to club leaders

All staff taking a club must register the children. Send 1 copy of the register via an adult or trusted child to a member of the Team Around the Child (TAC) team Office by 3pm.

A member of the Team Around the Child (TAC) team will check all registers and check if all children have arrived at their clubs as expected. If the Team Around the Child (TAC) team cannot quickly ascertain the safe whereabouts of the child, they will instigate the Missing Child Policy and advise the Headteacher or Assistant Headteacher immediately. Once whereabouts has been confirmed, the staff member of that club must be advised.

When clubs are finished, all children booked into the Den must be escorted into the Den and registered with staff on duty, along with any medication.

All children in a club must be ticked out on the register when collected, have walked home (with permission) or have been taken to the Den. The register should be returned to the office. Any medication should then be returned to the classroom cupboards.

Supervisor for the Den will be responsible for registering all children due at the session after their clubs have finished. If a child on the list does not make it to the Den, staff must ascertain the whereabouts of that child.  
Never assume the child was picked up at the end of club

If Den staff cannot quickly ascertain the safe whereabouts of the child, they must instigate the Missing Child Policy and advise the Headteacher or Assistant Headteacher immediately.

- ALL staff are responsible for ALL children
- Everyone has to adhere to ALL policies and procedures
- The safeguarding of our children is paramount