

2024-25

Safeguarding and Child Protection Policy



This policy should be read in conjunction with the following:

- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2018
- Health and Safety Policy
- First Aid Procedures and Arrangements
- Physical Intervention and Positive Handling Policy
- School Emergency Plan
- Behaviour Policy
- Equal Opportunities
- Anti-Bullying Policy
- E-Safety Policy
- Social Networking Policy
- Staff ICT Use Policy
- Drugs Policy
- SEN and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- SCC policy for retention and transfer of child protection and child welfare records, January 2023

This policy sets out Moorlands Primary School Procedures for Safeguarding and Child Protection

Signed by Head Teacher

A handwritten signature in blue ink, appearing to be 'D. ...', positioned above the text 'Signed by Head Teacher'.

Signed by Chair of Governors

A handwritten signature in blue ink, appearing to be 'A. ...', positioned above the text 'Signed by Chair of Governors'.

Approved: March 2024

Review period: Annually

Next Review date: March 2025



Moorlands Primary School

Safeguarding and Child Protection Policy

2024-25



February 2024



Southampton City Council

Schools and Education Guidance for writing Safeguarding Policy

Version	15	Approved by:	Derek Wiles
Date amended	January 2024	Approval date:	31/1/24
Lead Officer	Alison Philpott	Review date:	August 2024
Contact	Alison.philpott@southampton.gov.uk	Effective date:	01/02/2024

Contents

Moorlands Primary School Safeguarding and Child Protection Policy	9
Purpose	9
Scope.....	10
Terms Used within the Guidance.....	11
Policy Statement Guidance.....	12
Safeguarding issues	20
Health and Safety	20
Site Security	21
Physical Intervention (Use of Reasonable Force)	21
Taking, Use and Storage of Images	22
Transporting Pupils	22
Off Site Visits / Provision Including Overnight Stays	23
Behaviour, Safety and Discipline, Including Preventing Extremism	24
Preventing Radicalisation and Extremism	25
Curriculum	28
<i>Teaching about relationships, sex and health - GOV.UK (www.gov.uk)</i>	28
<i>Education for a Connected World - GOV.UK (www.gov.uk)</i>	28
<i>Thinkuknow - home</i>	28
<i>Teaching online safety in schools - GOV.UK (www.gov.uk)</i>	28
Missing, Exploited and Trafficked Children (MET)	31
Child Sexual Exploitation (CSE)	31
Child Criminal Exploitation: Including County Lines	33
Trafficked Children and Modern Slavery	34
Gangs and Youth Violence	
<i>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf</i>	36
Harmful Sexual Behaviours	37
Harassment and Sexual Violence, including Child-on-child and Violence against women and girls	37
Teenage Relationship Abuse	40
<i>Teenage Relationship Abuse The Children's Society (childrenssociety.org.uk)</i>	40
Mate Crime and Child on child abuse	41
190. Abuse between children and young people can take many forms. All staff in our settings must be clear about how they are expected to challenge any forms of abuse.	41
194. In some cases, some people may see verbal harassment against any personal characteristic or sexualised comments as “banter”, “part of growing up”, “so common it is seen as normalised” – we are making it clear it is not. 42	42
195. This type of behaviour is NOT acceptable in our setting and all adults, and young people are expected to positively challenge any such incident, report it to the Designated safeguarding lead/s.....	42
• Bullying (including cyberbullying, prejudice-based and discriminatory bullying) or one-off incidents	43
• Abuse in intimate personal relationships between peers.....	43

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)..... 43
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) 43
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B KCSiE 2023..... 43
- 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 43
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos¹³ (also known as sexting or youth produced sexual imagery) 43
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm..... 43
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)..... 43

In some cases, some people may see verbal harassment against any personal characteristic or sexualised comments as “banter”, “part of growing up”, “so common it is seen as normalised”. Through this statement **we are making it clear it is not**..... 43

This type of behaviour is NOT acceptable in our setting and all adults, and young people are expected to positively challenge any such incident, report it to a trusted adult and follow up with the Designated safeguarding lead/s or a trusted adult if needed. 43

All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of our staff can be reassured that they will be taken seriously and supported to take any appropriate actions which may be in school or with external agencies as needed. 43

Bullying Research on preventing bullying DfE 2018
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>..... 44

Prejudice Based Abuse / Hate Crime 44
<https://www.youngsouthampton.org/images/prejudicial-language-behaviour-leaflet-for-parents-carers.pdf>..... 44

Toolkit for PLAB can be found in the Inclusion services section of Young Southampton/ working with children/ guidance for schools. It includes a reporting form, surveys for KS1, 2, 3 and 4, parental leaflets. Reporting form is included in Annex 6 of this guidance...... 44

Internet / E-Safety/ Online Safety 45

Monitoring and filtering..... 46

212. All staff at Moorlands Primary School are made aware of their own responsibilities linked to monitoring and filtering as set out in KCSiE 2023. The DSL has overall responsibility for ensuring that this aspect of safeguarding is compliant and effective in terms of monitoring, filtering and all associated processes, and this is an explicit part of the DSL job description. 46

213. Our governing body oversees monitoring and filtering to check that suitable processes are in place – and ensure that “over-blocking” is not restricting what can be taught about online safety. They also check that online safety is considered in our curriculum design, staff CPD and also in any parental engagement through visits to check practice, governor questions at meetings and pupil voice activity). 46

214. Our governing body also undertake regular checks (add frequency) as to the effectiveness of the monitoring and filtering systems in line with the PREVENT duty and as set out in the DfE guidance link above. 47



216. The breath of issues that fall under online safety is ever expanding, KCSiE offers a suitable list of considerations for content, contact, conduct and commerce (para 136 KCSiE 2023), Our schools online safety policy can be found here on our school website. 47

217. If we find staff or pupils at risk from commercial activity this will be reported to : 47

Internet / e-safety/ on-line safety 47

Social Media Resources – Safe4Me..... 48

Cyberbullying 49

Sending nudes (previously referred to as Sexting)..... 50

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)..... 50

Upskirting 50

Gaming Professionals Online Safety Helpline | Safer Internet Centre 50

Online reputation (digital footprint)..... 51

Grooming 51

Children missing from home or care 52

https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care.... 52

Children with Alternative to Full-time Onsite Provision Arrangements Attendance 55

Children Missing Education..... 56

Multi-agency Public Protection Arrangements..... 57

Harmful Practices..... 57

Female Genital Mutilation (FGM) *https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation*..... 58

Abuse linked to Faith/Belief or Perceived to be linked to Faith/Belief or Culture
https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief..... 61

Domestic Abuse *The domestic abuse act became law in April 2021* 62

Substance Misuse Including Alcohol and Drugs *https://www.gov.uk/government/publications/drugs-advice-for-schools*..... 64

Parental Substance Misuse 64

Substance Misuse Including Alcohol and Drugs – Children *Safe4me- resources* 65

First Aid *www.gov.uk/government/publications/first-aid-in-schools* 65

Pupils with Medical Conditions (Out of School) *http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx* 66

Intimate Care *Intimate and Personal Care including for Children with Disabilities* 66

Mental Health *Mental health and behaviour in schools - GOV.UK (www.gov.uk)* 67

Children with Special Educational Needs and Disabilities 69

- **Children with Special Educational Needs and Disabilities can face additional safeguarding challenges.**
69
- **Governors will ensure the Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:** 69
 - **Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration**..... 69
 - **The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing signs**..... 69



- Communication barriers and difficulties in overcoming these barriers	69
Children Looked After	69
<i>https://hipsprocedures.org.uk/qkyyht/children-in-specific-circumstances/looked-after-children-and-other-children-living-away-from-home.....</i>	69
<i>https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children</i>	69
Children who have, or have ever had a social worker	70
Parenting.....	70
Children and the Court System.....	71
- Sometimes children are arrested or interviewed as part of a criminal investigation and they may have to attend court for cases where they are a defendant or to give evidence in a prosecution.	71
Children with Family Members in Prison NICCO	72
Homelessness.....	72
Reporting and Recording Concerns About a Child or Young Person.....	72
Staff and Recruitment and Pre-Employment Vetting	75
Safer Recruitment <i>https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools (February 2017, update January 2021)</i>	76
Single Central Register <i>https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers</i>	78
Teacher Status Checks	78
Section 128 checks	79
Disqualification under the Childcare Act <i>https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006.....</i>	79
Staff Induction	80
Induction of volunteers.....	80
Staff Code of Conduct.....	80
Training	81
Staff Responsibilities	81
How to escalate professional disagreement <i>7.3 Escalation Policy for the Resolution of Professional Disagreement Hampshire, Isle of Wight, Portsmouth and Southampton</i>	82
Allegations against Staff.....	82
<i>KCSIE 2023 Part 4 para 353-446 is be read and understood by staff who may be responding to allegations or reference requests.....</i>	82
Southampton City Council’s Designated Officer is: Jemma Swann	82
Management.....	83
Leadership and Governance.....	83
Key setting and SCC contacts:.....	86
Appendix 2 – Safeguarding Concerns <i>Southampton Pathways Document</i>	90
Appendix 3 - PREVENT	91
Appendix 8 PLAB Appendix 1 – brief definitions: types of bullying/incidents	104
PLAB Appendix 2 – extended definitions of types of bullying.....	105
PLAB Appendix 3 – behaviour involved in the bullying/incident.....	106
PLAB Appendix 4 – ethnicity descriptions and codes	107

PLAB Useful Links:	108
Moorlands Primary School.....	109
Child Protection Policy, Procedures and Guidance.....	109
2024-25	109
Purpose	110
Scope	111
7. The policy relates to all staff, volunteers and governors of Moorlands Primary School, and provides them, in conjunction with the wider Safeguarding policy, with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. 111	
8. It should be read in conjunction with the school wider safeguarding policy which can be found on the school website and the safeguarding policy and procedures available on the HIPS website (link provided above)... 111	
Definitions	111
Policy Statement	111
Section 1: Principles and Values	112
Leadership and Management.....	112
Training.....	113
Referral.....	114
Confidentiality	114
Dealing with allegations against staff.....	114
Dealing with allegations against pupils	115
Sexual violence and sexual harassment between pupil in schools and colleges <i>Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk) awaiting updated document to replace this withdrawn guidance</i>	118
Section 2: Roles and responsibilities within Moorlands Primary school	120
Staff responsibilities	120
Senior leadership team responsibilities:	121
Governing body responsibilities	121
Section 3: Child protection procedures	122
Overview.....	122
Management.....	125
Governance	125
Appendix 9 Annex 1: Flowchart for child protection procedures.....	126
Appendix 9: Annex 2: Recording Form	127
Appendix 9: Annex 3: Body Map	129
Appendix 9: Annex 4: Dealing with disclosures	132
Appendix 9: Annex 5: Allegations against staff.....	134
Allegations against staff	134
Appendix 9: Annex 6: Briefing sheet for temporary and supply staff	135
Appendix 9: Annex 7: What is child abuse?.....	137
Appendix 6: Annex 8: Brook sexual behaviours traffic light tool and other helpful information update	142

Key documentation used to develop this guidance include:

Keeping Children Safe in Education (September 2023) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/keeping-children-safe-in-education-2023.pdf) (Page 156 for additional support and toolkits for specific aspects of safeguarding)

Working together to safeguard Children 2023 [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/working-together-to-secure-childrens-future-2023.pdf)

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/working-together-to-improve-school-attendance-2023.pdf) (updated 5 September 2023)

What to do if you are Worried a Child is Being Abused - Advice for Practitioners, Departmental advice Non-Stat [guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/what-to-do-if-you-are-worried-a-child-is-being-abused-advice-for-practitioners.pdf)

Staffing and Employment advice for schools (February 2017)

[Staffing and employment: advice for schools - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/staffing-and-employment-advice-for-schools-2017.pdf) last updated October 2021

[PREVENT Duty guidance Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/prevent-duty-guidance-2023.pdf) updated 31 December 2023

[CP 903 – CONTEST: The United Kingdom’s Strategy for Countering Terrorism 2023 – July 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/cp-903-contest-strategy-2023.pdf)

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/review-of-sexual-abuse-in-schools-and-colleges-2021.pdf), June 2021

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people-2021.pdf)

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges-guidance-2021.pdf)

[After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106531/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers-2021.pdf)

The Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children partnership and the Southampton Safeguarding children partnership (SSCP) safeguarding partnerships website – procedures can be found in the link below: [Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton](https://www.hampshire.gov.uk/childrens-services/safeguarding-partnerships)

In addition to the above, other documents are present throughout the guidance or linked for relevant reading when developing policy for specific aspects of safeguarding. Additional information should be sought from KCSiE 2023, above documentation, or statutory guidance published after this SCC guidance where appropriate.

Leaders, including governors, should ensure that expectations for staff are clear around the use of school issued IT as well as restrictions of use of personal devices such as laptops, tablets and mobile phones. They should also ensure that all adults know how to raise concerns regarding children (U18), and also raise concerns about conduct of adults, even if low level or indicating greater harm working with children through school processes and whistleblowing policy and processes.

Training providers for Under 18s have also had to take account of KCSiE since September 2021 and continue to be required to do so.

KCSiE 2023 sets out the expectation that Voluntary, Charity, Social Enterprise (VCSE) and private sector organisations and agencies play an important role in safeguarding children through the services they deliver. This can include registered or unregistered Alternative Provision (AP) to provide time-limited, regularly reviewed provision for small numbers of individuals for whom alternative provision support is required for specific reasons. These can be



due to special educational needs, bereavement, adjustments to manage behaviour in certain circumstances, or to build and engage in regular education that is appropriate to need. This may be alongside a reduced in-school timetable to enable full-time provision for a young person. SCC expect AP providers to train their staff to meet the requirements of KCSiE as set out for schools and colleges. Where your school/setting is using any such providers the school should be assured of:

- the safeguarding policy and processes their staff work under
- training records and recruitment checks carried out and their outcomes
- assess the suitability of the provision on offer
- monitor progress and plan with relevant stakeholder timeframes, and next steps.

Agreements should be set in the planning stage, regularly reviewed and understood by all parties as to how any welfare /harm concerns will be reported and actions adults are expected to take in the setting, or when working under the settings arrangements.

In much research, and practice review work it is widely accepted that there are children who will be more likely to be more vulnerable than others, especially to CSAFE, and Exploitation. Children who may be more vulnerable than others would include children with SEND, Looked After or Previously Looked After, LGBTQ+ children, those with mental health issues, or with parents with mental health, alcohol, drug or domestic abuse experience. This list is not exhaustive. KCSiE 2023 outlines information with regards to all of these groups and should be read by all DSLs and staff with key contact as well as included in CPD for all adults working in the setting.

<https://www.gov.uk/guidance/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges> **Guidance for schools and colleges where provision is through full-time enrolment of 14-16 year olds.**

Moorlands Primary School Safeguarding and Child Protection Policy

Purpose

1. The information in this guidance has been produced from learning from safeguarding issues and reviews, local processes, KCSiE 2023, Working Together (2023 update)
2. SCC reminds all settings that Safeguarding is everyone's business. This means adults in education settings and working with U18s, in positions of trust, need to be well-trained and aware of risks, signs and possible or actual harm, and know what to do if they are concerned or have a disclosure made to them or overheard. They should also be trained on how to report adults behaving in a manner that does not meet the standards of the profession within their own settings and also through whistleblowing processes. All adults working with children should be pro-active in raising or logging concerns. It not only includes issues that adults in school have been aware of previously but also of wider safeguarding and local context that could raise risks of harm- this includes how to manage online concerns that may begin outside of school, or patterns of absence that are present, change, prolonged or unusual for that child.
3. These include:
 - a) Additional update for safeguarding policy or processes or training (in part or whole) within the annual training schedule is recommended following any self-evaluation and analysis of any incident where there is learning, in school, locally or nationally. Links to practice learning and training is included in the SSCP section of the SCC regular safeguarding updates.
 - b) The Child Protection policy for the setting must follow guidance and includes how to manage any reported Child on Child (previously Peer on Peer) abuse and child exploitation in line with KCSiE 2023. The local child-on-child toolkit provides resources to support [Child-on-Child \(Peer-on-Peer\) abuse toolkit \(southampton.gov.uk\)](https://www.southampton.gov.uk) and staff should be made aware of this toolkits resources and consider their use.
 - c) The information in this guidance has been produced from learning from safeguarding issues and practice reviews, HIPS processes, KCSiE 2023, Working Together (2023) guidance.
4. Links to national and local guidance are included, taken from KCSiE 2023, or other websites are correct as of the date of writing, these should be reviewed by the setting on a regular basis and any update made.
5. All staff must read and indicate they understand **at least Part 1 KCSiE 2023** in addition to the schools own policy and processes, **or** if directed to by the governors part A where relevant to their role which does not work directly with children.
6. SCC also recommends that all staff are asked to pay particular attention by reading and understanding the following sections in addition to all others:
 - a. Part Five of KCSiE page 105
 - b. Part Four KCSiE p 87
 - c. Annex B KCSiE page 141
 - d. Annex C page 163
7. Staff who work directly with children are asked to read and understand Part Five of KCSiE p 105, and are made aware of the Report from the Ofsted review of Sexual Abuse in schools and colleges, June 2021; Annex B KCSiE Page 141. It is recommended that sufficient time is given to this so that all staff can sign to confirm they have read and do understand the contents together with any local or individual setting processes such as those to be launched as part of the peer on peer/ child on child abuse toolkit (December 2022, [Child-on-Child \(Peer-on-Peer\) abuse toolkit \(southampton.gov.uk\)](https://www.southampton.gov.uk)). It is advised that staff are asked to ask/submit any

questions required for clarification within a clearly defined timescale and this may indicate they require additional training/information so that they understand their safeguarding responsibilities which should be provided at the earliest opportunity.

8. This policy provides guidance for schools to ensure that visitors/ volunteers and hirers are clear of their safeguarding responsibilities, what to report, how to report and the explicit non-use of school visits or premises for the promotion of extremism. Also, it highlights what to do and who to contact if they are unsure if something is a safeguarding concern through having a way to contact a DSL or CRS depending on the activity. This includes Private companies or VCSE (Voluntary, Charity or Social Enterprise) sector who may be working with individuals or groups, e.g. sports or music companies. These may also be providing unregistered Alternative Provision.
9. We ensure that all staff are aware of the additional vulnerabilities that may exist for children who are looked after, those with SEN or a disability as well as those who are on a child protection or child in need plan or who have been subject to one.
10. Children who have had trauma previously, or who may have concerns raised linked to a risk from outside the home (ROTH) rather than a person are also considered as additionally vulnerable and may need any concerns raised considered in their own individual context. This may require discussion between DSLs from different schools or auctioning advice sought from CRS/ other professionals depending on their context. Any decisions or actions taken are recorded accordingly by DSLs on a child's CPOMs record.
11. Where appropriate, DSLs contact other education settings where families are shared to request a "safeguarding discussion" with the DSL counterpart if needed to e.g. to ascertain safeguarding information or agree shared actions or concerns, where public task under GDPR is met.. This is to build awareness of the family and any concerns in order that children and young people's well-being is **pro-actively protected** and they are safeguarded. Locally this can also be undertaken with GP's where there is a clear safeguarding concern present. This is not a process where urgent referrals are required where a child is at immediate risk but when a DSL has concerns and needs to have clarity over those concerns in context and if they are for single children or across a family. Advice from CRS should be sought if a DSL is unsure if a safeguarding concern exists, a professionals meeting may be recommended.
12. Where there are concerns that are below the threshold for statutory intervention (see pathways document including threshold information page 13 (under update) these are not ignored. Moorlands Primary School remain proactive to intervene early to find and refer for early support for an individual or family. This may be by using an Early Help Assessment, Voluntary or charity sector, Family hubs or other support providers relevant to need. We recognise that some may not need referral to those services, or they could be signposted. This initial support may lead to consultation for advice or referral to CRS and it is recommended this indicates the level from the threshold document the support is requested for, as well as detail around support provided/ offered and any impact or barriers known.

Scope

13. The policy related to all staff, volunteers and governors of settings as set out above, and provides them with the framework they need in order to develop effective policies and guide culture keep children safe and secure in Moorlands Primary school. It will inform parents and guardians how we will safeguard their children whilst they are in our care. Processes outlined for our setting will be communicated to visitors and it will also enable visitors to our setting to act in a manner expected of our employees or volunteers when working with our children.
14. All adults are made aware that it is rare for incidents to be standalone events and they often overlap across "labels". Where exploitation or neglect are evident, or extra-familial harms, there will be multiple harms to which children and young people are vulnerable, often including on-line issues.

15. Where stated “children” means all children up to the age of 18. For schools and colleges with students over the age of 18 a policy and processes for working with adult social care and relevant agencies when needed should be in place.

Terms Used within the Guidance

- **Should** and **Must** are used throughout KCSiE 2023 – must is used when a person is legally required to do something, should is used where advice set out should be followed unless there is a good reason not to (KCSiE 2023).
- **Safeguarding** is defined in KCSiE 2023 as ““CRS indicating the level the support is requested at, through protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”. Our safeguarding practice applies to every child. In Working Together 2023 it is clearly stated that the statutory document should be followed unless there are exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.
- **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes governors. Consideration is also be given to any other organisation that regularly uses the site when pupils are present but whom are employed by others or commissioned to work with pupils from the school, or who access sessions on site that may or may not be shared with the school so there are clear responsibilities and expectations set out from the planning stage..
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils or students of our setting; however the policy will extend to visiting children and students from other establishments.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.
- **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 or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or 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.
- **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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 in education
- **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. It may also be educational neglect that Southampton City Council recognises can be parental, pupil, professional or organisational. This description is set out in Annex 5
- **The Trigger Trio:** The term ‘Trigger Trio’ has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.
- So called Honour based abuse includes Harmful Practice or Harmful Cultural Practices including issues such as FGM, forced marriage as set out in KCSIE 2023.
- Child protection is used to describe where concerns or indicators require referral to Children’s services or police for Section 17 or 47 assessments to be considered to protect a child from harm. Or where a Child protection plan or child in need plan is already in place.

Policy Statement Guidance

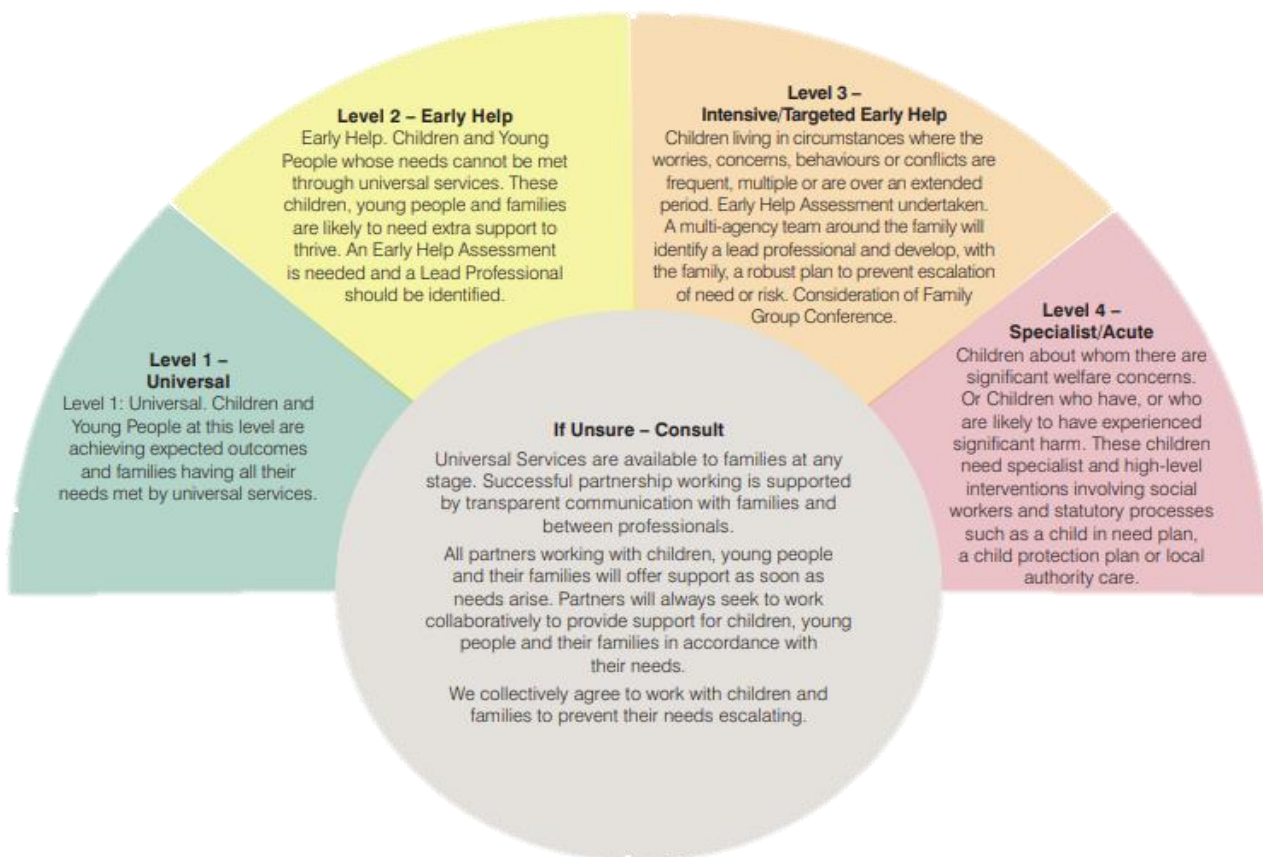
16. **Safeguarding** is taken to mean “protecting children from maltreatment, preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”. Our safeguarding practice applies to every child. In Working Together 2023 it is clearly stated that the statutory document should be followed unless there are exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.
17. All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”. This applies to all young people up to the age of 18. This could mean, where concerns are held, requiring a “safeguarding discussion” between DSL’s from different schools, where they share families. It is everyone’s responsibility to ensure the welfare of children and young people, including all staff knowing how to refer to CRS services including children and Families First, and how to contact Family Hubs for support.

18. Our aims are to:

- a. Providing an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility. It is not solely the responsibility of Designated Safeguarding Leads (DSLs).
- b. Ensuring that all children and young people in school will feel safe, secure, valued and respected, free from harassment and prejudicial language or behaviours and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- c. Working within the restorative practice and trauma informed models of behaviour and communication processes, recognising that childhood trauma can manifest as disruptive or challenging behaviour
- d. Providing an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
- e. Ensuring that the setting fully complies with the statutory guidance September 2021 for relationships, sexual relations, health and well-being and that pupil voice is taken into account in planning for this. (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)
- f. To raise the awareness of all leaders, teaching and non-teaching staff, volunteers, and visitors of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- g. To develop structured procedures to follow within the school that will be followed by all members of the school community in cases of suspected abuse/ concerns for well-being/ need to safeguard young people.
- h. To ensure that all concerns, however small are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the DSLs enables a context to be known and therefore support the identification of for example, neglect, risks, exploitation including patterns of behaviours.
- i. To ensure that concerns or allegations made against children or adults are managed appropriately including reporting to the police or LADO where appropriate.
- j. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely CRS, Children and Families First referral, contact and working with multi-agency partners and children's social care team and other safeguarding partners.
- k. To provide attendance by a nominated member of staff or a report with up-to-date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/ family.
- l. To work proactively with others where absence from school or challenges in engagement may mean that specific work is undertaken with the child or parents to ensure education provision is in place and can be accessed to support the child developmentally and effectively prepare the child for their next phase of education.
- m. To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns, they are shared through a "safeguarding discussion" and addressed swiftly, with a strong base of information ensuring that the best interests of a child/ the children are placed at the centre of referrals for example to CRS/ support providers.
- n. To refer to Children and Families First services so children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's social care services is required.
- o. Ensure that all adults within our school who have access to children have been checked and this is recorded as to their suitability. That appropriate supervision is given to visitors and adults on-site and on trips, key information or training for visiting staff and adults who may lead for example sports clubs / out of hours activities at or for the school. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with national guidance and school policy.

- p. Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers.
- q. Ensure that appropriate safeguarding arrangements are in place for children learning remotely, on work placements or alternative provision offsite, or in flexi-school arrangements.
- r. Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting should be carried out in accordance with the SCC policy of retention and transfer of records January 2023 and updates.
- s. To provide a safe environment within which children can learn and flourish and be confident that any issues they raise will be taken seriously.

19. Moorlands Primary School utilise the threshold document in any discussion for advice or referral. This then makes it clearer as to why concerns are held and where the information may need to be assessed. E.g. Level 3 and why. The threshold document below clearly provides the layered information that will help professionals make decisions, and record why they feel something is a concern that should or should not be referred. It also clearly indicates that where a professional is not sure they should consult others. This can be undertaken with no identifying details disclosed through the advice line .



20. The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton’s Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Southampton Safeguarding Children’s Partnership in line with Family Early Intervention Model and Threshold Document or the Police, without notifying parents **IF** this is in the child’s best interests, where risks may be increased to the child if consent is sought. KCSIE 2023, In all cases consent must be sought unless it is not in the child’s best interests to do so. Advice on consent can be obtained

from Children's Resource Service (CRS). These decisions will be clearly recorded with their reason in our school safeguarding information management system CPOMs

21. Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where new national guidance, local incidents, gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, urgent review will be carried out by the DSL and governors in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies and may require policies to be amended sooner than the annually scheduled review. This may be by issuing of a governor-approved addendum to take priority for short term or fully from the point in time onwards.
22. Where national guidance changes within the approved policy year or learning from practice reviews becomes available addendum to policies and processes may be made through the governing body.
23. Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school. There is a named governor/committee with responsibility for health and safety.

Health and Safety Primarily lies with the **Headteacher, Mr David Parkin** who is supported through the school business Manager, **Sarah Harrison**, and Assistant Site Managers, **Mr Chris Slater** and **Mrs Bev Thorne**.

Moorlands Primary School Health and Safety Governor is: **Ryzard Prochot**

24. All pupils in our school are encouraged to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously, record and share the information with the safeguarding lead by use of the school reporting and recording procedures; including use of C4C forms. It is recognised that children will only disclose any abuse or harm when they are ready to do so but that this should not stop a professionals being professionally curious or reporting concerns through the schools system for recording concerns, or if immediate harm is present directly, to a DSL.
25. In the moment, each adult in our school is expected to challenge any inappropriate behaviour in line with our school behaviour policy. This includes use of prejudicial language or behaviour, sexual harassment, protected characteristics, bullying or abuse. The expected response in the moment is agreed and, in our school, includes: seeking support from a Phase Leader or member of the Senior Leadership Team and links to the behaviour policy and staff code of conduct.
26. In addition, we provide pupils with information of whom they can talk to outside of school both within the community and with local or national organisations who can provide support or help appropriate to their age and development. This is through lessons, assemblies, letters home, parent workshops and the school website.
27. The PSHE programme at our school takes into account safeguarding issues using the national and local contexts relevant to our pupils and families so that they can understand personal, local and national issues linked to safeguarding themselves and others, including on-line. Statutory guidance is followed, and pupil voice is used to inform and check on the relevance of what is taught, providing feedback to parents and governors regarding changes to cohort provision, as well as for assurance they feel confident that any concerns they raise will be taken seriously.
28. The statutory Relationships, Sex and relationships and health education guidance is fully implemented at our school. In our school stakeholder consultation was carried out in November 2020 and the policy is reviewed annually.
29. As a school, we review the safeguarding policy at least annually so as to be in-line with the child protection policy annual review as well as in line with DfE, Southampton Safeguarding children's partnership, SCC expectations and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.

The staff member/s responsible for ensuring that any necessary updates are completed is/are:



Mr David Parkin and Miss Sarah Roughton are responsible for the management of the **Safeguarding and Child Protection Policy**.

Mrs Leanne Jenks is responsible for the management of the **RSE and HE policy**

30. It is acknowledged by our school that no one person or organisation holds all information about a young person. DSLs regularly review concerns recorded for patterns or trends that need to be considered and addressed with appropriate action. These decisions are recorded so that the culture around safeguarding and proactively monitoring wider issues can be tracked, and the impact of any changes measured. The DSL's at our school will proactively work with external agencies where concerns exist around the welfare of any young person to enable reduction of risk or refer for support appropriately.

The Child/ Young Person's "voice and wishes"

31. Where there is a safeguarding concern, governing bodies, proprietors and school leaders should ensure the child's wishes and feelings, their voice, is taken into account when determining what action to take and what services to provide. Systems should be in place for children to confidently express their views and give feedback. This should include in general, processes young people feel confident in using to raise any concerns they have and to feel heard. External means of managing this with clear parameters should also be considered including survey undertaken by independent organisation/ person to the school for both adults and young people.
32. All children and young people should feel that their education setting is a place where they can raise concerns and that their reports and concerns will be taken seriously and acted upon. Ultimately, all decisions should be taken in the best interests any the child (KCSiE 2023). This cannot include keeping their concerns confidential and all adults have a responsibility to ensure that concerns are recorded and acted upon appropriately and in a timely manner, this may include referrals to agencies and this will always be communicated to the child (may be communicated differently for different ages of children/ development).
33. At Moorlands Primary School the system to ensure the child's voice taken into account when a concern has been raised by them or someone else include pupil discussions, ELSA support and 'time to talk' procedures within all classrooms.

Multi-Agency Working

Set out in KCSiE 2023 (para 107-114) is the following information that all staff in education settings should adhere to:

34. Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
35. New safeguarding partners and child death review partner arrangements are in place. Locally, the three safeguarding partners (the local authority; the clinical commissioning group; and the chief officer of Hampshire police will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
36. It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

[Southampton Safeguarding Children Partnership – Improving the safety & wellbeing of Southampton's Children & Young People \(southamptonscp.org.uk\)](https://southamptonscp.org.uk)

37. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children with relevant agencies. To fulfil this role the three safeguarding partners have made arrangements to allow all schools (including Independent schools and those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. The

strength of local partnership working relies on all safeguarding partners working collaboratively together with relevant agencies, whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of children. The SSCP arrangements engage local organisations and agencies to collaborate and provide targeted support to children and families. The local approach also enables joint identification of, and response to, existing and emerging needs, and to agreeing priorities to improve outcomes for children.

The relevant agencies for the SSCP arrangements are named as:

- a) All mainstream, special, independent, academies, and free schools based in the Southampton unitary authority area. When named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.
 - b) The inclusion of VCSE and Private providers in arrangements will be formally developed over the coming year and representatives will be invited to the education sub-group.
38. Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
39. Schools and colleges should work with social care, the police, health services and other services, including other schools to promote the welfare of children and protect them from harm. This includes providing a coordinated offer when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from Southampton City Council and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Information Sharing

Keeping Children Safe in Education 2023 (para 115-123, page 30) sets out the following with regard to information sharing:

40. Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging (concerns for welfare may be noticed) or where a child is already known to the local authority children's social care.
41. It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. DSLs record decisions to share reasons so as to demonstrate their due regard to these.
42. Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- a. being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.



- b. Understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- c. For schools, not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. This is one example; each individual case should be reviewed separately and where in doubt schools should seek their own independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

Working Together to Safeguard Children, which includes a myth-busting guide to information sharing, page 20-21 [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Working_together_to_safeguard_children_2018.pdf)

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, The seven golden rules for sharing information within this document will be especially useful. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information sharing advice practitioners safeguarding services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

The Information Commissioner’s Office (ICO), which includes ICO GDPR FAQs and guidance from the department [For organisations | ICO](https://ico.org.uk/for-organisations/)

Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. [Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Data_protection_toolkit_for_schools.pdf)

- 43. Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. (Further information: *Retention and transfer should be completed in line with SCC Retention and transfer of records policy, September 2023*) For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff: designated safeguarding leads and SENDCOs or the named person with oversight for SEND in a college or provider, receive the file as required, and ensure that the information is read, and relevant information disseminated to those who the DSL determines need to know in order to safeguard young people.
- 44. In addition to the child protection file, the designated safeguarding lead should also consider if it would be necessary and proportionate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, or to support significant welfare and have that support in place for when the child arrives or to ensure the safeguarding of the child. This decision should be clearly recorded as to the reasons for the decision to share.
- 45. *Southampton City Council and Moorlands Primary School recognise the importance of welfare (concerns or support below statutory services for CP and CiN) and educational records, for example for assessments regarding SEND and support for academic development, or mental and emotional well-being and include these in the information that settings should pass on to the next setting so as to proactively support young peoples well-being and limit the opportunity for educational neglect (Appendix 4) by organisations.*
- 46. “safeguarding discussions” should be a feature of protecting children and young people – including between schools where families are shared to establish context and awareness of concerns. Any discussions should be recorded as to their purpose, outcome and actions as a result in the school’s concerns log system.

What staff should do if they are concerned about a child

- a) All staff and children should know who the DSL is, and who the deputy DSL/s are and how to contact them.
 - b) Our setting ensures this is also communicated to visitors or supply/ temporary staff also by through our Visitor / Supply staff guidance and posters placed around the school
 - c) All staff receive training and updates annually regarding out safeguarding and child protection policy and processes and have opportunity to ask questions to ensure understanding. Staff must raise questions or query, ideally in writing, if they are unsure or for clarification.
 - d) Note factually who and what you are concerned about, why and any actions you have taken which include consulting the DSL – record in the school’s system, but you may also need to alert the DSL or deputy that they need to read your record of concern or disclosure, especially if it requires immediate review as a disclosure or indicating child would be a immediate risk of harm and other agencies may need to be contacted. **DO not assume** your concern will be picked up- check with a DSL it has been or if no DSL is available contact CRS for advice.
 - e) Do not delay sharing the information with the DSL, especially if there is immediate risk indicated or the need to refer to other agencies is likely.
 - f) Record even if you feel it is a small piece of information – it is the combination of information that often brings the best oversight of the whole child or family.
47. Leaders should ensure that ALL staff know what they must to do if a child/ young person tells them they are being abused, neglected or exploited and how to maintain an appropriate level of confidentiality and need to know basis.
48. No member of staff should ever tell a child they will not tell anyone about a report of any firm of abuse and or neglect and staff should take any information seriously and no victim should ever be made to feel ashamed for making a report.
49. Staff have received training for the expected responses in the moment within our setting to harmful comments or behaviours they see, hear or have reported. These include prejudicial language or behaviour or harmful sexualised behaviours or harassment. Our settings culture is one of inclusivity, support and respect for each individual to be able to thrive and develop whilst in our setting. Adults are expected to set this example, act immediately if required to do so and support our children and young people to develop into kind, confident and respectful individuals.
50. All staff are aware that technology is a significant factor in safeguarding and wellbeing issues, that children and young people can be at risk on line and also that children can abuse other children both directly on-line but also for example by sending unwanted images to others. Additional information can be found in KCSiE 2023 Annex B, and UKCIS advice, including the consideration for staff not to view or forward illegal images of a child.

Safeguarding issues

51. Safeguarding issues are those that can place children at risk of harm (KCSiE 2023). Within a school and society these are wide-ranging and there is an extensive set of advice, guidance and legislation that schools are required to follow to ensure children's safety.
52. Any child is vulnerable, and the expectation is that all people working or volunteering in Southampton education settings (maintained, academy, free, Independent or post-16 education or Alternative Providers that support schools and Electively Home Educated pupils)) recognise that any child could be subjected to any form of abuse or exploitation themselves directly, or as witness/bystander. Research identifies that some children, those with SEND or are looked after are more vulnerable to exploitation for example, in our school we recognise this issue and staff are trained to be aware of such signs and patterns that may indicate a child is being exploited for CSE or CCE.
53. These experiences are adverse and can impact upon children greatly – both short and long term and into adulthood. The more Adverse childhood experiences (some of which would be of a safeguarding nature) a child has the greater the complexity of their impact, therefore the earlier the intervention the lower the likelihood or long term impact is in particular for experiences that are below the statutory services threshold for intervention. Staff in schools are in a unique position to be able to recognise and report where they have concerns to their DSL or in some cases to the police directly.
54. However small or unsure a member of staff is about their concern the ethos that is expected across all settings is that that no concern is too small to report and record. ALL concerns should be recorded to enable any patterns or trends to be identified. This enables a full picture of observations to be held in oversight by the DSL/s of the setting.
55. These small pieces of information may help to protect a child or young person from further harm or adverse experience. Issues that SCC recognise are key to ensuring children's safety are included below.

NOTE: This list is not exhaustive and is subject to changes in legislation/ guidance.

Health and Safety

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> (Last update November 2018)
to be read in conjunction with and relevant COVID guidance.

56. The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act.
57. All risks are required to be assessed and recorded plans of how to manage the risk are in place, and reviewed where appropriate. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.
58. The nominated staff member, who has responsibility in their roles and responsibilities to ensure health and safety policy and practice is effective is/are:
 - **Mr David Parkin**- Headteacher
 - **Mrs Sarah Harrison**- School Business Manager
 - **Mr Chris Slater and Mrs Bev Thorne**- Assistant Site Managers
59. There is named governor for health and safety:
 - **Mr Ryzard Prochot**

Site Security

[DfE Site Security guidance \(November 2018\)](#)

60. We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore, all people on the site should adhere to the rules which govern their presence.

61. The following aspects and expectations are in place at our school. These are:

- All gates are locked except at the start and end of the school day
- External Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in and out.
- Visitors and volunteers are identified by showing school staff their identification.
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the school day have to sign out and in.
- Empty classrooms have windows closed/ or open (if agreed)
- Arrangements for before and after school meetings and activities are clear and followed at all times
- Emergency procedures are practiced regularly and known by all staff, including those temporarily in positions of responsibility, a record of practice and learning is retained by Mrs Sarah Harrison
- Pupils understand what to do in an emergency such as fire or lockdown
- Parents have clear lines of communication set out during emergency procedures and are expected to follow these so as to support the effectiveness of any multi-agency response required
- Staff know the expectations for challenging unrecognised adults or young people on site

These arrangements will be reviewed regularly by leaders and governors for the safety of all, in line with local or national government guidance. The review will be recorded and inform and changes required.

62. The aspects of the Safeguarding Policy with regard to site security also run alongside Moorlands Primary School Emergency Plan. This includes practising for Fire Safety and School Emergency Response Plan Shut Down Procedures.

63. These arrangements will be reviewed regularly by leaders and governors for the safety of all, in line with local or national government guidance

Physical Intervention (Use of Reasonable Force)

[DfE Use of reasonable force, non-statutory guidance](#) (July 2013), KCSiE 2023, para 162-164, page 42-43

64. As a school we have a separate policy outlining how we will use physical intervention. In the rare occasion, a child will be 'guided' to a 'quiet space' or 'held' if their behaviour poses a significant risk to themselves or others. As a school we have a separate policy outlining how we may use physical intervention using Securicare deescalation and physical intervention techniques.

65. All staff have been made aware of their responsibilities with regard to the use of physical intervention and reasonable force – at our school this is carried out only by Senior and Phase Leaders who are appropriately trained in using only the force required in the specific situation..

66. Discussions with an Educational Psychologist should be had regarding physical interventions.

67. Staff have received training to understanding their responsibilities around the use of reasonable force and this provides them with the knowledge and skills to physically intervene safely where this is required. For some staff this includes additional specific physical intervention training relating to their role or responsibilities. The school is aware of and utilises the resources linked to the Use of SCC Physical Intervention Toolkit (January 2024)

Taking, Use and Storage of Images

68. As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publication/displays, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. Our setting ensures it is compliant with Data Protection Act 2018 regarding processing of images.
69. We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.
70. Photographs should only be taken on school owned equipment and stored on the school network. No images of pupils are permitted be taken on privately owned equipment.
71. We will take and print photographs to show what a child can do or has participated in. These may also be displayed within school, or in books. They may be shared with visitors, inspectors, moderators or other professionals as a part of assessments, sharing practice or achievement. We will seek to ensure parent/ carers understand this and agree to this use.
72. Staff do not take photos of marks or bruising seen or reported unless explicitly requested to do so. This should be managed sensitively and only in agreement with the DSL and the appropriate safeguarding partner referral or report processes (eg police / CRS).

Transporting Pupils

[Home-to-school travel and transport - GOV.UK](http://www.gov.uk/government/topics/school-transport)

<http://www.southampton.gov.uk/schools-learning/in-school/school-travel-support/>

73. We will follow the home-school transport policy from SCC for all pupils who have regular transport to and from school arranged through the needs identified in their EHCP, or admission agreement should the need arise
74. The school will give consideration to the transport needs of our pupils in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / taxis with staff or parents as drivers in cars. This will include arrangements for parents/carers/volunteers to inform the school regarding any advice they have been issued as soon as possible, that affects their ability to carry out their transporting/ volunteering safely in line with current guidance .
75. For school trips, private providers may be used such as coach companies. Copies of any insurance will be obtained by the school and retained with trip documentation.
76. On occasion parents and volunteers may support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc. which is not the responsibility of the school). In managing arrangements that the school is responsible for, they will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.
(See Appendix 1)
77. Where parents'/volunteers/staff cars are used on school activities the school will notify parents/ volunteers/ staff of their responsibilities for the safety of pupils, ensure sight and record of suitable business insurance cover (for staff) and insurance cover for parents and evidence recorded to ensure their vehicle is roadworthy. A

record will be kept in school of insurance, evidence of roadworthiness, use of child seat needs and understanding of responsibilities.

Off Site Visits / Provision Including Overnight Stays

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=

The evolve site is used for preparing and recording all our offsite visits or add alternative process.

78. The school has arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place offsite within and outside of the normal school day. These may or may not include overnight stays; such as our Residential Trip to Stubbington.
79. A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a specific review of an existing assessment may be needed to take in to account staffing and pupils in addition to the activity. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.

The school has an educational visits coordinator who liaises with the county outdoor education adviser and helps colleagues in school to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. SCC recommends that an EVC should be appointed to the role and receive training for the role. It is recommended that any EVC completes suitable training for the role or refresher training at least every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.

Our Educational Visits Co-ordinator is **Miss Gemma Waring**

80. At our school, all offsite activities for 2023/24 school year will be risk assessed regarding the activities to be undertaken, transport arrangements.
- A risk assessment will be completed by the activity leader, this may be through a pre-trip visit if appropriate as well as having reviewed any pupils with medical needs or activity specific requirements that will be included in the Risk assessment.
 - The Risk assessment will be shared with the nominated EVCC/ senior leader.
 - The Risk assessment and trip information will be shared with all staff participating in time to read and understand their own responsibilities during the trip.
 - All trips offsite will include at least one first aid trained member of staff (may be more depending on activity and numbers of participants) who will be present on each offsite trip, there may have been a pre-trip to risk assess/ review prior risk assessment.
 - A register of pupils offsite will be shared with nominated administration staff and contact numbers, medical information and offsite activities forms will be taken on the trip and accessible by all staff participating.
 - A copy of any individual medical plan will also be taken, together with relevant medication that may be required, with a responsible staff member named to monitor the child/ adult.
 - The governing body will monitor this process throughout the year.
 - Consideration must be given to alternative arrangements, for example, if a trip arrives back later than planned and relevant contact numbers.
81. Where a visit includes at least one overnight stay in UK the school will have risk assessed the accommodation
82. Where offsite learning is a part of a child's educational provision consideration (eg Alternative Provision) will be given to the need of an offsite activities risk assessment in addition to any safeguarding, transport and

educational activity risk assessment from a safeguarding perspective as set out in SCC guidance for use of Alternative Provision September 2023.

Behaviour, Safety and Discipline, Including Preventing Extremism

83. The school has a behaviour policy in place that meets the relevant requirements and takes account of DfE publications such as, <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>, and [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
84. Procedures are in place for pupils to know how and where to seek support in school. The Designated Safeguarding Leads (DSL) have their photographs displayed in the school office and around school. Alternatively, pupils are able to speak to the adults in their class and these procedures are made clear to the children. The school's Emotional Literacy Support Assistants (ELSA) are also available to speak to children and referrals can be made by the class teacher or via the Assistant Head for Inclusion (Miss Sarah Roughton)
85. Our behaviour policy is currently being reviewed alongside procedures to reflect greater staff awareness of the impact of ACE's, encourages trauma informed responses and restorative discussions in managing children's behaviour. This policy is in line with current DfE advice for governors. This policy forms part of all staff induction, and all staff will have been/ are due to receive CPD regarding trauma informed practices and the impact of Adverse Childhood Experiences on children and young people and how this can impact on presenting behaviours and how we use restorative discussions and how contextual responses to presenting behaviours are managed and may be different or where agreed responses are set by leaders where these should be used or alternatives considered.
86. Processes for managing behaviour – including positive behaviour promotion and trauma informed responses, by staff are included in our policy, expectations and processes have been shared with staff.
87. Individual plans for children and young people will be in place, especially where there is a risk of harm and adults needing to intervene to prevent harm to themselves or others in line with [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) guidance. Some staff may be specifically trained to use physical intervention and restraint, but this does not mean that other staff cannot step in to prevent harm where it is identified provided it is reasonable, proportionate and necessary. A toolkit of resources for parents, staff and settings is due to be published locally in December and updates will be provided in the SCC safeguarding update. For children where this risk is identified an individual plan should be developed and shared with relevant staff, then reviewed after incidents.
88. The PAN-Hampshire toolkit for managing prejudicial language and behaviours was launched in October 2019 and is available on-line at the link below. It includes information for parents, surveys for KS1,2, 3 and 4 pupils and a reporting/ recording tool. PLAB documents can be found within the inclusion services section link below: [Inclusion services - Young Southampton](http://www.youthsouthampton.org.uk).
89. Post-pandemic has meant that we recognise that there will be many children and adults who have experienced wide-ranging trauma during this time. We acknowledge that children and adults require support and may not respond positively or in the same way as they did previously to instructions and strategies as previously. They may have unidentified triggers. In order to reduce the likelihood of traumas experienced (may be COVID linked or not) we ensure that all staff will take the opportunity to work positively with all, with a principle of moving forward, reviewing any specific behaviour planning to take account of change, not presenting a blame or negative approach to engagement during covid closure. Training to support staff with positive engaging discussions, reframing questions and statements so as to reduce triggers, and negatively impacting upon behaviours will be provided through staff training and ongoing CPD. This will enable our staff to work in a trauma informed manner for the benefit of all, enabling children and young people to swiftly re-establish relationships with a trusted adult and positive learning behaviours as a result.

90. The following arrangements are in place for those pupils on offsite work-based learning and any alternative provision. These are:
- Home learning procedures
 - Calls home by class teacher if working at home
 - Liaison with appropriate agencies if in alternative provision with AHT for Inclusion (e.g. PRU or hospital school)
91. The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place within and outside of the normal school day, on or offsite. These include:
- All agency staff are DBS checked by the organisation.
 - All volunteers are DBS checked by the organisation and inducted by appropriate member of Senior Leadership Team.
 - DBS details are emailed to the Business Manager who records the information on the Single Central Record (SCR)
 - A register of attendance is completed by the coach.
 - The Business Manager and Office staff, who are first aid trained, are available in the office during the activity.
 - Children are handed over to their parents / carers at the end of the activity.
 - We have sought assurances in writing from users of the premises (including out of school club leaders) that they have appropriate policies and procedures in place related to the safeguarding of children.
92. Expectations for staff behaviours both whilst on site, on school business offsite and in times of responsibility and where behaviours outside of school may cause harm to children, reputational damage to the school or transferable risk to children and young people have been made clear to all staff on induction, or where there has been update. We have a staff code of conduct) that is a part of all staff induction. This sets out expectations for staff in relation to managing the behaviour, safety and discipline of pupils, including challenging inappropriate attitudes to gender, sexuality or race and other protected characteristics as well as their own behaviours, including those behaviours on-line to minimise the risk of reputational damage to the school or transferable risk to children and young people as a result of staffs own behaviours.
93. Staff are clear about actions the school, trust or LA may need to take if an allegation is made about another child or member of staff, or behaviours reported that indicate professional responsibilities of staff have been less than that expected of a qualified teacher, or an employee working in an education setting, where there may be risk of harm to a child, reputational damage or transferable risk.

Preventing Radicalisation and Extremism

[*Prevent duty guidance April 2019*](#)

[*Prevent \(southampton.gov.uk\)*](#)

[*Prevent Flowchart and Vulnerability Awareness \(youngsouthampton.org\)*](#)

[*https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/*](https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/)

94. The school is aware of its statutory duty to prevent radicalisation and extremism under “The Prevent Duty”. The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for any kinds of extremism. These can include political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. This list is not exhaustive, and all staff are updated when new ideologies come to light through safeguarding updates.

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 faiths and beliefs. This also includes calling for the death of members of the armed forces.

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



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

[Prevent duty guidance October 2023 Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance)

[Prevent duty guidance: for further education institutions in England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance-for-further-education-institutions)

[Prevent \(southampton.gov.uk\)](https://www.southampton.gov.uk)

[Prevent Flowchart and Vulnerability Awareness \(youngsouthampton.org\)](https://www.youngsouthampton.org)

<https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/>

[Prevent national referral form \(southampton.gov.uk\);](https://www.southampton.gov.uk)

[Prevent Flowchart and Vulnerability Awareness\(youngsouthampton.org\);](https://www.youngsouthampton.org)

<https://www.youngsouthampton.org/Images/Prevent-self-assessment-toolkit-education-settings.docx>

<https://www.gov.uk/guidance/prevent-duty-training>

[Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training \(support-people-vulnerable-to-radicalisation.service.gov.uk\)](https://www.support-people-vulnerable-to-radicalisation.service.gov.uk)

95. The person to contact in our school regarding Prevent is: **Mr David Parkin**
96. Staff who make referrals will have undertaken the Home Officer Referrals training annually and additionally those who would attend a Chanel Panel (DSL) if requested will have undertaken the Home Office training or as a minimum a discussion with the LA regarding this responsibility prior to attending panel. This is most likely to be a DSL or DDSL.
97. Our setting has undertaken the Prevent audit tool issued in May 2021 with the safeguarding update number 10, May as a priority for the coming year (23/24) it is expected that all settings will review their audit and update the information, reviewing systems, policies and processes with regards to the Prevent duty in all settings. The governing body have also been included in this audit and the outcomes.

Training

98. During 2024-25 all staff will complete the reviewed Home Office Prevent awareness training if they have not already done so as part of their induction. In our school a record of the completion of this training (for which certification is obtained when completed) is maintained by the school business manager on the school's Training Matrix. Training is completed so that all can identify the signs of children being radicalised and updates are provided to staff through annual safeguarding training or information shared. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training. It is reported to the LA through the completion and submission of the annual safeguarding self-evaluation tool, (by end of Spring term each academic year).
99. All staff will complete the Home Office Prevent awareness training and this will be reported to the LA through the Self evaluation tool (by the end of Spring term each academic year)
100. All staff will also have local contextual information for training and awareness shared for example, regarding ideologies included in SCC safeguarding updates to supplement home office awareness training.
101. Home Office 'Making referrals' training and 'training for Chanel Panel' will be undertaken by DSLs and DDSLs this academic year and reported through the same mechanism as above.

Curricular provision and ethos for preventing radicalisation

102. As part of the preventative process resilience to radicalisation will be built through the regular promotion of fundamental British values through aspects of the schools ethos, the PSHE/ Relationships, Sex and health and well-being education and wider curriculum available at our school. We are particularly conscious that where children and young people have been away from school during covid-19 there has been an extended period where children and young people may have been more vulnerable to exploitation and radicalisation, especially online. Teaching will take this into account and ensure that all pupils re-build trusted relationships with adults, and adults are aware of any changes and signs of radicalisation and report these using the school's system for recording concerns.
103. Any child who is considered vulnerable to radicalisation and there are evidence-based concerns indicate they may be at risk of being/ have been radicalised will be referred by the DSL via direct national referral using the template and flowchart and links above and shown in Appendix 3. Concerns will then be considered by CTLP and shared with SCC Children's Resource Service (CRS). This may lead to contact with the school by the police for discussion regarding actions. It may be decided to refer to into Chanel panel process. A "channel panel" will be convened and the school will be invited to attend and support this process (See Appendix 3). Referral form is to be sent direct to Prevent – as directed in the flowchart. This receiving police email is secure.
104. We also seek and retain signed and dated assurances that any hirer has appropriate awareness of safeguarding issues/ policies and procedures in line with their hire purpose. Additionally, that they are aware of their responsibilities that in hiring our facilities they will not be used for promotion of extremism in any form. They may be asked to demonstrate evidence of training undertaken and knowledge of how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a written record of confirmation of this hirer awareness retained with the hirer records.
105. Hirers are given information how to report concerns to the school designated safeguarding lead, head teacher or Southampton Multi-agency safeguarding hub in line with SCC and Association of Chief Police Officers (replaced by National police chiefs council, NPCC, 1/4/2015) regarding speakers, that can be applied to groups (<http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-Guidance.pdf>) (for how to refer See appendix 3).
106. Hirers, or organisations who use the school facilities for activities involving children will have clear expectations set out before any hire or use occurs about what to do if they are concerned about a child or an adult working/ volunteering with children – the sharing of this expectation will be recorded with any hirer/ use agreement. It will include how to report any concerns to the DSL in school or to CRS.
107. Southampton City Council Prevent essentials for public for sector bodies are followed in our school [Prevent Essentials tcm67-403746.pdf \(southampton.gov.uk\)](#)

Safety in an Emergency Situation – Planned Drill or Unforeseen Occurrence

108. In school, systems for monitoring visitors and volunteers can be found in our school visitor and onsite security procedures via the school office. These also will include lockdown/scatter procedures that can be implemented in an emergency in addition to fire evacuation procedures.
109. Fire drills/ emergency procedures practices will be held regularly throughout the school year (termly as a minimum), at different times of the day, most of which will be unannounced so as to develop the effectiveness of the processes. These will be monitored by the governing body.

110. Any contextual information regarding our site or emergency procedures will be provided to Hampshire constabulary and emergency services or response teams to ensure an efficient emergency response should one be required.

Help and Support

111. Procedures for pupils (and visitors who have concerns) to know how and where to seek support in school can be found at via our school office. We also provide information on our website for children and parents to seek support from places outside school.
112. As a school we encourage staff to act upon patterns of behaviour, especially that which may be different from previous behaviour or patterns or unusual absence for all pupils, especially the most vulnerable by discussing their observations with staff e.g. Attendance Officer or DSL if an unexplained absence of a vulnerable pupil, especially where it has changed, or they may indicate exploitation factors are present.
113. DSLs can obtain help and advice from CRS or social care colleagues, Family Hub teams as well as through the DSL drop-in and direct contact with their SCC SIO
114. A wide range of on-line or local providers can also provide helpful information where needed. Many of these are listed with specific issues within this document or via local partnerships or agencies working with children and young people.
115. Where a parent or carer has indicated they wish to Electively Home educate their child the local procedures should be followed, and contact with services should not be delayed. [Inclusion services - Young Southampton](#) – downloadable documents include EHE guidance for schools.
116. A school cannot keep a child on roll if a parent has acted in accordance with their rights to electively home educate. If a school has any concerns about the safeguarding risk to the child, they should contact the social worker or virtual school if the child has ever had a social worker for advice or refer their concerns to CRS. Other professionals who may be able to support include: link EWO, Link EP, Children and Families First, SCC inclusion managers and EHE visitors, SIO team.
117. Schools should be familiar with the LA guidance: <https://www.gov.uk/government/publications/elective-home-education>

Curriculum

[Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](#)

[Education for a Connected World - GOV.UK \(www.gov.uk\)](#)

[Thinkuknow - home](#)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)

The Department has produced a one-stop hub for teachers, which can be accessed here: [Teaching about relationships sex and health \(Gov.uk\)](#). [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

The SEROCU Cyber Protect team provides free cyber security training services to SMEs, charities, education and the public sector: <https://serocu.police.uk/cyber-protect/>

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

[PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#)

118. Details of our school curriculum for all subjects can be found on our school website. This information includes details of regular, high quality PSHE learning planned to support pupils in age/ developmentally - appropriate safeguarding issues as well as how we teach on-line / e-safety and the content of this.

119. It also includes our intention to respond to significant local, national or international events or issues in addition to the planned curriculum, sometimes at short notice. Including, only where appropriate, about harmful online challenges and hoaxes historic or current, where decisions have been taken to teach or discuss this with the consideration that it may be safer to not inform children or maybe work with parents regarding specific information. Advice can be sought from SCC DSL training team who able to advise or gain national advice..
120. We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to input and determine the effectiveness of such provision.
121. Care is always be taken in regard to the discussion of sensitive issues and advice is sought where there are concerns.

Online Safety Policy

This is being developed in line with the safeguarding and Child Protection policies. KCSiE 2023 sets out the following guidance, “The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- a) **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
 - b) **Contact:** being subjected to harmful online interaction with other users; for example: 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.
 - c) **Conduct:** 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
 - d) **Commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).
- *KCSiE continues to state, “Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement”. It will also as set out in para 141-147 consider if an appropriate level of security protection is in place.*
122. Our setting has a clear policy on the use of mobile and smart technology. This reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) or their friends devices. This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We have carefully considered how this is managed on our premises and reflect this in our mobile and smart technology/ online policy and their child protection policy. This policy is clearly communicated to parents by and parents will be signposted to support and advice.

Relationships, Sex and Relationships and Health Education

Our curriculum and policy for Relationships education, Relationships and sex education and health education in line our phase of schooling, as well as the [statutory guidance](#). In our school we fully implemented the statutory guidance and our school policy and review procedures annually.

123. The RSE and HE policy can be found on the school website.

124. In our school, we encourage all parents and pupils to discuss any queries or concerns relating to this aspect of education with a member of staff, and to make an appointment to discuss where needed. In our school we would initially like all matters to be discussed with:

1. With your child's teacher
2. With your child's phase leader
3. With a member of the Senior Leadership Team

If you have a complaint to raise, rather than a query, regarding the Relationships Education, Sex and Relationships education and Health education please use the schools complaints policy which can be requested via the school office.

125. Whilst a child or young person being lesbian, gay, bi, or trans (LGBT) is not an inherent safeguarding risk. KCSiE indicates that Children and young people can be targeted by others for being or perceived to be LGBT. As a part of our Relationships education, we ensure that pupils who may need to discuss LGBT issues can do so with a trusted adult. In our school, we use Stonewall's guidance and have some specially trained staff to undertake the trusted adult role with specialist knowledge.

126. We often involve specialist providers or visitors within our curriculum. In our setting, we follow the DfE guidance for visitors. UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors [Using External Visitors to Support Online Safety Education: Guidance for Educational Settings - GOV.UK \(www.gov.uk\)](#)

Exploitation

127. This can take many forms. Information and resources to support staff who may be concerned about exploitation of a child or young person, including CERAF and guidance to complete it can be found at: 3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton (hipsprocedures.org.uk).

128. It is important to note that the experiences, and indicators of exploitation for boys and girls of CCE and CSE can be very different, and that children exploited by CCE are also at greater risk of CSE.

The following sub-headings set out key information and how our school will respond to such issues.

- Key contacts for advice or query regarding exploitation are the Young Persons Hub (see key contacts)
- Exploitation can be sexual, emotional or criminal, or a combination of these and can lead to increased vulnerability, for example, through grooming or radicalisation, modern slavery, or through other aspects of safeguarding. CSE is a form of abuse and can be present when a person thinks they are in a positive relationship, at aged 16 and 17. Further information can be found in Para 32-42 and Annex B KCSiE 2023.
- Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. At Moorlands Primary School we recognise that any child or young person is vulnerable to any or all of this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital. We include in our

training the use of CPI forms by staff for information that could be used for intelligence (safe4me website- <https://www.safe4me.co.uk/portfolio/sharing-information/>) if concerns exist and could be important in a wider context that the police may hold in addition to our own internal reporting to DSL and CPOMS system.

A CERAF should be completed for all children and young people where this vulnerability is known or exists – further information can be found at:

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

Missing, Exploited and Trafficked Children (MET)

MET HIPS procedures and guidance can be found at and should be followed where concerns are held or reported to the DSL:

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

129. Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually or criminally exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.
130. We recognise that any child or young person is vulnerable to exploitation and ensure through our annual safeguarding training for all staff that they are aware of the importance of identifying risks, raising safeguarding concerns- however small they may seem, and sharing intelligence with Police using the CPI form (safe4me website <https://www.safe4me.co.uk/portfolio/sharing-information/>) and also using the schools reporting and recording systems.
131. Locally the Southampton Safeguarding Children Partnership has retained a sub-group to oversee these safeguarding issues and are partners in the HIPS exploitation strategic and operational groups. At Moorlands Primary School we will ensure our DSLs keep up to date with these issues through attendance at local DSL drop-in, workshops, updates and awareness of published guidance or recommendations from partners, practice reviews or government documents.

Child Sexual Exploitation (CSE)

[Child sexual exploitation: definition and guide for practitioners - GOV.UK](#)

[CERAF Guidance 2020-08.pdf \(hipsprocedures.org.uk\)](#)

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

<https://ceop.police.uk/>

[http://www.barnardos.org.uk/what we do/our projects/sexual exploitation.htm](http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm)

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

132. National definition of Child Sexual Exploitation is “Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”.
133. Like all forms of child sexual abuse, child sexual exploitation:
 - can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
 - can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 - can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
 - can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
134. Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for ‘normal adolescent behaviours’. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don’t comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.
135. Indicators a child may be at risk of CSE include:
- Leaving home/care without explanation and persistently going missing or returning late;
 - Exclusion or unexplained absences from school, college or work;
 - Associating with other young people being sexually exploited
 - Relationships with controlling or significantly older individuals or groups;
 - Acquisition of money, clothes, mobile phones etc. without plausible explanation;
 - Drug and/or alcohol use – may return home or present at school under influence
 - Increasing secretiveness around behaviours;
 - Self-harm or significant changes in emotional well-being
 - Excessive receipt of texts/phone calls;
 - Multiple callers (unknown adults or peers);
 - Concerning use of internet or other social media;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicions of physical or sexual assault;
 - Frequenting areas known for sexual exploitation or adult sex work.
136. CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
137. As a school, we educate all staff in the signs and indicators of sexual exploitation. We will use the exploitation risk assessment form - [CERAF](#) and associated guidance to identify pupils who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE. We use advice from the multi-agency safeguarding hub and MET hub and the DSL will share this information as appropriate with children’s social care. A CPI form will also be considered.
138. *Our curriculum in school includes:*
139. DSLs at our school will use the short video presentation from SCC MET Hub team, on when and how to complete the Child Exploitation Risk Assessment Framework (CERAF). This is available on the SSCP website so practitioners can access the resource when they need to. It can be found here: [Child Exploitation – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](#)
140. We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form <https://www.safe4me.co.uk/portfolio/sharing-information/>, through school reporting and

[recording processes](#) and through contact with the multi-agency safeguarding hub and where required the police directly by 101 or 999 depending on circumstance and the information.

Child Criminal Exploitation: Including County Lines

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)
[County Lines Toolkit For Professionals | The Children's Society \(childrenssociety.org.uk\)](#)

141. **Child Criminal Exploitation** occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person under that age into any criminal activity
- In exchange for something the victim needs or wants, and/or
 - For the financial advantage or increased status of the perpetrator or facilitator and/or
 - Through violence or the threat of violence.

The victim may be exploited even if the activity appears consensual (i.e. moving drugs or the proceeds of drugs from one place to another). Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2018)

142. CCE can take various forms and may involve the child being coerced into
- Carrying or selling drugs
 - Hiding stolen goods or weapons
 - Stealing
 - Involvement in burglaries
 - Money laundering
 - Vehicle crime
 - Exploitation through inappropriate/unsafe employment
 - Unlawful sexual activities
 - Other criminal activity
143. **County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018). It is one form of exploitation.
- County lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.
 - Children exploited through County Lines activity are particularly vulnerable to being trafficked. Modern slavery, including child trafficking, is child abuse. When an agency comes into contact with a child who may have been exploited or trafficked, Local Authority Children’s Services and the police should be notified immediately and who will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.
144. **Cuckooing** - Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable adults by force and/or coercion, in a practice referred to as ‘cuckooing’. Urban gangs then use children and vulnerable people to move drugs and money.

Like other forms of abuse and exploitation, criminal exploitation can:

- affect any child or young person (male or female) under the age of 18 years;
- affect any vulnerable adult over the age of 18 years;
- still be exploitation even if the activity appears consensual;



- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - be perpetrated by individuals or groups, males or females, and young people or adults; and
 - 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, cognitive ability, physical strength, status, and access to economic or other resources.
145. Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice and make a CERAf referral. It may be that the DSL also decides to refer to the police if a child is at risk of harm, or use a CPI form to report information that may be linked to exploitation. .
146. As a school we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation. We use advice from the multi-agency safeguarding hub, MET hub, the sexual/criminal exploitation risk assessment form – CERAf and associated guidance, accessed at: <https://hipsprocedures.org.uk/qkyoy/children-in-specific-circumstances/children-who-are-exploited> and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children’s social care and the police.
147. We will use the CPI (community partnership information [Community Partnership Information Sharing Form – Safe4Me](#)) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted (use form on Safe4me website) it should be securely destroyed. Information may be relevant to record in a child’s record of concern in school as per other concerns or additionally make a separate referral to CRS.
148. Youth violence can also be linked to exploitation – in our school we ensure that all staff understand the importance of reporting any information relating to serious youth violence and we also promote the information in the guide linked to parents for information and aiding understanding of issues facing young people in society.

Trafficked Children and Modern Slavery

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

[Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK](#)

[HIPS Child Exploitation Strategy.pdf \(hipsprocedures.org.uk\)](#)

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm

149. Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:
- Movement (including within the UK and into the UK);
 - For the purpose of exploitation
 - Any child transported for exploitative reasons is considered to be a trafficking victim.
150. For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.
151. External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.
152. Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.

153. There are a number of indicators which suggest that a child may have been trafficked into the UK and may still be controlled by the traffickers or receiving adults.

These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day; deprived of earnings by another person; or claims to owe money to another person (debt bondage)
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Performs excessive housework chores and/or rarely leaves the residence.
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively worried about being deported

154. Children or young people may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the child sexual exploitation section). Other signs which may indicate trafficking risks:

- Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation)
- Talking about travel routes or modes of transport, or evidence of travel tickets / receipts
- Travelling / found out of area without plausible explanation
- Links with controlling or significantly older individuals or groups from other areas (without plausible explanation)

155. Where there are reasonable grounds to suspect a child to be the victim of trafficking, child protection procedures must be initiated by reporting to the DSL, who will contact the multi-agency safeguarding hub following procedure.

156. The above behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Children may be:

- in the care of adults who, whilst they may be their carers, have no parental responsibility for them
- in the care of adults who have no documents to demonstrate a relationship with the child alone
- in the care of agents.
- Unaccompanied migrant children and child victims of modern slavery, including trafficking, can be some of the most vulnerable children in the country
- Unaccompanied children are alone, in an unfamiliar country and may be surrounded by people unable to speak their first language. Modern slavery includes human trafficking, slavery, servitude and forced or compulsory labour.

Exploitation takes a number of forms, including sexual exploitation, forced labour, forced criminality, begging, organ harvesting, and domestic servitude and victims may come from all walks of life.

Advice should be taken from CRS and in where appropriate the police if trafficking or modern slavery is suspected or known. You may be asked to support a referral using the National Referral Mechanism (NRM)



The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.

Modern slavery is a term that covers:

- slavery
- servitude and forced or compulsory labour
- human trafficking

From 31 July 2015, potential victims of slavery, servitude and forced or compulsory labour in England and Wales recognised with a positive reasonable grounds decision, may also have access to support previously only offered to potential victims of human trafficking. The child's details should be provided using the forms available on the [National Referral Mechanism website](#).

Child Employment or Performance

157. The Local Authority should be alerted to any child who is known to be working in paid or unpaid employment. The referral form for illegal employment can be found here <https://www.southampton.gov.uk/schools-learning/employ-teach/>. Following the referral appropriate checks will be carried out to check that the employment of the child is lawful and the child is appropriately safeguarded. Any queries around child employment should be directed to the Child Employment/Performance /Designated Safeguarding Lead Trainer – Grace Morris/ Julie Stubbington (child.employment@southampton.gov.uk) If we were concerned about a young person from our school, or another where information was reported to us this would be acted on by a DSL.
158. The same officer via child.employment@southampton.gov.uk will also ensure the correct performance licencing is in place for children who perform, act, model or take part in paid sporting activities. It is the responsibility of the person running the event to apply for licence however as a school a DSL will liaise with the organiser and LA officer regarding child performance and absence required to take part.

Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
[Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](#)
[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)

159. The vast majority of young people will not be affected by serious violence and crime of gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact to the young people and others. It is linked to exploitation.
160. Factors that may indicate a young person is at risk from or involved in serious violence include:
- being male,
 - having been frequently absent or permanently excluded from school,
 - having experienced child maltreatment
 - having been involved in offending, such as theft or robbery.
161. Factors that may indicate a young person is a risk or involved in serious violent crime include:
- Increased absence from school,
 - A change in friendships or relationships with older individuals or groups,
 - A significant decline in performance,
 - Signs of self-harm or a significant change in wellbeing,
 - Signs of assault or unexplained injuries.
 - Unexplained gifts or new possessions

162. As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.
163. Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.
164. As a school we will:
- develop skills and knowledge to resolve conflict as part of the curriculum including the use of restorative questions and processes;
 - challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
 - understand risks for specific groups, including those that are gender-based, and target interventions;
 - safeguard, and specifically organise child protection, when needed;
 - make referrals to appropriate external agencies;
 - carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
 - work with local partners to prevent anti-social behaviour or crime, including the Violence Reduction Unit – VRU partnership action group
 - ensure that adults in our school behave and respond appropriately and proportionately to set an example and challenge where needed
 - attend DSL network meetings/ read LA safeguarding updates or shared information that will inform our provision and approach so that we can work in a preventive educational and proportionate manner with our children and young people, and the wider community.
165. We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of gang/ violence issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child’s record of concern in school as per other concerns to ensure the oversight includes all relevant information.

Harmful Sexual Behaviours

[Investigating and responding to sexual bullying \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)

[Rape Crisis England & Wales](#)

[Undressed \(lqfl.net\) LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders](#)

Harassment and Sexual Violence, including Child-on-child and Violence against women and girls

166. Sexual harassment refers to ‘unwanted conduct of a sexual nature’ and can occur online and offline. It can be between peers but also between children and adults. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.
167. At our school we recognise that these can be one-off incidents or part of repeated behaviours or messages targeted by one or more people. Our process for educating and managing incidents is linked to our bullying and behaviour policies.
168. Ofsted “[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)” June 2021 provided a clear picture of prevalence of often daily experiences that would constitute harassment, but those incidents were not often challenged when observed by adults or peers, they were accepted as normal or unreported due to this, or were not fully investigated when reported. The widespread prevalence has shown this is an issue that must be addressed for all pupils.

169. In our school we have taken note of the recommendations the report has made and will be addressing these by:
170. Moorlands Primary School will carefully consider all observations and reports of sexual violence and/or sexual harassment or associated behaviours e.g. verbal abuse. The designated safeguarding lead (or deputy) will advise the head teacher following careful consideration and investigation what appropriate action will be put in place to support the victim, perpetrator and any others involved. The voice of the child is central to the ethos of our setting and is also central within incident responses, investigation and outcomes. At our school we have processes that enable all pupils to confidently report abuse, sexual violence and sexual harassment, any prejudicial behaviours knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.
171. If relevant to the incident/ person police advice will be followed and this may override some aspects of school process.
172. Where a report of rape, assault by penetration or sexual assault is made by an adult on a child, or between children this should be referred to the police. They will advise who to share the information with and confirm to refer to CRS.
173. We will do all they reasonably can to protect the anonymity of any children involved in any report to the police, and will follow advice from the police regarding communications. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. The child-on-child toolkit [Child-on-Child \(Peer-on-Peer\) abuse toolkit \(southampton.gov.uk\)](https://www.southampton.gov.uk) has helpful resources we will consider to support including a risk assessment template to consider the impact of both parties at each decision stage.
174. At our school leaders will report the numbers of incidents of sexual harassment or violence to governors regularly so that there is scrutiny and challenge regarding this issue, and the governing body are aware of themes trends and how leaders are managing this aspect of safeguarding.
175. HM Government have published a specific Violence against Women and Girls strategy, with Education a key part to prevent and reduce this: "Education has to start early, and it has to address boys/young men as well. All too often, responsibility falls upon the girls/young women to behave in a manner to protect themselves or discourage violence against them." – Call for Evidence, Public Survey. Tackling violence against women and girls strategy ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)) This strategy is used to inform some of the PSHE programme at our school. It is included within the curriculum and also within our safeguarding processes and the staff code of conduct in terms of how staff are expected to respond to any reported incidents or issues.

Our school also follows the statutory guidance set out in Part 5 of KCSiE 2023 and as outlined in the hyperlinked document below:

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/671112/sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges_-_gov.uk)

176. In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.
177. Within our school all staff recognise our legal responsibility under the Equality Act 2010 and the Human Rights Act 1988 that it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights. It is recognised by all staff that by the way we, as staff and a school respond to any incidents or allegations can uphold these rights including:
- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
 - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity



- Article 14: requiring that all of the rights and freedoms set out in the Act must be protected and applied without discrimination;²⁷
 - Protocol 1, Article 2: protecting the right to an effective education.
178. All staff are aware of the need to respond equally to allegations that are between children that are of the same sex, to those that are made between different sexes. Additionally, it is recognised that incidents can overlap with other characteristics such as homophobic, racial, disability or faith prejudices. It is recognised that pupils will need guidance to support and challenge this themselves inside and outside of school also and our school teaches pupils how to respond, act, resolve issues as well as how to report them and where to seek support.
179. Curriculum input will be managed through our relationship’s education teaching at age and developmentally appropriate times taking into account the understanding ability of children and young people with special educational needs.
180. All adults in our school are expected to:
- Be aware that this can happen to any person – it is not limited to only sexual aspects or females but can also include wider characteristics for any gender.
 - It can be in person, reported or online.
 - Be alert, and not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
 - challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts, as well as comments that are derogatory or made to humiliate or embarrass others.
 - Ensure their own behaviour and the school ethos reflects respect for gender and sexual orientation
 - Recognise that “Upskirting” is now a criminal offence. It typically involves taking a picture under someone’s clothes without them knowing with the intention of viewing someone’s genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
 - Understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in government advice (hyperlink above) is important.
 - Recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
 - Record and report any incidents including the actions taken at the time if it was observed by an adult, or reported to them
 - Recognise that allegations of sexual violence or sexual harassment are likely to be complex and will likely require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection – reporting concerns or disclosures.
 - Decisions must be made with the impact for both parties considered. This is recorded and consent to share should be considered for both parties, in line with police advice if an investigation is ongoing. (Tools in the SSCP Child-on-Child toolkit link earlier will aid the recording of such incidents)

Responding to a report of child-on-child sexual violence or harassment

181. Where information includes an online element, staff including the DSL must be aware of the [searching, screening and confiscation advice for schools](#) and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.
182. The DSL will report to children’s social care through contact with CRS, and this will be in conjunction with having contacted the police first as appropriate (irrespective of the child’s age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the

victim or alleged perpetrator. The police will advise what information can or should be shared. This police advice **must** be followed.

183. As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.
184. If this situation arises our school will assess the risk and identify if there may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out. A single point of contact for each pupil will be set up immediately and actions will be determined on a case-by-case basis. A risk assessment will include travel to and from school and any other relevant contextual information available and will be reviewed regularly by the DSL. [The SSCP toolkit](#) will support this, in particular the need to consider both parties at all decision making points.
185. If an adult behaved inappropriately to another adult or a pupil then all adults in our school know to report in accordance with our safeguarding and reporting procedures; inclusive of C4C forms

Teenage Relationship Abuse

Teenage Relationship Abuse | The Children's Society (childrenssociety.org.uk)

186. In addition to sexual harassment and violence research has shown that many teenagers don't understand what constitutes abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.
187. In response to this within our Relationships education curriculum provision we will provide high quality education supporting teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse, emotional and controlling behaviours, and understand what consent means within their relationships. We also include learning regarding prejudicial language and behaviours that again can sometimes be linked to controlling or coercive behaviours. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils. This will be in line with the statutory guidance "Relationships education, Sex and relationships education and health education".
188. At Moorlands Primary School our policy and provision has been developed and consultations with parents/carers have been held. Our school will provide/ signpost parents to the government advice for parents where it is needed.
189. These may include:
- [Preventing Child Sexual Abuse & Keeping Children Safe | NSPCC](#)
 - [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC for parents](#)
 - [Sexual harassment - Victim Support](#)
 - [Prejudice, Language and Behaviour Guide \(\[youngsouthampton.org\]\(http://youngsouthampton.org\)\)parental leaflet](#)
 - [Parents – Safe4Me](#)
 - [Information, Advice and Support to Keep Children Safe Online \(\[internetmatters.org\]\(http://internetmatters.org\)\) age specific advice for parents](#)

- [Guidance, policy and research \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)

Mate Crime and Child on child abuse

190. Abuse between children and young people can take many forms. All staff in our settings must be clear about how they are expected to challenge any forms of abuse.
191. Where allegations made Child on child are found to be unsubstantiated, unfounded, false or malicious our DSL will firstly, consider if any support is required for the child making the allegation. If a report is shown to be deliberately invented or malicious, our DSL will also consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

Mate crime

[Example of Mate crime http://arcuk.org.uk/safetynet/examples-of-mate-crime/](http://arcuk.org.uk/safetynet/examples-of-mate-crime/)
<http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf>

Mate crime is a rapidly increasing problem across the country and is defined as:

“The exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as ‘fake friends’.” Mate crime is most prevalent when the victim suffers with a disability and is especially common when that disability is Autism or Asperger’s. Please see the links above for some useful guidance on how to spot, and how to deal with “mate” crime.

192. At Moorlands Primary School we ensure that all staff, children and young people and visitors recognise that peer on peer abuse can be, but may not be limited to (KCSiE 2023 para 35):
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between peers
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B KCSiE 2021
 - 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
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
193. It may also be behaviour that exploits or is linked to another’s persons vulnerabilities which may be linked to a Special Educational Need or including simply wanting to “fit in” with peers.

194. In some cases, some people may see verbal harassment against any personal characteristic or sexualised comments as “banter”, “part of growing up”, “so common it is seen as normalised” –**we are making it clear it is not.**
195. This type of behaviour is NOT acceptable in our setting and all adults, and young people are expected to positively challenge any such incident, report it to the Designated safeguarding lead/s.
196. All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of our staff can be reassured that they will be taken seriously and supported to take any appropriate actions which may be in school or with external agencies as needed.
197. Whatever the concern or report, whether it took place in school or outside of school and however long it has taken for them to come forward, children and young people need to be assured that the information they have shared will be taken seriously.
198. They also need to be assured that the law is there to protect them as children.
199. Reports may be of abuse from inside a family - intra familial harm. In this instance our DSL will take advice upon reporting for any additional support that may be needed for any siblings or related children/ young adults.
200. The Ofsted published report into sexual abuse in schools and colleges June 2021 indicates that abusive behaviour or harassment is too common across schools and colleges and reporting may be low due to it being unchallenged by adults or perceived as acceptable.
201. In our school all pupils are taught about appropriate behaviours towards others (age and developmentally appropriately) within our Relationships Education curriculum. This includes what to do if they see/ hear or experience inappropriate behaviours or attitudes.
202. The curricular provision in our school includes pupils being taught about hate crime, and how this can link to mate crime in addition to Harmful Sexual Behaviours. All pupils, at a developmentally appropriate stage will undertake learning about protected characteristics and how others can groom, exploit, show prejudicial behaviours which may lead to negative outcomes for both people.

This charter/ message has been developed so it fully reflects our school values and is visible for all pupils, parents, staff and visitors:

In our setting we ensure that all staff, children and young people and visitors recognise that peer on peer abuse/ child-on-child can be, but may not be limited to (KCSiE 2023):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying) or one-off incidents
- Abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B KCSiE 2023
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos¹³ (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It may also be behaviour that exploits or is linked to another's persons vulnerabilities which may be linked to a Special Educational Need, protected characteristic or including simply wanting to "fit in" with peers.

In some cases, some people may see verbal harassment against any personal characteristic or sexualised comments as "banter", "part of growing up", "so common it is seen as normalised". Through this statement **we are making it clear it is not.**

This type of behaviour is NOT acceptable in our setting and all adults, and young people are expected to positively challenge any such incident, report it to a trusted adult and follow up with the Designated safeguarding lead/s or a trusted adult if needed.

All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of our staff can be reassured that they will be taken seriously and supported to take any appropriate actions which may be in school or with external agencies as needed.

Bullying

[Research on preventing bullying DfE 2018](#)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Investigating and responding to sexual bullying \(anti-bullyingalliance.org.uk\)](#)

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)

- The school works to a separate anti-bullying policy which can be found via the school website or school office
- This is linked with our behaviour policy and our PSHE programme, which includes the statutory Relationships, Sex and relationships and health education.

Prejudice Based Abuse / Hate Crime

<https://www.youngsouthampton.org/images/prejudicial-language-behaviour-leaflet-for-parents-carers.pdf>

https://www.youngsouthampton.org/images/sys/page_white_word.png incident recording form

[Inclusion services - Young Southampton](#)

[Respecting Diversity \(Prejudicial Language\) – Safe4Me](#)

Toolkit for PLAB can be found in the Inclusion services section of Young Southampton/ working with children/ guidance for schools. It includes a reporting form, surveys for KS1, 2, 3 and 4, parental leaflets. Reporting form is included in Annex 6 of this guidance.

203. Our school will consider the use of the Pan-Hampshire prejudicial language and behaviour toolkit for all issues it applies to and to support us in tackling this issue. Thus, educating our adults and young people to understand its impact and how to tackle it if they see it or hear it effectively. We will report our findings annually (end of summer term) to the LA vulnerable pupil team to support any multi agency response to any issues that arise.
204. Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived.
205. Any protected characteristics can be a target and additional characteristics such as related to socio-economic/ parental characteristics may also be present with protected characteristics or alone.

Protected characteristics list has been updated:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

206. Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:
- threatened or actual physical assault
 - derogatory name calling, insults, for example racist jokes or homophobic language
 - hate graffiti (e.g. on school furniture, walls or books)
 - provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
 - distributing literature that may be offensive in relation to a protected characteristic
 - verbal abuse
 - inciting hatred or bullying against pupils who share a protected characteristic
 - prejudiced or hostile comments in the course of discussions within lessons

- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

207. As a school we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency, location and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice-based abuse effectively
- train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively
- supporting victims of prejudice based incidents and hate crimes
- recognise that anyone can be a perpetrator and that this can take place within groups who have a protected characteristic as well as those who do not
- Consider the use of the [Pan-Hampshire Prejudicial language and behaviours toolkit](#) launched in October 2019 to support the school and wider agencies to tackle this issue.

Internet / E-Safety/ Online Safety

[Child Exploitation and Online Protection Centre](#)

[UK Safer Internet](#)

[To report/remove content online, contact the site directly or via the Internet Watch Foundation](#)

[Child Safety Online: A practical guide for parents and carers whose children are using social media](#)

[Safeguarding children and protecting professionals in early years settings: online safety considerations for managers](#)

<https://www.thinkuknow.co.uk/Teachers/>

www.safe4me.co.uk

[Child net online advice for parents](#)

[Cyber Ambassadors](#)

- As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex C of KCSiE 2023.

208. With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying
- sharing of nudes/ semi-nudes
- leaving digital footprint
- Accessing inappropriate material deliberately or by accident
- Accessing inappropriate material beyond a child's capacity to comprehend

- These on-line risks can be broadly categorised into four areas (the 4 C's) as set out in KCSiE 2023.

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: 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. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>

209. The school will therefore seek to provide information and awareness to teachers, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Clearly communicated policy around the use of mobile technologies in school and for school activities
- Training and updates for staff around on-line safety
- Curriculum activities involving raising awareness around staying safe online with regard to age appropriate awareness of the 4 C’s
- Regular pupil surveys to ensure that the content of lessons are up to date and relevant and effective
- Opportunities for pupils to ask questions, anonymously if needed regarding safety on-line
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

210. The school uses the 360 Online safety toolkit <https://360safe.org.uk> to assess its provision and effectiveness. Pupil, parent and staff surveys also inform leaders and governors of the relevance of our provision to ensure pupils are kept safe online in school, and also know how to keep themselves safe when using any electronic devices.

211. In developing any future home learning policy, we will follow the most up to date DfE guidance regarding remote learning. We will also ensure that appropriate process is set out to protect pupils whilst on-line and provide clear protocols for staff to follow that also protect teachers from allegations.

Monitoring and filtering

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>
<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>

212. All staff at Moorlands Primary School are made aware of their own responsibilities linked to monitoring and filtering as set out in KCSiE 2023. The DSL has overall responsibility for ensuring that this aspect of safeguarding is compliant and effective in terms of monitoring , filtering and all associated processes, and this is a explicit part of the DSL job description.

213. Our governing body oversees monitoring and filtering to check that suitable processes are in place – and ensure that “over-blocking” is not restricting what can be taught about online safety. They also check that online safety is considered in our curriculum design, staff CPD and also in any parental engagement through visits to check practice, governor questions at meetings and pupil voice activity).

214. Our governing body also undertake regular checks (add frequency) as to the effectiveness of the monitoring and filtering systems in line with the PREVENT duty and as set out in the DFE guidance link above.
215. In line with KCSiE 2023, our setting recognises it is directly responsible for ensuring that we have the appropriate level of security protection procedures in place in order to safeguard systems, staff and learners. We review the effectiveness of these procedures (add timeframe) to keep up with evolving cyber-crime technologies and check usage.
216. The breath of issues that fall under online safety is ever expanding, KCSiE offers a suitable list of considerations for content, contact, conduct and commerce (para 136 KCSiE 2023), Our schools online safety policy can be found here on our school website.
217. If we find staff or pupils at risk from commercial activity this will be reported to :
[APWG | Unifying The Global Response To Cybercrime](#)

Internet / e-safety/ on-line safety

Child Exploitation and Online Protection Centre

UK Safer Internet

To report/remove content online, contact the site directly or via the Internet Watch Foundation

Child Safety Online: A practical guide for parents and carers whose children are using social media

Safeguarding children and protecting professionals in early years settings: online safety considerations for managers

<https://www.thinkuknow.co.uk/Teachers/>

www.safe4me.co.uk

[trolls resource – to be published 2020- 2021](#)

[Child net online advice for parents](#)

[Cyber Ambassadors](#)

218. As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the DSL and headteacher should lead governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place as stated above, and in line with DFE guidance and the Prevent Duty.
219. With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
- unwanted contact
 - grooming
 - online bullying
 - sharing of nudes/ semi-nudes
 - leaving digital footprint
 - Accessing inappropriate material deliberately or by accident
 - Accessing inappropriate material beyond a child’s capacity to comprehend
- These on-line risks can be broadly categorised into four areas (the 4 C’s) as set out in KCSiE 2023.

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: 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.

220. The school will therefore seek to provide information and awareness to teachers, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Clearly communicated policy around the use of mobile technologies in school and for school activities
- Training and updates for staff around on-line safety
- Curriculum activities involving raising awareness around staying safe online with regard to age appropriate awareness of the 4 C's
- Regular pupil surveys to ensure that the content of lessons are up to date and relevant and effective
- Opportunities for pupils to ask questions, anonymously if needed regarding safety on-line
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety
- Use of personal phones or technology to record or use with children or staff should be clearly set out for all stakeholders, and this should include where it would be appropriate to use as well as where not.

221. The school uses the 360 Online safety toolkit (<https://360safe.org.uk>) to assess its provision and effectiveness. Pupil, parent and staff surveys also inform leaders and governors of the relevance of our provision to ensure pupils are kept safe online in school, and also know how to keep themselves safe when using any electronic devices.

222. In developing any future home learning policy, we will follow the most recent DfE guidance regarding remote learning. We will also ensure that appropriate process is set out to protect pupils whilst on-line and provide clear protocols for staff to follow that also protect teachers from allegations. Home learning will not be used unless it is in line with government guidance, or by any professionals involved with a family. It should not be used in lieu of a child coming into school unless there is a reason supported in national guidance to do so. This is because it reduces the ability of professionals to safeguard, may increase risks to a child and is not in line with Working Together to Improve Attendance and may make it more difficult for a child/ young person to engage with others in education, work or social settings longer term.

Social Media

Resources – Safe4Me

<https://360safe.org.uk/> - *online safety self review for schools*

Social networking links for advice - <https://www.childnet.com/Content/Childnet/Childnet/Assets/forms/create-send-new-letter-light.html>

[Child net online advice for parents](#)

223. In addition to the above online safety guidance, and guidance around managing peer on peer abuse we recognise there are some specific risks with the use of social media platforms by increasingly younger children. Pupils of a young age are now aware of a wide range of Social media platforms. They may access them via friends or family member's phones. Many have an age restriction mainly due to how the platform can be used.

224. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our educational provision sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring in an age or developmentally appropriate way for parents and pupils.

225. New apps and platforms appear regularly and a common issue is the spreading of sensitive or untrue information regarding incidents or issues.
226. Also there are many users adept at targeting certain profiles with fake, misleading or extremist information. This is also linked to or referred to as FAKE news. It is very difficult for most people to distinguish between these types of information on social media.
227. As a school, we regularly re-visit the consideration of the use of social media in an age appropriate way, we check with pupils and parents that the learning opportunities we offer reflect their experiences with social media. We provide parents with information and engage with our pupils as to the positives but also potential negatives of social media. Within our RSHE/ PSHE lessons we explore the impact social media has had over covid and also in non-covid times on relationships with others, and explore at a time indicated in our curriculum plans how negative use of social media can be harmful and how to manage this .

Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

[Safe4me- resources](#)

[Child net online advice for parents](#)

- Central to the School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'. It is recognised that cyber bullying can often form a part of incidents that repeatedly target a victim through the use of sexual abuse as outlined earlier in the guidance. This is not tolerated in our school and we expect all adults to address any issues they see or hear, or are brought to their attention. Within our RSHE/PSHE curriculum we
228. The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site. We will always communicate any concerns to parents/carers and may also report any incidents to the police or Local Authority children's social care.
229. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."
230. By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile phones
 - The use of mobile phone cameras to cause distress, fear or humiliation
 - Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
 - Using e-mail to message others
 - Hijacking/cloning e-mail accounts
 - Making threatening, abusive, defamatory or humiliating remarks in on-line forums
231. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

232. If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sending nudes (previously referred to as Sexting)

[*Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)*](#)

[*Safe4me- resources*](#)

[*Child net online advice for parents*](#)

233. The sharing of naked or ‘nude/semi-nude’ pictures or video through mobile phones and the internet was previously referred to as Sexting. It also includes underwear shots, sexual poses and explicit text messaging. The terminology is more recognised by young people as “Sending nudes” as well as other slang terms.
234. While this often takes place in a consensual relationship between two young people, the use of images in revenge following a relationship breakdown is becoming more commonplace. It can also be used as a form of sexual exploitation and take place between strangers. In our school we will treat any incidents sensitively and may inform parents if it will not raise risks for either child, children’s services or the police.
235. As the average age of first smartphone or camera enabled tablet is 6 years old, the sending of inappropriate photos, even unintentionally or with a lack of understanding of implications, is an issue that requires awareness raising across all ages.
236. The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are aware that they can come to the school for advice and we will share information from support agencies as appropriate, eg through workshops, signposting and newsletters.
237. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Upskirting

[*Child net online advice for parents*](#)

238. At Moorlands Primary School, we recognise that “Upskirting” is a criminal offence and any incidents will be recorded and reported to the DSL and the police, and may be also reported to children’s services.
239. It is recognised that incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The DSL will determine how the school will approach any incident on a case-by-case basis ensuring a clear record is made by the person who it was first reported to.

Gaming

[*Professionals Online Safety Helpline | Safer Internet Centre*](#)

[*http://www.childnet.com/search-results/?keywords=gaming – support documents*](http://www.childnet.com/search-results/?keywords=gaming – support documents)

[*Child net online advice for parents*](#)

240. Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:
- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.

- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources to support the child and parent to reduce the time or type of games played where it is indicated as being harmful to the child and their development.

Online reputation (digital footprint)

[Young people - http://www.childnet.com/resources/online-reputation-checklist](http://www.childnet.com/resources/online-reputation-checklist)

[Professional reputation | Safer Internet Centre](http://www.kidsmart.org.uk/digitalfootprints/)

<http://www.kidsmart.org.uk/digitalfootprints/>

[Child net online advice for parents – hot topics](#)

241. Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded, it includes posts, photos and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their current or future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses. For an employee it can bring disciplinary action and staff are encouraged to follow any code of conduct their employer or professional body provides regarding professional reputation of the individual or their organisations or profession. For teachers, this would include for example, the teacher standards [Teachers' standards: overview \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) and the Nolan principles of public life [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](http://www.gov.uk).
242. We aim to educate our pupils through our career's education provision as well as our PSHE curriculum.
243. Our staff will be made aware of their own responsibilities around reputation and the possible consequences if this affects the schools reputation, as well as the suitability to work with children criteria in KCSiE 2023 for managing allegations against staff (managing allegations processes, including LADO consultation for low level concerns that may not meet the harm threshold but may be conduct issues)
244. Where allegations are made regarding an organisation or individual that hires the premises the LADO will be contacted.
245. Where allegations are made against a governor the head teacher, or other staff member should contact the LADO.

Grooming

<http://www.saferinternet.org.uk/search/node/grooming>

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

[safe4me – resources](#)

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Undressed \(lqfl.net\)](http://www.lqfl.net)

246. Online grooming is the process by which one person with an inappropriate sexual interest in children/ or will to exploit children criminally through for example, illegal employment or running errands that are exploitative and criminal in nature will approach a child online, with the intention of developing a relationship with that child, it may be so as to be able to meet them in person and is likely to be planned to intentionally cause harm. It is linked to Exploitation of young people that can be, for example, sexual or criminal.

247. It can start with very low level information and with inappropriate communication between any adult or professional and a pupil. It may also be child-on-child which must be managed with both peers as children, our staff will be aware to avoid Adultification, and not balancing decisions and consequences for both parties when working through a child-on-child issue.
248. The school will build awareness amongst children and parents about ensuring that the child:
- only has friends online that they know in real life, and do not overstep professional boundaries inappropriately
 - is aware that if they communicate with somebody that they have met online, that relationship should stay online, and may not be appropriate or real
 - to never give personal information or share pictures to anyone they don't know in person, and even limit information they share with friends
 - Understanding digital footprint age and stage appropriately
249. That parents should:
- recognise the signs of grooming and inappropriate contacts
 - recognise it is a form of exploitation
 - have regular conversations with their children about online activity and how to stay safe online, including about unsafe online challenges and hoaxes
 - try to attend any workshops for parents regarding online safety and educate themselves of the most current issues, ways to restrict and block harmful content at home.
 -
250. The school will raise awareness by:
- Running sessions for parents and signposting helpful information – safe4me website
 - Include awareness around grooming as part of their curriculum
 - Identifying with both parents and children how they can be safeguarded against grooming
 - Establish this learning as a part of the planned relationships education content.
 - Consider how to best raise awareness with parents and pupils of harmful online challenges, hoaxes and where to get help

Children missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

251. Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers (replaced by the National police chief's council, NPCC) has provided the following definitions and guidance:

- *“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*
- *An absent person is: ‘A person not at a place where they are expected or required to be.’*
- *All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.*
- *The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.*

252. In our school the process links with our absence from school processes if this occurs is:

- a) Call home and all available contacts in the first instance
- b) Carry out home visits in cases of non-contact

- c) Make contact with appropriate services, including children’s services as required
- d) Contact CME officers in cases where it is suspected that the child might be ‘missing’ in education

253. Within any case of children who are missing from home or care both push and pull factors will need to be considered.

254. Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused/ harassed
- Being unhappy/not being listened to/ perceived unfairness/ helplessness
- The Toxic Trio

255. Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- Grooming
- Exploitation
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker
- Less rules

256. The school will inform all parents of children who are absent (unless the parent has informed us) as soon as possible. If when contacted the parent is also unaware of the location of their child, and the definition of them missing school is met, we are likely to advise the parent/carer to report this matter to the police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a case of emergency and record this in the safeguarding log/ school recording system.

257. A discussion with the MET team or referral to CRS may be deemed appropriate action by the DSL based upon individual context and professional decision making for which a record will be kept.

258. Upon return we will support the LA MET team in completing a return interview with a young person where required (MET hub contact details in key contacts section)

259. Whilst considering the situation of a child who has gone missing from home or care, we will also consider if any Risks Outside the Home information is known, however small this may be a such a a new person/friend in discussions or a location discussed. This information will be recorded, there may be a CPI form and a CRD advice discussion in relation to ROTH processes in Southampton.

Absence from lessons or school

Working together to improve school attendance - GOV.UK (www.gov.uk)

School attendance: guidance for schools - GOV.UK (www.gov.uk)

260. Absence from school at any point may be considered, in individual contexts as a safeguarding risk. From September 2022 duties relating to regular attendance at school are set out and regular attendance is expected. We will engage in the new duties by Local Authorities relating to “Working together to improve school attendance”, secure regular attendance at school, and multi-agency working where necessary.

261. Staff in our school will aim to work with parents and carers to establish regular attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time we will discuss each on a case by case basis with the linked EWO to consider any additional actions or the use of the referral for Penalty notice process to aim to secure regular attendance at school. An Early Help assessment may help identify needs or barriers to support the family in order to positively impact upon improving school attendance.
262. The family context will also be taken into account and a referral to Children and Families First (previously Early Help) may be discussed to support with matters that may be impacting on the child being able to regularly attend.
263. We recognise that Educational Neglect is a factor that adversely affects a child into adulthood and staff will use the guidance for practitioners in liaison with partner agencies with the aim of securing regular attendance at school for all children (review Spring 2024).
264. Staff will proactively reach out for support when school actions have not had the desired impact, this may require significant exploration and the set-up of Alternative Learning Provision for short or long term that will need to be reviewed regularly. If any provision is reduced, the LA guidance for Reduced timetables should be followed. It is likely to require an Early Help Assessment to be completed as it is recognised that poor school attendance can often be as a result of wider challenges for parents and/or children
265. We will participate termly in the attendance meetings with the LA and not wait until these meetings to raise concerns about children's absences.
266. First day absence processes are established taking safeguarding into account. They are reviewed regularly to ensure they are effective and are designed to bring a reduction in absence or lateness, and are amended and reviewed if there are no improvements.
267. DSLs and staff continue to consider:
- **Missing lessons:**
 - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
 - Is there potential that the child may be being exploited during this time?
 - Are they late because of a caring responsibility?
 - Have they been directly or indirectly affected by substance misuse?
 - Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
 - Is the lesson being missed one that would cause bruising or injuries to become visible?
 - **Single missing days:**
 - Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
 - Is the parent informing the school of the absence on the day?
 - Are missing days reported back to parents to confirm their awareness?
 - Is the child being sexually exploited during this day?
 - Do the parents appear to be aware?
 - Are the pupil's peers making comments or suggestions as to where the pupil is at?
 - **Continuous missing days:**
 - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual or criminal exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the young person have SEND needs that need to be considered in the vulnerability consideration?
- Is there any known information about Risks outside the home (ROTH) that need considering and possibly referring or use of CPI also?

268. The school will view absence as both a potential safeguarding issue as well as an educational outcomes issue. The school will work with parents to try and establish regular attendance at school. Additionally, we may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case by case basis.

269. If a child (or adult) displays COVID symptoms or tests positive the most recent government advice for our phase of education will be followed.

Children with Alternative to Full-time Onsite Provision Arrangements Attendance

[Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school)

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
SCC guidance for schools in the use of Alternative Provision (most recent update November 22)

270. Schools may from time to time need to arrange temporary or ongoing alternative provision, which may be full-time onsite for pupils. This may be a direction offsite to improve behaviour or to make provision around specific needs that may be SEND related that the school cannot itself provide. At our school, we ensure that safeguarding arrangements are in place at the provider/setting/ alternative and for communication between ourselves and them with our DSLs and attendance leads, recognising that these are likely to be bespoke per provision and pupil. These arrangements should include first day absence and are always agreed at the planning the provision stage.

271. A risk assessment should always be in place to include any travel arrangements. It should also set out any changes to usual school day times that may be relevant. The provision and risk assessment should be agreed with parent/carer and any other relevant professionals and reviewed regularly. The local reduced timetable process should be followed if this is applicable, and elements will support Risk Assessment where full time alternative provision is offered.

272. Where such arrangements are in place the school must always use appropriate coding to support an accurate registration certificate, check attendance and enable the provision provider to report any concerns to the DSL at school as well as where relevant refer to CRS or the police without delay, if needed. Where safeguarding information or training is required for the provider out school will ensure this is in place before any placement begins or will provide adequate supervision until it can be undertaken, this will be included in the risk assessment.

273. Our school follows the guidance provided by SCC in the use of Alternative Provision and completes its own Quality Assurance of each provision in order to be confident the settings are working in partnership for the best interests of the child, for their safety and educational development, direction offsite to improve behaviour and/or next steps.

KCSiE 2023 sets out some key documentation and guidance for our school to follow regarding engagement in education for those of a statutory school age:

274. Guidance on school attendance [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) including information on how schools should work with local authority children's services where school

absence indicates safeguarding concerns, not yet statutory guidance, but our school follows the guidance as it sets best practice for managing absence and securing regular attendance.

275. Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/children-missing-education)
276. [Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges) guidance for enrolment of 14-16 year olds (statutory school age) at FE colleges and sixth form colleges.
277. General advice for schools and colleges <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Children Missing Education

<https://www.southampton.gov.uk/schools-learning/support-education/children-missing-education.aspx>

<https://www.gov.uk/government/publications/school-attendance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_on_Statutory_guidance_for_local_authorities.pdf

Local guidance, which is updated every summer, can be found at time of policy review on young Southampton - CME guidance and procedures [Inclusion services \(southampton.gov.uk\)](https://www.southampton.gov.uk/inclusion-services)

"Children Missing Education, statutory guidance for local authorities" September 2016

[Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/children-missing-education)

278. There are various reasons a child may be deemed as CME which include, but are not limited to:

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

A child is not a child missing education if they are simply absent from school when on roll and attendance should be expected. Usual absence processes followed for these pupils considering if there is potential safeguarding issue with the absence that needs addressing.

279. Local guidance, which is updated every summer, can be found at time of policy review on young Southampton - CME guidance and procedures [Inclusion services \(southampton.gov.uk\)](https://www.southampton.gov.uk/inclusion-services)
280. We recognise our statutory duty as a school to follow the guidance relating to any child we are aware of who, for example, does not begin school as expected or moves with no forwarding school known.
281. We recognise that it is important that agencies work co-operatively, and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral will be made to the CME Officer as soon as possible having undertaken reasonable investigations.
282. If we are aware of a child who is moving and parents/carers have not provided any forwarding address or school, we will contact the CME officer for advice at the earliest opportunity having attempted to find out this information.

283. When a child does not start or attend when expected the process in our school is to:
- Call home and all available contacts in the first instance
 - Carry out home visits in cases of non-contact
 - Make contact with appropriate services, including children's services as required
 - Contact CME officers in cases where it is suspected that the child might be 'missing' in education

The Local Authority officer for contacting to provide information and advice is:

Sophie Bains: Sophie.bains@southampton.gov.uk or [Eliza Johnson: eliza.johnson@southampton.gov.uk](mailto:Eliza.Johnson@southampton.gov.uk)

284. Our school recognises that patterns of children's absence can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties.

Multi-agency Public Protection Arrangements

285. Where the school is made aware of a parent or person who will visit the school who has a conviction that is subject to MAPPa the school will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all.
286. Our school will liaise with all agencies to ensure all recommendations are put into place, with those who need to know having awareness, and review arrangements whenever required by partners. These recommendations will be put into place for any pupil transferring school/ setting by the DSL contacting the new school prior to transfer to mitigate any risk that could arise if they were not to communicate this to the receiving setting.
287. A record of the discussion will be held by the sending school, as well as the receiving school and as per other transfers a record of the transfer of information will be retained by both schools.

Harmful Practices

288. Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including FGM, forced marriage, abuse linked to faith or cultural practices such as breast flattening (also sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators. For example, honour linked abuse might be committed against people who (not exhaustive list):
- become involved with a boyfriend or girlfriend from a different culture or religion
 - want to get out of an arranged marriage
 - want to get out of a forced marriage
 - wear clothes or take part in activities that might not be considered traditional within a particular culture
 - convert to a different faith from the family
 - hide or attempt to delay puberty in girls
 - are suspected of being possessed by spirits
 - are reported to have behaved outside of a families or communities expectations
289. Any concerns held must be reported to the DSL without delay. The DSL will contact CRS for advice and follow up with a written referral and may contact the police. If the abuse includes reported FGM, regulated professionals must be mindful of their statutory duty to report to police themselves, as well as follow usual safeguarding practices and inform DSL.

290. It is recognised in our school that within lockdown harmful practices may have been carried out by people with little experience/ equipment, in turn raising the risk for this child considerably from a health and infection view.
291. Women and girls are the most common victims of honour linked violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
- a. domestic abuse
 - b. threats of violence
 - c. sexual or psychological abuse
 - d. forced marriage
 - e. being held against your will or taken somewhere you don't want to go
 - f. assault
 - g. also for example, removal/limit of access to phones/ communication
292. If staff believe that a pupil is at risk from honour-based abuse the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by CRS.

NOTE: Circumstances for NON-CONSENT FOR CRS REFERRAL. It is important that if honour based abuse/ harmful practice is known or suspected that communities and family members are **NOT spoken to prior to referral to the police or social care as this could increase risk to the child, depending on individual circumstance. This decision should be recorded with the reasons not to gain consent.**

Female Genital Mutilation (FGM)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
www.nationalfgmcentre.org.uk – resources and guidance
[NHS information and guidance](#)
<http://nationalfgmcentre.org.uk/wp-content/uploads/2018/05/Referral-Guide-.pdf>

293. FGM comprises any of four different procedures involving partial or total cutting, removal of the external female genitalia or other deliberate injury to the female genital organs for non-medical reasons (See NHS link). It has no health benefits and harms girls and women in many ways. It is one of a number of forms of abuse that are specifically linked to gender. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.
294. Procedures can be extremely high risk for the woman or girl, they are pre-meditated and organised. The safeguarding of the woman/girl is the priority whilst ensuring professionals remain culturally sensitive and inclusive.
295. The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** The majority of cases of FGM are thought to take place between the ages of 5 and 8, or before puberty and therefore girls within that age bracket are at a higher risk, but this is not always the case.
296. Girls may report being excited that they are going to have a ceremony or celebration in their honour, a female relative visiting, possibly from overseas, that they are going to become a woman soon. These can be indicators of risk but are not always an indicator of FGM and should be treated sensitively. Staff should raise awareness if appropriate, and be reviewed case by case, in context. Staff should always refer to the DSL for advice and record clearly what they have heard and from whom without delay. Unless this information has come directly from the victim is not sufficient to warrant the mandatory reporting duty coming into force if it is known that FGM has occurred from this third-party information alone. It is

recommended that staff swiftly seek advice from the DSL, or police if unsure if the mandatory duty applies.

297. FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became **mandatory for teachers and other regulated professionals** to report known or disclosed cases of FGM directly to the police. In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then CRS.

At no time will school staff examine pupils to confirm FGM concerns.

298. For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact CRS/police / adult social care. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

Breast Flattening (sometimes referred to as Breast Ironing)

Breast Flattening – National FGM Centre

299. The process can occur in a single incident, but most likely over an extended period of time, sometimes years. A rock, spoon, implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.
300. Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to protect the girl from becoming a woman too early, to rescue them from being attractive to males for example.
301. Girls may be seen to be experiencing pain or itching, have absences from school, wearing a band across chest, reluctant to change at school, there may be smell from the damage/ burns indicating infections or lack of washing due to injury.
302. Reports of concerns should be made through the usual process in school and the DSL will determine how and when to report to CRS, depending on circumstance and consider contextual factors such as a female relative staying or arriving, possibly from extended family, another area of UK, or from overseas.

Forced Marriage

Forced marriage DfE.gov.uk document

The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if

violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

**School and college staff can contact the Forced Marriage Unit if they need advice or information:
Contact: 020 7008 0151 or email fmf@fcdo.gov.uk.**

303. Forced marriage is illegal in the UK. A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
- emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family or will if they do not comply
- financial abuse, for example taking someone's wages, may also be a factor.

304. The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One on three victims of forced marriage in the UK are under 18, two out of three are under 25.

305. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care, the link above gives awareness and advice on how to apply for a prevention order to help safeguard the child or adult. LA CRS staff, and DSL representatives are trained in how to apply for orders, and can support if needed through contacting CRS.

306. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage. Teachers and school leaders should not undertake roles in this regard. Where most appropriately discharged by other children's services professionals such as police officers or social workers, we recognises that direct action may need to be taken, if to not do so would increase the risk for the young person.

Characteristics that may indicate forced marriage

307. While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/ abuse or running away from home
- siblings or family members becoming withdrawn / upset due to pressure to stay silent

308. On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping.

For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

309. In our school we will consider all extended leave of absence requests sensitively and in context for each individual. Staff managing these requests will ensure they have considered, recorded and if required, referred any safeguarding concerns regarding any request for leave. Staff will consider the “one chance rule” – E.G. in the case of forced marriage it is highly likely that there will be only one chance to speak to a victim.

Abuse linked to Faith/Belief or Perceived to be linked to Faith/Belief or Culture

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
<https://hipsprocedures.org.uk/zkyysy/harmful-practices-linked-to-faith-or-culture/child-abuse-linked-to-spiritual-cultural-or-religious-beliefs>

310. Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as any other abuse. It can be any person of any faith/belief group abusing any person of any faith/belief or group. It can also be experienced from within faith/belief groups.
311. Faith/belief and no faith/belief is a protected characteristic within the Equality Act 2010 and therefore should be managed within this understanding. At our school pupils will be spoken with and asked for their account and understanding of what has been said or done. The toolkit for prejudicial language and behaviours includes a reporting form that should be used and there is also a leaflet which can be useful when discussing any incidents with parents.

[\(Young Southampton prejudicial language and behaviours – PLAB- toolkit link – leaflet for parents\)](#)

Possession or Witchcraft Allegations

312. Sometimes faith/belief issues are believed to be linked to accusations of “possession” or “witchcraft”. Whilst this is not common, children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when an adult/ carer views a child as being “different” for any reason, and this is the reason for bad things happening to them/family or community. The adult attributes this difference to the child being “possessed” by a spirit or involved in “witchcraft” and attempts to exorcise him or her. This is sometimes attributed to faith/belief, or other protected characteristics.
313. A child could be viewed as “different” for a wide variety of reasons, these could include, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child or for example, different family structures present such as private fostering arrangement. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives, or sometimes a place of worship.
314. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route into children’s social care through CRS. Referral without Consent will need to be considered in these situations with contextual information available regarding harm that may be brought to the child if consent is sought, advice should be gained from CRS.

Domestic Abuse

[The domestic abuse act became law in April 2021](#)

[Domestic Abuse Act 2021 \(legislation.gov.uk\)](#)

[Domestic Abuse Statutory Guidance \(publishing.service.gov.uk\)](#)

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](#)

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people> – last update June 2021

315. As a school the DSL and deputy DSLs have read and understood the statutory guidance and have ensured that our staff have the relevant awareness to their roles. Note that the guidance includes 4 types of Domestic Abuse: Intimate partner, teenage relationship abuse, abuse by family members, child to parent abuse. We will continue to work with multi-agency partners where domestic abuse is suspected or known to work in the best interests of children affected who attend our school.
316. We will liaise with DSLs from other schools when relevant in the interests to safeguard other children who may/ may not be from a shared family or may be linked.
317. KCSiE 2023 para 43 states, “Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”
318. At our school we acknowledge the proportions of women and girls directly affected by violence in statistics nationally which can be sexual violence, and controlling behaviours and seek to educate so that our pupils recognise signs and are less likely to become victims or perpetrators, or know how to report information if they see or hear abusive behaviours.
319. We will continue to support Operation Encompass by providing the email details of our DSL to receive reports direct from the police so as to be aware and ready to support a child who has experienced a Domestic Abuse incident from the point that we receive the information in a trauma informed manner.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

320. Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:
 - a. Psychological
 - b. Physical
 - c. Sexual
 - d. Financial
 - e. Emotional

321. Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
322. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
323. Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. At Moorlands Primary School we recognise that witnessing domestic abuse or becoming involved has an impact on a young person that needs support. All staff know, through training that they must be alert to signs and may be asked to support a young person at the request of a DSL at short notice if the school has been alerted to an incident by the police/ Operation Encompass.
324. Children witnessing domestic abuse is recognised as ‘significant harm’ in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Staff in our school are made aware, through training and updates that the indicators that a child is living within a relationship with domestic abuse include:
- a. withdrawn
 - b. suddenly behaves differently
 - c. anxious
 - d. clingy
 - e. depressed
 - f. aggressive
 - g. problems sleeping
 - h. eating disorders
 - i. wets the bed
 - j. soils clothes
 - k. takes risks
 - l. misses school
 - m. changes in eating habits
 - n. obsessive behaviour
 - o. nightmares
 - p. drugs
 - q. alcohol
 - r. self-harm
 - s. thoughts about suicide
325. These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.
326. Training that is provided in our school to staff includes information about trauma informed processes and ACE’s (Adverse Childhood Experiences) so as to support the recognition and understanding of the impact domestic abuse can have on children.
327. Our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships, and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for relationships education, sex and relationships education and health education.

328. At our school it is also noted that, children can present the behaviours noted as examples of domestic abuse on adults- parents or carers or within their own relationships. In all cases advice should be sought from safeguarding partners as a crime may have been committed and additional support for the child and the family is likely to be needed.
329. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:
- NSPCC- UK domestic-abuse signs symptoms effects <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
 - Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
 - Safe lives: young people and domestic abuse <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Substance Misuse Including Alcohol and Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

[safe4me – resources](#)

[Searching, screening and confiscating advice](#)

330. Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.
331. The school works to a separate drug policy that can be found on the school website or via the school office

Parental Substance Misuse

332. Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.
333. For children the impact of parental substance misuse can include:
- a. Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
 - b. Lack of engagement or interest from parents in their development, education or wellbeing
 - c. Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
 - d. Bullying (including due to poor physical appearance)
 - e. Isolation – finding it hard to socialise, make friends or invite them home
 - f. Tiredness or lack of concentration
 - g. Child talking of or bringing into school drugs or related paraphernalia
 - h. Injuries /accidents (due to inadequate adult supervision)
 - i. Taking on a caring role
 - j. Continued poor academic performance including difficulties completing homework on time
 - k. Poor attendance or late arrival
334. These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

Substance Misuse Including Alcohol and Drugs – Children

[Safe4me- resources](#)

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

[Searching, screening and confiscation](#)

335. The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.
336. For the purposes of School Policy, the term 'Drug' is used to include:
- Illegal substances
 - Substances which are legal but can be misused (please see the schools drug policy and supporting children with medical conditions)

First Aid

www.gov.uk/government/publications/first-aid-in-schools

337. There is a separate First Aid policy which can be found via the school office. This includes information about trained staff, retraining dates, storage of and use of first aid kits, recording incidents where first aid or injury has occurred, reporting of significant injury (HS2) and responsibilities on offsite activities.
338. A record of Trained first aiders will be easily accessible for all staff in case of need, and where the age or development of pupils requires it paediatrically trained first aiders.
339. An addendum for first aid during any changed staffing periods as a result of covid will be completed and reviewed. All staff will be made aware of any changes and who are first aiders on site daily.
340. Pupils with Individual Health Care Plans/ medical conditions will be communicated with staff especially noting where emergency actions may be required and plans reviewed in a timely manner with professionals where possible.
341. Pupils with medical conditions should have all required information and resources, which may include training in line with the statutory guidance in the section below.
342. Processes for notifying staff where a child/ young person has received an injury, e.g. head injury during the day should be in place so that symptoms can be monitored, process for further first aid if symptoms worsen should be set up and known by all adults supervising children and young people. The process for Notification to parents should also be made clear in policy for all staff to follow, and record of notification retained.

Pupils with Medical Conditions (In School) Including Emergency Evacuation

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

<http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx>

- [Using emergency adrenaline auto-injectors in schools](#)
- [Health and safety: advice for schools](#)
- [Emergency asthma inhalers for use in schools](#)
- [Health and safety in schools](#)
- [First aid in schools](#)



343. As a school, we will make sure that sufficient staff are trained to support any pupil with a medical condition. All staff will be made aware of the condition so as to support the child and be aware of medical needs and risks to the child. This information will be held on Medical Tracker.
344. An individual healthcare plan will be put in place to support the child and their medical needs. This will include a plan to reduce risks for any emergency situation that can be reasonably planned for or could arise due to the nature of the medical condition. It will take into account risks for each child and include specific actions as supported by a health professional where appropriate.

Pupils with Medical Conditions (Out of School)

<http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx>

345. There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to discuss how to best support with the pupil's education. A "bear in the seat" approach may be taken where appropriate to continue a child's presence and support their return following absence.
346. Where appropriate distance learning may be provided, this may be in conjunction with the hospital school in some circumstances, or directly from our school or another provider. This will be agreed with parents or health professionals on a case-by-case basis. As this would be defined as Alternative Provision, the guidance for Alternative Provision on gov.uk should be followed. The safeguarding of pupils who have Alternative provision education arrangements must be checked by the home school and the DSL be satisfied that arrangements to safeguard the child on their roll are sufficient. Coding of attendance at Alternative provision must be accurate and processes for first day absence reporting should be in place, settings should also be assured in line with KCSiE guidance as to the suitability of adults supporting children or young people with Alternative Provision including Work Placement.

Intimate Care

[*Intimate and Personal Care including for Children with Disabilities*](#)

347. The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff.
348. Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded, as should whenever staff have had to carry out those activities.
349. Intimate care can include:
- Feeding
 - Oral care
 - Washing
 - Dressing/undressing
 - Toileting
 - Menstrual Care
 - Photographs
 - Treatments such as enemas, suppositories, enteral feeds
 - Catheter and stoma care
 - Supervision of a child involved in intimate self-care

350. The procedures apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs and follow any agreed care plan. All plans have appropriate adjustment made regarding the use of PPE for tasks included or that become necessary to ensure the care of a pupil requiring intimate care.
351. Any changes to plans for pupils requiring Intimate care will continue to ensure that staff who are trained and not on the barred list are those nominated to complete Intimate care activities.

Fabricated or Induced Illness (complex presentation) by Carers or Children

[*NHS advice and guidance for what to do if worried about a child*](#)

[*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

[*3.6 Fabricated or Induced Illness by Carers \(FII\) | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)*](#)

352. There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:
- fabrication of signs and symptoms. This may include fabrication of past medical history;
 - fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
 - induction of illness by a variety of means.
353. Additionally, we are aware anxiety and mental health reasons could be provided as a reason to not attend school. Our school will liaise with EWO and health partners where parents are not able to ensure regular attendance. We will consider and develop an individual health care plan and/or an Early Help Assessment with parents to support reducing barriers to attendance, working with partners below statutory service levels first, and if needed, make a referral to CRS if the context of the case indicates the safety of a child is of concern.
354. If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of HIPS and the Southampton Safeguarding Children partnership and be professionally curious to ascertain factual information that may support the illness or support our concerns. This may include a safeguarding discussion with GPs/ health colleagues. We will then refer to children's services CRS/ contact for advice if appropriate.
355. When taking a decision of the need to refer the description of the concerns referred should clearly indicate the type of abuse the concern is linked to e.g. physical or emotional abuse, neglect, impairment of health or development.
356. It is also recognised that a child may be inducing illness and this could be linked to mental health needs or other forms of abuse indicating attention and exploration is needed.

Mental Health

[*Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)*](#)

[*Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)*](#)

[*Southampton Mental Health In Schools Team \(MHST\) | Solent*](#)

[*Mental wellbeing | Overview | PHE School Zone resources for teaching*](#)

[*https://www.time-to-change.org.uk/about-us - link with information that may be helpful*](https://www.time-to-change.org.uk/about-us)

[*http://www.youngminds.org.uk/ - link with information that may be helpful*](http://www.youngminds.org.uk/)

[*Guidance for promoting children's emotional, mental health and wellbeing*](#)

In addition to the Southampton Mental Health in Schools team resources may be found at See, Hear, Respond Support Hub: <https://www.barnardos.org.uk/support-hub>. The Support Hub is an interactive central space for



parents, carers and young people to access a range of materials and resources to help deal with some of the challenges the pandemic has presented.

357. The Support Hub has lots of helpful resources, from articles to toolkits, podcasts to animations, and much more and covers the following:

- Emotional wellbeing
- Supporting families
- Online life
- Back to School
- Special Education Needs & Disabilities
- Young Carers

358. School is aware we can use the following link to refer a child for support please do so through our portal <https://www.barnardos.org.uk/see-hear-respond> . Other ways a child or family can be supported locally are through the CRS and Children and families first service, the Mental Health in Schools teams, the Educational Psychology service, the Anna Freund centre resources or through CAMHS.

359. The term "mental health" is often used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk. Children may also be experiencing mental health issues as a result of recent experiences during the pandemic, or for longer.

360. For children the impact of parental mental health can include:

- a. The parent / carer's needs or illnesses taking precedence over the child's needs
- b. Child's physical and emotional needs neglected
- c. A child acting as a young carer for a parent or a sibling
- d. Child having restricted social and recreational activities
- e. Child finds it difficult to concentrate- impacting on educational achievement
- f. A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- g. Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- h. Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- i. Obsessional compulsive behaviours involving the child

361. Form tutors and class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

362. In our school we recognise that a mental health issue can be as a result of previous abuse or traumatic event – staff will always report any concerns about a child using (add in the school reporting system or process) acknowledging if the behaviours observed are new or triggered in certain situations.

363. The balance between the risk and protective factors are most likely to be disrupted when difficult and adverse childhood events occur in pupils' lives. These include:

- a. **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;

- b. **life changes** – such as the birth of a sibling, moving to a new house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- c. **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

364. If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children’s social care.
365. When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.
366. Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent’s agreement (or child’s if they are competent as per Fraser guidelines).
367. Our school, will endeavour to become an active partner in the Mental Health in Schools Project in partnership with health colleagues as it establishes across the city. We will ensure that all staff are aware of the indicators that may need further exploration to determine the level of support required for a child which may be internally or through external partners.

Children with Special Educational Needs and Disabilities

- Children with Special Educational Needs and Disabilities can face additional safeguarding challenges.
- Governors will ensure the Safeguarding Policy reflects the fact 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 disability without further exploration
 - The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing signs
 - Communication barriers and difficulties in overcoming these barriers

Please see the Inclusion Policy for more information; this can be found on the school website

Children Looked After

<https://hipsprocedures.org.uk/qkyyht/children-in-specific-circumstances/looked-after-children-and-other-children-living-away-from-home>

<https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

368. All staff have a responsibility to keep all children safe. Staff need to be aware of the child’s care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead will have all details of the child’s social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.
369. The Designated Teacher in our school is a qualified teacher, and has received training to undertake their role with regards for looked after and previously looked after children. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. They have been appointed into role. The designated teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child’s looked after legal status and contact arrangements in place for the child.

The Designated Teacher for our school is: Miss Sarah Roughton



The name of the Virtual School Head Teacher in Southampton is Maria Anderson.

Contact details: maria.anderson@southampton.gov.uk

370. Governors in our school ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead

Children who have, or have ever had a social worker

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf

371. New non-statutory responsibilities have been issued for Virtual Schools. In Southampton advice can be obtained through the virtual school by emailing: helen.brown@southampton.gov.uk
372. Our school reviews records upon transfer of a child to check if a child has ever had a social worker.
373. Our school also checks records upon transfer to ascertain if a child/ young person currently has a social worker. This information will be included in the revised transfer of records template form (January 2023).
374. In our school, we will monitor this group of pupils attendance, well-being, progress and attainment to ensure that they make the best progress during their time as a pupil in our school, and we will continue to work with multi-agency colleagues where they are engaged with the child and their wider family.
375. (In light of new extension to the Virtual School duties it needs to be noted that the role of the Designated teacher **does not change** but the DSL can seek advice from the Virtual School for children who have had, or ever had a social worker.

Private Fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

376. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt living in the child's home. It is not an arrangement made by a social worker.
377. The law requires that the carer/s and parents must notify the children's services department of any private fostering arrangement. If our school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so unless there is a reasonable belief that by informing a parent/carer this may increase the risk of harm to a child. Advice can be gained from CRS if required.

Parenting

378. All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).
379. Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.
380. Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

381. In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions, for example through school staff, Family Hubs or the Children and Families First (previously Early Help) team can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.
382. As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
- a. providing details of community based parenting courses
 - b. linking to web based parenting resources (<http://www.familylives.org.uk/>)
 - c. referring to the school parenting worker/home school link worker (where available)
 - d. discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
 - e. Considering appropriate services or referral for support using the relevant threshold documentation for support

Children and the Court System

383. The YOS team in Southampton can be contacted where needed through Anna Harbridge anna.harbridge@southampton.gov.uk, Southampton Youth Offending Service Manager Integrated and Restorative Service, Church View, 28-29 St Mary Street, Southampton.
384. Those children who themselves are going through either the out of court system or the court process for offences they have committed - there will be YOS involvement whether that be a court officer supporting in court or a YOS officer writing a report for the court. As a school we will work together with relevant agencies as required.
385. Once a decision has been made in the joint decision-making panel for children (in the out of court system) or a child has pleaded or been found guilty in court, those children will be allocated to the YOS. All children who are open cases to YOS regardless of the type of order, a letter will go to the headteacher to notify of them of our involvement so we can work together to support any relevant children.
386. Other ways children may be involved in the court system:
- Sometimes children are arrested or interviewed as part of a criminal investigation and they may have to attend court for cases where they are a defendant or to give evidence in a prosecution.
 - Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds ([Young witness booklet for 5 to 11 year olds - GOV.UK](#)) and 12-17 year olds ([Young witness booklet for 12 to 17 year olds - GOV.UK](#)).
- They explain each step of the process and support and special measures that are available.
 - There are diagrams illustrating the courtroom structure and the use of video links is explained.
 - Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.
387. If this situation arises for a child at Moorlands Primary School we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case-by-case basis. This would include working with relevant agencies if a child were alleged to have committed a criminal offence.

Children with Family Members in Prison

[NICCO](#)

388. Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at Moorlands Primary School we will work together with the relevant agencies including NICCO to ensure that the child is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.
389. If we become aware of a family member being in prison without having had contact with external agencies the DSL will establish contact through taking advice from CRS professionals line advisors.

Homelessness

<https://www.southampton.gov.uk/housing/housing-help/homelessness-advice/>

390. We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will where needed contact/ refer into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. A referral to Children and Families First may be an integral/ additional action depending on the circumstances.
391. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Referrals and/ or discussion with the Local Housing Authority/ Children and Families First team through CRS should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
392. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.
393. Local process for homelessness concerns is to complete the referral form in the link below or contact for advice:

During office hours: telephone number **023 8083 2327**

email homelessness.advice@southampton.gov.uk.

If the query or information is that someone is homeless as a result of an emergency outside of normal office hours, you can contact the council's out of hour's service on 023 8023 3344

Reporting and Recording Concerns About a Child or Young Person

394. Any member of staff who has concerns about the welfare of any child must share this information with the DSL, without delay using the school's own systems. This includes information where a child/young person has been observed or reported being the victim, or involved in harmful actions or behaviour towards a peer. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.

395. Staff in our school, through training, are aware that if a child makes a disclosure about harm that this must be reported without any delay to the DSL. Any child who reports any form of harm, including of sexual harassment by a peer will be taken seriously and the same procedures will be followed.
396. Referrals, especially where urgent action is required, should never be delayed for a full record to be written. CP records will be stored securely and away from the main pupil records. At Moorlands, this is stored on CPOMs, with hard copies stored in a locked filing cabinet in the Senior Leadership Office.
397. In our school the DSL will ensure this responsibility is met by:
- Ensuring CPOMs is managed effectively
 - Ensuring all written records are stored in a locked cabinet away from other records
 - Carrying out checks with other staff members for accountability
 - Termly safeguarding audit with the Governing Body and monthly updates provided
398. We recommend that when recording information that the member of staff recording ensures a factual record is made without emotive language or opinion and any initial actions taken, the DSL records reasons for decisions made and who made them e.g. why/ why not referred to CRS, e.g. why information shared with/without consent. This enables records to be evaluated, if necessary, in the future and provide context to decisions taken were that member of staff to leave and a new staff member take over responsibility. We remind staff that records may be required for court documents and therefore the factual accuracy of them is essential.
399. Where it has been determined that it will not increase the risk to the child to do so consent will be sought from the parent in all cases where referral to any partner is going to be made. The reason for this decision will also be recorded. Advice calls can be made to CRS to determine if a referral to CRS or others is an appropriate and proportionate course of action.
400. Records clearly record time and date, and who has made the record, as well as who took any decisions. It records specific words/ information used by the child, actions/ reasons for decisions taken should be kept.
401. **Confidentiality**
- a. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
 - b. Decisions to share/ not share information will be recorded together with the reasons for this within a child protection or welfare concern record.
 - c. The best's interests of the child will be placed at the heart of decision making to share information, especially where contextual information is included.
 - d. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
 - e. All staff are aware that they cannot promise a child that they will keep a secret
 - f. Disciplinary action or re-training needs will be considered for any staff breach of confidentiality.
402. **Listening and responding**
- a) All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.
 - b) All staff are expected to record ALL concerns however small they may be in our school system. These may be recorded as a 'musing', which can build up a picture over time.
 - c) All staff are expected to respond in line with school procedures to any incidents of inappropriate behaviours that may result in harm between children/ young people to support the ethos that these behaviours are unacceptable and not tolerated in our setting.

403. Reporting

- a) Staff will notify DSL of any child already open to Early Help, Child in Need or a Child Protection Plan where there is an unexplained absence, behaviours/ information that may be different than usual or known who in turn will assess the info and inform the allocated Social Worker.
- b) Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- c) In our setting reporting is completed using the following process: C4C form or written record (with details outlined as per training received)
- d) Reporting will be without delay
- e) In our setting out of hours or during holidays this means contacting children's services / police / NSPCC directly, as a member of the public (see reporting leaflet) and informing a DSL accordingly of the situation via phone.
- f) If a DSL is unavailable this means by making an advice call to CRS/ reporting to police if a crime has been committed

All staff understand, through our whole school training, that if there is a mandatory reporting duty linked to the information that they will be asked to complete this in a timely manner so as to ensure safeguarding of the child or young person. This may also involve needing to be spoken to by police.

404. Record keeping

- Any member of staff who has concerns about the welfare of a child must share this information with the DSL. In our school the system for recording all concerns is CPOMs. If an immediate risk or a referral is required the member of staff should report to the DSL directly without delay.
- Staff will make a brief, factually accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the DSL, and recorded first-hand by the teacher/ employee via agreed procedures. The DSL will analyse risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.
- CP records are stored securely and away from the main pupil records.
- Disciplinary action will be considered for staff not reporting or recording information in a timely manner in line with school policy.

405. Referral

- a. The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact CRS for further advice.
- b. Usually the DSL will inform the parents and gain their consent prior to making a referral however there are situations where this may not be possible or appropriate as it would increase the risk to the child or lead to considerable delay in sharing of information which would not be in the best interests of the child.

406. A DSL will ensure that a report is always sent to every multi-agency/ child in need or child protection meeting. They or another appropriately trained and informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

Transfer of Child Protection Records or Welfare Concerns

[Guidance on the Retention and Transfer of Child Protection records, Child Welfare and learning records for Education, including Children Looked After \(southampton.gov.uk\)](#)

407. It is stated in KCSiE 2023 that it is our responsibility to pass on any records to any new school/setting in a timely manner, and that if there is provision that should be in place for day 1 or information that should be known to safeguard a child then this can be shared prior to day 1. In such instances, this can be completed by the DSL's and both schools should keep a record that this has occurred.
408. KCSiE 2023 para 56 and 115- 1232 sets out the legal position where a school can decide to share without consent – and should be read and understood by all our staff responsible for sharing information onwards.
409. If our school receives information to prepare for day 1 for a child, we will record how we received the information, when, and what actions were put in place as a result of this. This discussion is not be held in lieu of the transfer of the record. We will follow up with any setting where we do not receive records that we have been made aware of in a timely manner.
410. We follow SCC policy for the retention and transfer of child protection and child welfare records, January 2023 and always do this with parental consent unless to do so would increase the risk to the child. Decisions to share with/ without consent are recorded in the safeguarding log/school system. A record of transfer and receipt by the new organisation is obtained and recorded in the safeguarding log/ school system or securely in line with the storage of child protection records.

Transfer of Educational Records (not the CTF)

[Guidance on the Retention and Transfer of Child Protection records, Child Welfare and learning records for Education, including Children Looked After \(southampton.gov.uk\)](#)

411. SCC have defined Educational neglect and recognise that this can be parental, child, professional or organisational. (See Appendix 4). The failure to transfer records to the next educational establishment or training provider in a timely manner constitutes to potential educational neglect if, for example, the records support assessments made that support the educational development of the child. Failure to transfer may also be neglectful under the statutory duties set out within the SEND Code of Practice 2014. Transfer of educational records is set out in the transfer of child protection, child welfare and education learning records policy January 2023 (link above)
412. At Moorlands, we recognise that we may have information that will support the educational development of a child/ young person that is beyond that covered in the aspects within the CTF. The CTF will be transferred as per statutory requirements and any additional supporting information transferred under local agreement or the transfer of records policy accordingly in line with GDPR and data protection Act 2018.
413. Local Arrangements through the transition project are also in place, and decisions may be made for sharing prior to a child starting their next school so as to prepare specific arrangements or provision required to maintain specific provisions. If this occurs the decisions need to be proportionate, necessary and a record of decision making retained.

Staff and Recruitment and Pre-Employment Vetting

Moorlands Primary School has robust recruitment and volunteer checking processes in place to ensure that no one who is unsuitable can work with the children and young people in our setting. This enables the governing body and applicable proprietors to act in a reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out. These include the following checks as set out in this guidance.



Safer Recruitment

<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools> (February 2017, update January 2021)

[Home \(saferrecruitmentconsortium.org\)](https://www.saferrecruitmentconsortium.org) includes links to risk assessment template for volunteers
[Safer recruitment training: online & in-person | NSPCC Learning](#)

It is noted that in KCSiE 2023 (Para 230) “has continued the extension of safeguarding provisions and pre-appointment checks as stated below:

The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers. Some safer recruitment regulations do not apply to these providers and as such some of the “musts” for colleges do not apply to them. These checks are an essential part of safeguarding, carried out to help employers check the suitability of candidates. Therefore, the providers set out above should carry out these pre appointment checks. This has been made clear via footnotes “(pages 55-60,63-70)

414. The school follows the safer recruitment processes outlined in Part three of KCSiE 2023 that links to the school’s Recruitment Policy. On all our recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. In our school, regularly means every 3 years for safer recruitment training.

415. In our school the staff and governors who are safer recruitment trained are:

- Mr David Parkin
- Mrs Sarah Harrison
- Mrs Rachel Wright
- Miss Sarah Roughton

The Safer Recruitment process checks all checks outlined in KCSiE are recorded on our Single Central Register – this sets out which checks have been undertaken, when and by whom.

Identity information is held for safeguarding purposes and staff are informed of what is held in their file, the reasons for it and the time it will be held for once they leave their position.

416. The safer recruitment courses our staff undertake are run by the NSPCC as recommended by Southampton City Council. This provides assurance the content is up to date and in line with KCSiE 2023.

417. The schools Safer Recruitment process checks the identity, criminal record (enhanced DBS), mental and physical ability to carry out the role, right to work in the U.K., professional qualification and seeks confirmation of the applicant’s experience and history; through references, checks appropriate to role as outlined in KCSiE 2023 (E.g. if in regulated activity checks will be different than those in unregulated activity in line with KCSiE 2023). It must include qualifications, Enhanced DBS checks with barred list checks and prohibition checks for teachers. Where appropriate information will be made available for staff regarding their responsibilities under the disqualification from childcare act (disqualification rules changed from August 31 2018). A section 128 check will be carried out for all governors in maintained schools, and heads of subject and above in academy and free schools.

418. Where a person’s role is to be in regulated activity the information in KCSiE 2023 will be used as our guide.

419. Where a person is not in regulated activity – such as a contractor we will follow checks and steps outlined in KCSiE 2023.



- 420. Where a person is a supervised volunteer in a school or college the guidance in KCSiE Annex E will be followed, it is noted that if supervised, our school accepts it cannot request a barred list check for anyone in supervised activity.
- 421. Any member of staff appointed to carry out teaching work will require a prohibition check and those in management roles will require additional checks linked to role and school status.
- 422. For staff employed by the Local Authority (or in health if provided) our governing body accepts the notification issued by the overarching employer indicating the checks that have been carried out relevant to role. Identification will be checked when a person arrives onsite, including photo id, establishment id.

Applicants who have lived/live or worked outside of the UK

- 423. All staff will have the same checks undertaken but in our school we have deemed the following additional checks necessary for those who have lived or worked outside of the UK. These checks are in line with Part three KCSiE 2023
- 424. KCSiE 2023 (Para 280)sets out information regarding checking events outside of the UK in respect of people who have worked overseas and also those who have since within three months of the current application met criteria set out.
- 425. A risk assessment will be completed and stored securely with personnel file for any member of staff who has information included within the DBS or any other checking process, it will include the names of staff and governors who undertook the risk assessment and decisions made along with any review date, as appropriate.
- 426. A risk assessment will also be carried out for all volunteers carrying out duties/ activities within school or organised by the school. This will include the names of staff completing this, outcomes of relevant checks and assess suitability for the role. Governors will maintain oversight of risk assessments and decisions made as to suitability or supervision.
- 427. KCSiE 2023 (Para 237-252) sets out usage of the DBS update service that our school will follow if it applies to any individual applying to our school.
- 428. The carrying out of separate barred list checks must only be carried out in the circumstances set out in KCSiE 2023 (paragraph 24).
- 429. For those persons who may have been commissioned to work with children in our setting through agencies or who are employed by another body but work in our school as a trusted adult e.g. after school clubs we have undertaken assurance of the checks that have been carried out and checked the person's identity. In our setting this means we seek confirmation of appropriate checks from originating organisations. This information is stored on our Single Central Record. (SCR)
- 430. For persons or organisations who work with our children offsite, for example unregistered Alternative Provision Providers the schools process for checking the suitability of the staffing checks, safeguarding arrangements and appropriateness of education is: Mr David Parkin
- 431. Where the site has activities that children and young people can attend but who may not be on roll at the school the DfE guidance linked and KCSiE 2023 guidance should be followed with regards to assurance, policy and practice (Paras 166-167) [After-school clubs, community activities, and tuition - safeguarding guidance for providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers.pdf)

Single Central Register

<https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers>

432. The Single Central Register is fully compliant with current guidance - KCSiE 2023, and in line with Ofsted's Education Inspection Framework.
433. The SCR in our school includes a record of all checks undertaken and the outcome, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or unregulated activity is accurately recorded.
434. Where an individual's details or role has changed the SCR is updated and files supporting the SCR include the updated information e.g. Certificate to support change of name, change of role to increase checks required. It also includes the date this change took effect.
435. Supply staff information is also stored securely – information is received from the supply agency, downloaded and checked prior to the individual starting regarding checks carried out for the role. It also include the date the information was received, who it was checked by and when.
436. At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or governors and a record of this monitoring and any actions required is held and checked for action completion and effectiveness. This record is storied securely in the Senior Leadership Office.
437. Where any adults have regular access to our building, for example on-site pre-school staff, external organisation lunch staff and therefore our children the information that we would require if they were a member of staff is held by the school on the single central register and is checked regularly in line with our own staff.

Regulated or Unregulated Activity (and relevant activity for FE colleges)

- Regulated / Unregulated activity is determined for all staff, governors and volunteers in our school and recorded on the SCR. It means that different checks may be completed depending on the role being undertaken for example, by volunteers or governors.
438. Where it is determined that a person is engaging in their role in regulated activity an enhanced DBS certificate with children's (and if relevant adults) barred list check will be carried out, in addition to any other checks relevant to role. Where it is determined that someone is not engaging in regulated activity an enhanced DBS certificate which does not include any barred list check will be appropriate, as outlined in KCSiE 2023.
439. Annex E KCSiE 2023 provides supportive guidance regarding supervision and is followed in our practice.

Teacher Status Checks

440. This includes prohibition from teaching checks. These are carried out via the DfE secure access portal <https://sa.education.gov.uk/idp/Authn/UserPassword>. This information is be recorded and dated on the Schools Single Central Register. SCC expects that who carried out the check is also recorded. We check all qualified teachers that are appointed to any position in our school. We include the additional checks as set out earlier if required.



441. There is a pre-appointment check for all staff, who may be subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012.

Section 128 checks

442. For all governors in a maintained school/setting a Section 128 check will be carried out, date of check and outcome recorded on the single central register. In academies/free/ independent schools a Section 128 check will be carried out and outcome recorded on the single central record for all those in leadership positions. This is carried out via the DfE secure portal as for prohibition from teaching.

443. The Section 128 check will also be disclosed **IF** an enhanced DBS with Barred list information is requested **PROVIDING THAT** "Children's workforce of independent schools is specified for the barred list check. In our school we include the Section 128 for those it is relevant for within our DBS process **or** we check the Section 128 for all new relevant roles on appointment, role change that requires it, and termly. It can only be requested if the role is relevant to the Section 128 check.

Disqualification under the Childcare Act

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

444. The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

445. Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- a. They are employed and/or provide early year's childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- b. They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

446. The legislation also applies to any staff directly concerned in the management of such early or later years' provision.

447. As a school, we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified. Staff are clear the disqualification responsibilities to report relate to just themselves. **This must be completed on an annual basis by all staff working in school.** NB- This self-declaration is separate to the requirement for schools to consider suitability to work with children.

448. If a member of staff is impacted, we will seek advice from the LADO or HR provider as to how to manage the situation proportionately and appropriately under current guidance ensuring our ability to safeguard all children is not reduced.

NOTE: This self-declaration is separate to the requirement for schools to consider suitability to work with children – KCSiE: part 4: section 1 4th bullet point.

Staff Induction

449. The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, Duties under Prevent and also duty to report FGM, the staff behaviour policy/code of conduct, part one of Keeping Children Safe in Education, September 2023
450. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding is up to date in school.

Induction of volunteers

451. Induction will be undertaken with volunteers proportionate to their role, following a satisfactory risk assessment being completed for each individual. This should include informing them of actions they are reasonably expected to take within the role they are volunteering within to safeguard children in their care, it would include how to report any incidents or concerns and how to recognise any concerns and what to avoid in line with this child protection policy. SCC asks that expectations about how to respond in the moment to any child-on-child/peer on peer abuse or harassment will be set out for all adults to provide consistency for these incidents, as appropriate to volunteering role.
452. It will include the recording of the role and responsibilities and if the role is in regulated or unregulated activity.

Staff Code of Conduct

453. All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms a part of induction process for all staff, including expectations for volunteers.
454. The code of conduct policy sets out the expectations, the actions to take and how to challenge any inappropriate behaviours by adults or children/young people towards others. This is with regards to sexual abuse and harassment and any personal or protected characteristics, as well as the expectation that any concerns regarding adults working with children from our setting will be reported to the DSL or head teacher. In the absence of the head teacher, this may be an equivalent person or the chair of governors.
455. This also sets out other aspects such as use of personal equipment, IT and acting in a manner that would bring reputational damage to the school)

Training

456. All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every year with separate training to all new staff on appointment if this falls at a different point in the year. The DSL will attend initial training for their role and then refresh this specific training for DSLs every two years in addition to having an annual update and regular updates in between training through for example, DSL networks, reading related articles or research and keeping a record of the ways that they have kept up to date.
457. Any update in national or local guidance will be shared with all staff and then captured in the next whole school training. A record is kept and the policy is updated annually. The effectiveness of any updates will be monitored by the Senior Leadership Team and Governing Body as part of the termly safeguarding audit.
458. Information for visitors is clear so they can raise any concerns whilst in school. This includes the names of DSL/s and how to contact them. It also sets out any expectations regarding for example, use of mobile phones.

Staff Responsibilities

459. Staff understand that they all have a key role to play in identifying concerns early and provide help for children where necessary through referral to Children and Families First services via Children's Resource Services at the Local Authority.

Confidentiality

- Staff understand they can get advice from the DSL regarding concerns and confidentiality.
- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action/ re-training will be considered for any breach of confidentiality.
- All actions will be taken in the best interests of the child, and a record of decisions will be held with the child's record of concerns or child protection file with a level of protection determined by the DSL.

Reporting and recording

- A DSL will ensure that a report is always sent to every multi-agency/ child in need or child protection meeting. They or another appropriately trained and informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.
- Staff will notify DSL (and attendance officer if nominated) of any child on a Child Protection Plan (CP)/ Child in Need (CiN) plan where there is an unexplained absence, who in turn will inform the DSL, and allocated Social Worker or Child Protection Chair.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Further information and procedures can be found in the school Child protection policy.
- Where a child is not open to CP or CiN reports of concerns will be made using C4C or written records but staff, through training, understand that they must report without delay disclosures or information identifying harm to the DSL using the schools process.

NB: Staff must not go home worrying about a child, but should share the information before they leave school

How to escalate professional disagreement

[7.3 Escalation Policy for the Resolution of Professional Disagreement | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

460. At no time will professional dissent detract from ensuring that any child is appropriately safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL in the first instance, and an email record/ notes retained by both parties.
461. If any professional in our school remains dissatisfied with another professional/agencies response to the raising of a concern, then the relevant manager should be contacted and the SSCP/HIPS procedures for escalation should be followed. Advice may also be sought from SCC officers.
462. SCC provide a regular drop- in to discuss any procedural issues (for safeguarding professionals to raise concerns about process or discuss any issues prior to the need to escalate and to ensure that the systems for the protection of children is effective).

Allegations against Staff

KCSiE 2023 Part 4 para 353-446 is to be read and understood by staff who may be responding to allegations or reference requests.

Southampton City Council's Designated Officer is: Jemma Swann

Phone: 023 8091 5535

E-mail: LADO@southampton.gov.uk

463. Moorlands Primary School has clear procedures for dealing with allegations against staff. Which are clear that all allegations should be reported straight away, in our school the nominated person to receive such allegations is the head teacher. If the allegation is about the nominated person the chair of governors should be informed. The procedures also identify the governors, to whom reports should be made in the absence of the Head Teacher or in cases where they themselves (the head teacher) are the subject of the allegation or concern. Procedures also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Note: settings and the LADO must take account of transferable risk within allegations, and LADO should be contacted for advice and consultation regarding low level concerns (KCSiE 2023)

464. In our setting, we will also ensure all staff are clear about how to report and manage concerns raised about any adults at our setting, or working with children we become aware of, and recognise that they may be at or below the threshold for LADO involvement, often referred to as low-level concerns. This will include a revision, and if needed, an extension of our staff code of conduct and duty to report concerns- [low-level-concerns-guidance-021.pdf \(farrer.co.uk\)](#).
465. Where allegations made against staff are found to be unsubstantiated, unfounded, false or malicious our DSL will firstly, consider if any support is required for the child making the allegation. If a report is shown to be deliberately invented or malicious, our DSL will also consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy, teacher or governor standards and / or staff code of conduct.
466. Our information to staff also includes when low level concerns can be included in a reference or may meet the harm threshold for consultation for advice or referral to the LADO.

FOR NOTE:

467. Where a teacher or supply agency worker has been dismissed through safeguarding concerns or would have been had they not resigned our school will consider, with HR advice, and engagement with LADO, if the need to refer to the DBS is present. This is a legal duty and failure to refer when the criteria are met is a criminal offence- See Part 4 KCSiE 2023.
468. Consideration of referral to the Teaching regulation agency, with HR advice must also be undertaken if any serious misconduct dismissal – or if a person would have been dismissed if a person had not resigned or left. Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK and should be considered in consultation with LADO..
469. Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children
470. Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it. This is also included in the annual training staff receive on safeguarding.

Whistleblowing

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

471. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or colleges safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
472. Appropriate whistleblowing procedures are put in place for such concerns to be raised with the school's senior leadership team in the first instance, in line with the school's whistleblowing policy.
473. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

474. NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Management

Leadership and Governance

475. It is the responsibility of the Designated Safeguarding Leads to maintain an overview of new developments, and they will attend the local Authority Workshops. SSCP workshops, read safeguarding updates from the Local Authority or other organisations in order to do this staff and policy as necessary. In line with KCSiE 2023, staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared. The safeguarding policy and processes must be included effectively in induction, including in year.
476. Oversight of records of concerns made by staff will be maintained by DSLs, on CPOMs and updated accordingly. Staff will be held to account for the record, timeliness and appropriateness of actions to meet their safeguarding responsibilities.

477. We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection or information sharing can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

478. At Moorlands Primary School, any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school have a 4 appointed Designated Safeguarding Leads (known as the DSLs) who are all members of the Senior Leadership Team as well as a Deputy DSL who is a phase leader. Each of these staff has undertaken appropriate training specific for the role that is renewed every two years. Our DSL will take responsibility to keep themselves up to date on current local safeguarding partner priorities/ issues nationally/ within the Local Authority to provide updates as needed to policy/ processes and staff and leaders.

The Safeguarding Team Comprises of Mr David Parkin (HT), Mrs Rachel Wright (DHT), Miss Sarah Roughton (AHT), Mrs Natalie Pfeiffer (AHT) and Miss Gemma Waring (Phase Leader).

All members of the Safeguarding Team are trained Lead DSLs.

We have a Deputy DSL, trained to same level and regularity as the DSL to be able to act in their absence or unavailability. These staff also have responsibility to keep themselves up to date and are appointed to their role with clear responsibilities set out and the circumstances when they may be required to take on additional responsibilities.

479. Additional training for DSLs managing cases of sexual abuse can be sourced free through Centre of Expertise on Child Sexual Abuse. It has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse. This will be helpful training for DSLs in addition to role specific training.

[Supporting practice in tackling child sexual abuse - CSA Centre. Our DSLs will endeavour to attend the workshops / training promoting the CSA toolkits in the coming academic year.](#)

480. The DSL / DDSL must work with others such as the liaising with the head teacher but also CRS, Police, health, LADO to ensure that children and young people are safeguarded. They must be afforded appropriate time to undertake the role fully. Any deputy must also be provided with sufficient time to carry out any delegated responsibilities and to step-up in the absence of the DSL. They must also be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#)

481. Annex C KCSiE sets out the role and responsibilities for a DSL.

482. There is also a nominated Safeguarding Governor who will lead the monitoring of safeguarding and ensure the school meets its statutory duties effectively. A nominated governor has been identified to receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body.

The Chair of Governors is: Louise Rankin

The safeguarding governor is: Mrs Louise Rankin and Mrs Sarah Smith.

The governor nominated to manage allegations against the head teacher is: Louise Rankin

All can be contacted through the school, or through details on the school website This should be a direct email so that no additional persons receive information which may be of a sensitive nature. It should be recorded how regularly the email box will be checked and what to do if requiring an urgent response. This should be managed by the governing body.

483. Governors are aware of the duties set out in KCSiE 2023 for governing body responsibilities for safeguarding. They receive governor training on induction and also update this annually. SCC offers annual governing body

safeguarding training, support for self-evaluation from governance perspective and other training throughout the year.

484. Our governing body is aware of its safeguarding responsibilities and have read paragraphs 78-82 of KCSiE 2023 to support this understanding in addition to at least Part one KCSiE 2023.
485. A record of all governors, in addition to those who have named responsibility, having read and understood at least part one KCSiE 2023, including the governor responsibilities is held with governing body records. Safeguarding is a standing item on all governing body meetings this academic year.
486. A safeguarding monitoring schedule is set for each academic year, which includes pupil conferencing and parental surveys carried out first hand by governors.
487. Governors are involved in the oversight of the safeguarding self-evaluation submitted to the Local Authority Spring term each academic year

Key setting and SCC contacts:

- The Designated Safeguarding Lead for the school is: David Parkin, Rachel Wright, Sarah Roughton, Natalie Pfeiffer
- The Deputy Safeguarding Leads is: Gemma Waring
- The Designated Teacher for Looked After Children is: Sarah Roughton
- The Person to contact for Prevent is: David Parkin
- The Safeguarding Governor/s is/are: Sarah Smith / Louise Rankin
- Governor nominated to manage allegations against the head teacher is: Lousie Rankin

How to contact CRS: 02380 832300; weekends 02380 233344

[The Children's Resource Service \(southampton.gov.uk\)](http://southampton.gov.uk)

- Southampton Virtual School Head teacher is Maria Anderson: maria.anderson@southampton.gov.uk; 02380 833060
- Queries regarding advice for children who have had/ever had a social worker contact is helen.brown@southampton.gov.uk
- The Local Authority Designated Officer is Jemma Swann: lado@southampton.gov.uk; 02380 915535
- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Robert Henderson, Director for Children and Families:
- Safeguarding lead for education settings within Southampton Local Authority school improvement is: Alison Philpott Alison.philpott@southampton.gov.uk; 07500050277
- Child performance and child employment and DSL training LA leads are Grace Morris and Julie Stubbington: to Child.Employment@Southampton.gov.uk; training.support
- SCC MET hub - lead Laura Tanner laura.tanner@southampton.gov.uk
- Children Missing Education officer: Eliza Theobold-Morgan@southampton.gov.uk
- DSL training – training.support@southampton.gov.uk
- SSCP Childrens manager: Rebecca.holdsworth@southampton.gov.uk

Appendices



Appendix 1: Transporting of Pupils by Parents

Draft example letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their own cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, you are requested to inform the school if your circumstances change and you can no longer comply with these arrangements. This includes ensuring that you inform the school if you are experiencing any changes to your health, endorsements on licences or awaiting action from the police.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

DECLARATION FORM TRANSPORTING PUPILS VOLUNTEERS

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines. This expectation also applies to Volunteers working with our children in any capacity.

The school may require parents or volunteers to be checked through arrangements with the Disclosure and Barring Service, for example if they are volunteering and in regulated activity - ie who have regular unsupervised access to young people . A risk assessment will be carried out for all volunteers working with children arranged by the school and held in the personnel files, and reviewed where there is significant time between acts of volunteering.

All parents/ carers who undertake volunteering for transport or other activities arranged by the school are also asked to ensure they follow any relevant CURRENT Public Health information, for example regarding COVID-symptoms any advice given by a health professional..

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:

- Maintain valid insurance, as a minimum, for third party liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.

I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:

Date:

Name (Please print)

Number of seats in vehicle:



Appendix 2 – Safeguarding Concerns

Southampton Pathways Document

What do to if you have safeguarding concerns?

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

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

A member of staff has concerns about a child.

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

If the DSL is not available...

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

If the DSL is available...

The DSL must take immediate action as appropriate.



Child protection & safeguarding for children in need

When it's not an emergency situation but you are worried that a child may be at risk of abuse, harm or neglect, please contact us. You can find out more about these risks and how to report a concern here: <https://www.southampton.gov.uk/health-social-care/children/child-social-care/child-protection.aspx>

Or you can contact us straight away on 023 8083 3336



Early help and support for families

You might feel that a child is not at risk of harm at the moment, but their family needs more support to stop anything from getting worse in future. Our Early Help Hub can help with this.

Further information can be found here: <https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help.aspx>

Or if you would like to talk to them immediately, you can call 023 8083 3311



Further resources and universal services

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

Appendix 3 - PREVENT

The school should use the specific national referral form for Prevent link set out below - complete send directly and securely to preventreferralsouthampton@hampshire.pnn.police.uk

Any queries before referral contact should be made with the appropriate service team, advice regarding the referral form completion can be sought by using the Prevent gateway team, contact number below or CRS prior to referral if needed.

The referral form can be accessed through: [Prevent \(southampton.gov.uk\)](http://Prevent(southampton.gov.uk))

REFERRAL PROCESS	
<p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email it to: preventreferralsouthampton@hampshire.pnn.police.uk</p> <p>If you have any questions whilst filling in the form, please call: 01865 555618</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

FOR EXAMPLE:

- How / why did the Individual come to your organisation’s notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual’s mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for “school-shooters” or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS **Is there anything in the Individual’s life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**

Please Describe

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION **Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..**

Appendix 4

Southampton City Council Practitioner guidance – Educational neglect (revised May 2021)

Southampton City Council Practitioner Guidance Document– Educational Neglect (reviewed May 2021 under review Spring term 24 task and finish group)

There is no statutory definition of educational neglect. A task and finish group from across SCC education team developed this guidance as a result of recommendations from a Serious Case Review in 2019 and has since reviewed the guidance with wider colleagues. The Local Safeguarding Childrens Board, now Southampton Safeguarding Childrens Partnership has overview of the work.

Neglect is defined as, ***“The persistent failure to meet a child’s basic physical, emotional, and/or psychological needs, likely to result in the serious impairment of the child’s health or development”*** Working Together to Safeguard Children (July 2018).

The definition agreed for Southampton and included in the Safeguarding Partnership Neglect Strategy is:

“Neglect is the most common form of child abuse. In Southampton we recognise neglect as the ongoing failure to meet a child’s basic needs in order for them to thrive. Neglect means that a child may be left hungry or dirty without adequate clothing, shelter, supervision or medical care. A child may be put in danger or not protected from harm. Neglect also includes psychological and emotional harm; a child needs care and attention and opportunities to relax, play and learn”.

[Neglect – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://www.southampton.gov.uk/childrens-partnership)

Within this definition the Local Authority recognises that educational neglect exists and can be a factor within physical, emotional, sexual or criminal harm. It is a likely outcome of a range of contributing factors that could be attributable to parent(s)/carer(s), professionals or organisations. It could also be the continued persistent failure of a parent or young person, deemed old enough to determine their own actions, to manage their own travel to and from school and to attend school regularly.

In attendance guidance published by the DFE May 2021 for Local Authorities and Schools ([School attendance: guidance for schools, and , https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)) it is clear that educational attendance and provision should be a central part of any multi-agency planning for children.

It includes the statements below regarding where *pupils are at risk of persistent absence, in addition to those who are already classed as persistently absent.*

SCC has clear process for how attendance issues should be managed and escalated if unresolved, making clear for all when to follow different steps of intervention and involving all relevant agencies, including for social workers to engage with linked EWS officers when pupil absence or arrangements for education are of concern.

The May 2021 guidance specifically states that Social workers and family support workers should:

- *convey high expectations for attendance*
- *make sure school attendance is prioritised within multi-agency plans*
- *in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support*

For looked-after children, Virtual School Heads should ensure personal education plans identify and address any barriers to good attendance.

It also states actions that are recommended for:

- Leadership and management in schools
- Teachers and tutors
- Attendance officers, pastoral staff and family support workers
- Local Authorities and external partners
- Pupils

In Early Years, it is recognised that educational neglect can begin to establish behaviours by adults that can impact on later routines and provision. Whilst attendance in early years education (that is before the term after the child's 5th birthday) is not statutory, non-attendance at an early years setting can equally be recognised as educational neglect if this absence is likely to seriously impair the learning and educational development of the child.

SCC has clear processes for how attendance issues in early years settings should be managed, making clear for all when to follow different steps of intervention. All opportunities should be taken by professionals working or involved with families with 2 year olds who are eligible for funded sessions, and families with 3 and 4 year olds, to promote the benefits of regular attendance.

Similar risk and preventative factors apply to under 5s as to over 5s

In Southampton we recognise that educational neglect can be any one or more of the following:

Parental:

- Failure to identify provision for their child or adequately maintain schooling/education provision
- Failure to engage in most school/ Local Authority/ trust meetings -even where support is offered - that leads to a disengagement of a child in their schooling with a detrimental impact on their learning and development
- Failure to engage as required with agencies beyond school, for example health services that leads to a delay/ deterioration in their child's development, taking into account of a child's needs that impacts negatively on their child's learning and development
- Parental failure to provide substantiated reasons for absences from school
- At least one court intervention which fails to improve attendance
- Ineffective take up of support that may have been likely through identified need to improve the educational development of their child

Young person(s):

Consideration of educational neglect could be applied when a young person is old enough to determine their own actions and independently travel to and from school safely where:

- Full parental co-operation is clearly demonstrated, and educational provision offered is appropriate for the young person's needs
- Pupil engagement and attendance levels are identified as seriously impeding their development
- Action may have been taken previously against the parent for failing to secure regular attendance of the young person and the young person will have awareness of the impact of their disengagement

Professional(s):

- Where one or more professionals or organisation(s) have failed to report concerns that require additional intervention to avoid serious impairment of a child's learning and development
- Where educational provision that is alternative to full-time education is not provided/is not in line with needs and is not monitored effectively or changed/adapted to reduce the serious impairment of a child's educational development, taking into account an individual child's needs and wishes
- Where a school putting in place an alternative provision has not met the checks to ensure the safeguarding of a pupil in the placement

- Where transfer of records or known information that supports a child’s learning and developmental needs, including their social, emotional, mental health and well-being and learning needs are not shared with other professionals or transferred to new settings in a timely manner
- Where a child is ‘off-rolled’ from a school that does not follow correct process, or is off-rolled not in the best interests of the child where learning is lost but is in the interest of the school.. Ofsted currently define ‘off-rolling’ as; *“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil”*. It must be noted that there are circumstances where off-rolling is not unlawful – where it is in the best interests of the child and has followed due process.
- Where an agency has failed to take timely action to minimise the impact of known and recognised poor parental management of educational attendance or provision
- Where an agency has not put into place in a timely manner, or sufficiently taken into account advice from health professionals, to establish an Individual Health Care Plan to support individual health needs.
- Where a lead agency has not ensured the child’s learning and development needs are central to multi-agency planning, monitored and challenged where improvement is required.
- Where an LA officer has received information about a young person no longer attending a post-16 provision – they MUST notify the post-16 education team without delay so the young person can be supported back into education, employment or training.

In Southampton

Abuse/neglect is a broad category for Child in Need cases therefore most children will have this as an identified feature in their assessments.

52% of children on a Child Protection Plan in Southampton have neglect as a primary feature identified (May 2021). It may be a feature in other planning also, but not the primary concern.

Additionally, many of these pupils have had attendance issues that may have been heightened during the pandemic, or upon return to full opening of schools. They may also be persistent absentees and/ or are known to have a reduced/or had experienced a reduced timetable.

Advice for practitioners

The term “educational neglect” can be used to challenge colleagues, agencies and parents to consider if their actions could be viewed as neglectful i.e. likely to seriously impair the learning and educational development of the child.

It may be helpful to use the neglect strategy and practitioners guide [Neglect – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://www.southamptonscp.org.uk) when considering educational neglect.

NOTE: A simple overall total percentage attendance does not provide enough detail to know if there is an issue to be tackled or not. Absence can be authorised or unauthorised by a school and therefore will relate to a range of factors some of which may indicate less concern than others. So, it is important to understand the coding, and reasons for it where overall attendance appears to be of concern. Contacting the linked EWO will be of importance in understanding absence coding. It is important to note that reduced timetables are not illegal and can be used, although SCC would encourage all schools to follow the SCC reduced timetable protocol and guidance for schools and school leaders regarding any reduction and the monitoring of it [Inclusion services - Young Southampton](#).

Key questions to consider:

- Are the child’s educational development needs being met? Is this in line with expected learning milestones nationally for all children?
- Are learning needs being addressed so that learning and educational progress can be seen appropriate to identified needs?
- Are there aspects of the provision that are impacting negatively on the educational development of the child?

- Is a full-time education offer in place?
- Has each child in a family had an application made for a school place or a parental decision to Electively Home educate been made?
- Have I notified other LA teams/ agencies who may be able to support a young person e.g. if post-16 or any additional needs.

Each child's education is paramount and therefore needs should be considered equally alongside health and well-being or other factors, when determining what support a family requires and not after all other family needs are addressed, but alongside.

1. Where needed set appropriate, achievable steps within a clear timeframe in addressing the health, well-being and educational needs being discussed. Parents usually want the best for their child and so ensure they are supported to achieve this at the earliest possible opportunity with engagement through individual organisation teams and CRS support. Where parents are not supporting the educational learning and development of their child this should be clearly recorded and the necessary steps taken to minimise the impact of this together with other professionals.
2. Observe, engage and support the child – a range of professionals' perspectives may be required. Ensure the child's voice is heard and give time for this to happen in a meaningful way, with reassurance they will be taken seriously.
3. It is expected and reasonable to challenge behaviour and provision with regard to a child's educational needs, including transfer of records that appears may be neglectful. Be sensitive in any challenge of parents or professionals and record reasons for challenge and any outcome. Escalate where a child's basic needs are often not met, challenge parents where children present in a manner that is different to that which is expected for every child, on all occasions. Different parenting styles can affect what expectations are manageable and understood, these can also be cultural differences therefore be sensitive and knowledgeable, but do not fail to challenge. It is possible that there may be other aspects of neglect that may cross over with educational neglect therefore clear recording is essential.
4. Review a child in the context of their family and previous events or patterns. Record your thoughts and reasons for decisions, be professionally curious when safeguarding children and always consider their educational development in addition to other needs.
5. Discuss cases with another appropriate person, consider if others may hold different/ similar or the same concerns, build a picture of different professionals' views. Be proactive and call a professionals' meeting if you, as the professional, consider that the picture/understanding of the concerns is likely to be clearer as a result. Ensure there is a planned and cohesive approach to tackling neglectful adult behaviour and escalate to the appropriate managers/ supervisors to make them aware.
6. Consider if other aspects are present, such as but not limited to: exclusions (lawful or unlawful); Children Missing Education – what has been discovered or looked in to and what actions have been taken; whether there is a full-time offer of education; whether there is a reduced timetable that is reviewed regularly and amended to support education need; whether there is a provision relative to needs that may be short or long term for medical needs; whether parents are fully aware of their responsibilities if removing a child to be Electively Home Educated – how do they know?
7. Always ensure that on any change of schools – at normal transition points or in-year - that the records to facilitate the educational development of a child/young person are shared to ensure that the child will be supported appropriately from arrival. This should include any information that supports their attendance such as start of day arrangements that support arrival/settling in to school.

8. Ensure that where any change or reduction in an offer of full-time education is made that parents understand and agree with this in the interests of their child. Check that Southampton City Council guidance for reduced timetables or flexi-school arrangements are followed and review is planned and regular.

Educational neglect may be more likely if any of the following factors are present:

Child Risk factors	Parental risk factors	Wider agency & professionals risk factors
<ul style="list-style-type: none"> • Adverse childhood experiences (neglect/abuse) • Disability • Substance misuse • Learning difficulties • Family unit breakdown • Bereavement • Views not taken into account in decision making about education • Chronic ill-health • Poor mental health • Child subjected to exploitation (sexual or criminal) • Living in poverty • Going missing • Reduced or inappropriate educational or timetable provision • Child performing role of carer 	<ul style="list-style-type: none"> • Previous action regarding poor attendance at school • Poor parental mental and emotional well-being • Substance misuse • Domestic Abuse/violence • Learning difficulties • Lack of positive parenting in childhood • Adverse childhood experiences • Being obese or underweight • Poor parental engagement in education • Family history of poor engagement of other siblings in education • Unable to provide/uninterested in development of child of any age • Disguised compliance/ non-compliance with agencies • Exploitation or criminality • Bereavement • Family breakdown • Ill health • Not following health advice that enables engagement in education • Low/poor pre-school developmental experiences provided for child 	<ul style="list-style-type: none"> • Poverty • Unemployment • Lack of positive personal networks • Lack of sharing of information between agencies regarding concerns • Ineffective monitoring and review of reduced timetables or alternative provision • Lack of triangulation or challenge regarding information provided by parent where it raises query/ may not be substantiated • Lack of substantiated / reasonable information for absence • Inconsistent or unsustainable responses to agency support • Lack of health information to support a suitable Individual health care plan that supports engagement in education • Lack of consideration of wider context e.g of family history of poor engagement of siblings in education or previous actions not sustained • Lack of transfer of information

Protective factors:

- Parental interest and action to support the educational development of their child, including providing a suitable education if EHE
- Full educational provision that meets needs or amendments that are effectively reviewed regularly
- Positive and effective engagement with agencies to support the child, parent/ family (health, social care, CRS, education)
- Sustained improvements in attendance managed independently by pupil or parent
- Effective agency communication and sharing of information to safeguard a child including for their attendance at school or educational provision

Appendix 5

Prejudicial language and behaviours toolkit

Example Bullying and prejudice-based incident report form

Report form completed by:	
Date of report:	
Time of incident:	

Type of report/incident:

Bullying	<input type="checkbox"/>	Prejudice-based incident	<input type="checkbox"/>	Both	<input type="checkbox"/>
----------	--------------------------	--------------------------	--------------------------	------	--------------------------

Concern raised by:

Victim	<input type="checkbox"/>	Perpetrator	<input type="checkbox"/>	Third party – staff	<input type="checkbox"/>
Child/young person	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>	Other	<input type="checkbox"/>

Where did the incident take place? Tick all that apply.

Bus	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Park	<input type="checkbox"/>
Taxi	<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Toilets/Cloakroom	<input type="checkbox"/>	Locker/changing room	<input type="checkbox"/>	Online/social media	<input type="checkbox"/>
On the way to/from school	<input type="checkbox"/>	Other (please describe below)		<input type="checkbox"/>	

Other

Details of reported bullying/incident (please include any derogatory language used):

--

Name and age/year/tutor group of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target: Name and age/year/tutor group of perpetrator/s:

Name and age/year/tutor group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

Appendix 6 Roles and Responsibilities

Governing body responsibilities

The governing body will ensure;

- that national and local guidance is followed, specifically Keeping Children Safe in Education
- there is a member of the schools leadership identified as Designated Safeguarding Lead
- that training is undertaken at the required frequency
- there is a nominated governor for dealing with allegations against the head teacher
- an annual audit of safeguarding is carried out and any concerns are remedied without delay
- the school has effective safeguarding policies and procedures in place:
- that the school has a broad and balanced curriculum that incorporates safeguarding
- Ensure that safer recruitment guidelines are followed (Keeping Children safe in Education, September 2016)

Whole Staff Responsibilities

This school recognises that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. Staff will therefore: -

- Will read at least Part 1 of the guidelines of *Keeping Children safe in Education, September 2016* and ensure that they are familiar with them and know where to access them in the future.
- Will understand their duties with regard to this policy
- Read and understand the child protection procedures for Moorlands Primary School as written in Annexe 1.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the Personal Health and Sex Education curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Follow the procedures set out by the LSCB and SCC and take account of guidance issued by the Department of Education.
- Ensure disclosures are shared with the appropriate personnel and no others.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus and that parents are offered a copy of the policy on request.
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the allocated social worker if there is an unexplained absence of more than two days of a pupil with a child protection plan
- Develop effective links with Children's Social Care and co-operate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.

CAUSE FOR CONCERN FORM



STUDENT DETAILS

Name:		
Year / class		

STAFF DETAILS

Staff name:			
Date:		Time:	
Location:			
Date / time record is being made:			

For any sections below continue recording overleaf if necessary, ensuring it is signed & dated

Please state under what category you are reporting this concern.

Neglect	Physical	Emotional	Sexual	Other (please state)
---------	----------	-----------	--------	----------------------

CONCERN DETAILS

NATURE OF CONCERN:

Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted. Please clearly sign and date the record at the end of your statement.



Front Back

Continue overleaf if required

REPORTED TO: DP / RW / SR / NP / GW	ACTIONS TAKEN
<input type="checkbox"/> Recorded on CPOMS	<input type="checkbox"/> Advice sought from CRS
<input type="checkbox"/> C4C scanned and uploaded	<input type="checkbox"/> Referred to Early Help Team
<input type="checkbox"/> Referred to Social Services / Social worker	<input type="checkbox"/> Monitor
<input type="checkbox"/> Discussed with family By whom:	<input type="checkbox"/> Other:



Appendix 8 **PLAB Appendix 1 – brief definitions: types of bullying/incidents**

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

PLAB Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

PLAB Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

PLAB Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

PLAB Useful Links:

<https://www.stonewall.org.uk/>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

<http://www.educateandcelebrate.org/>

<https://www.theredcard.org/>

<https://www.mermaidsuk.org.uk/>

www.hants.gov.uk/emtas

<https://www.stophateuk.org/>

<http://report-it.org.uk/home>

<https://tellmamauk.org/>

<https://cst.org.uk/antisemitism/hate-crimes>

<http://www.galop.org.uk/>

<https://www.hampshire.police.uk>

<https://www.hampshire-pcc.gov.uk>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>



Moorlands Primary School

Child Protection Policy, Procedures and Guidance

2024-25



This must be read in conjunction
with Moorlands Primary School
Safeguarding Policy

Southampton City Council

Appendix 9

Purpose

1. The purpose of this policy guidance is to:
 - provide staff, and visitors with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
 - ensure consistent good practice across the school.
 - demonstrate our commitment to protecting children.
2. This document should be seen as a starting point for development of a policy that will fit your school's individual context. This policy should sit alongside a separate policy for wider safeguarding within the school.
3. Prior to being adopted each section should be reviewed to determine if it is appropriate for your school. If more or less information is required it is the responsibility of the school to make those amendments.
4. This document is based on guidance from Keeping Children Safe in Education 2023, and other listed referenced documents.

Legal context

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

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

Further guidance

[Working together to safeguard children 2018](#)

[Keeping Children safe in Education 2023](#)

[Disqualification under the childcare act 2006, 2018](#)

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

[Searching, screening and confiscation guidance 2018](#)

<https://hipsprocedures.org.uk/> (not exhaustive list: bruising protocol, CERAF exploitation assessment form, bullying, harmful practices linked to faith or belief, radicalisation and further safeguarding information)

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#history>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)

Additional guidance should be found through Working Together 2023 and Annex information in KCSiE 2023.

5. Governing bodies and proprietors should be aware that the DfE has published detailed advice to support schools and colleges with regards to child protection and safeguarding and this should be followed when developing policy and process for your own school. The advice is available in the links above as well as on dfe.gov.uk.
6. Guidance is provided through the "SCC Guidance for developing safeguarding policies in education" January 2024. The child protection policy and procedures should be developed with awareness of local processes and procedures (HIPS procedures, SSCP) and wider safeguarding issues and any covid addendum for practice relating to child protection.

Scope

7. The policy relates to all staff, volunteers and governors of Moorlands Primary School, and provides them, in conjunction with the wider Safeguarding policy, with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.
8. It should be read in conjunction with the school wider safeguarding policy which can be found on the school website and the safeguarding policy and procedures available on the HIPS website (link provided above).
9. The policy effectiveness is regularly monitored by identified Designated safeguarding lead/s and additionally by the nominated governor/s responsible for safeguarding.

Definitions

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

Policy Statement

11. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
12. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
13. We maintain an attitude of “it could happen here” where safeguarding is concerned.
14. We maintain an attitude of it is happening here, even if reports from pupils are low, with reference to the findings and recommendations of the Ofsted review of Sexual Abuse in schools and colleges- June 2021
15. As a school we will educate and encourage pupils to keep safe through:
 - The content of the curriculum
 - A school ethos which helps children to feel safe and able to talk freely about their concerns, confident that they will be listened to and valued

- Ensuring that robust, regularly monitored systems are in place to recognise, report and support any concerns regarding children’s safety

16. It is agreed that when our school receives any safeguarding information from partners that this will be stored as confidential information as a part of a child protection file, in line with statutory requirements set out in KCSiE 2023 and the Data Protection Act 2018. It is recognised that on receipt of the information we as a school become the Data Controller and take responsibility as such. This system to ensure the secure storage of information will be the responsibility of DLS and will only be shared with those who need to know to be able to follow direction from the DSL to act as a result of it or awareness to report observations regarding a child/ young person, to act in their best interests.
17. Some specific Information Sharing agreements around the sharing on of PPN1 information are in place, Operation Encompass and Endeavour, and we will ensure that where there is an open investigation that we will liaise and gain written consent to share information with a new education setting from the investigation team in line with that ISA.

Section 1: Principles and Values

18. Children have a right to feel secure and cannot learn effectively unless they do so.
19. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
20. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
21. All staff recognise that they have a part to play in promoting children’s safety and welfare and reporting ALL concerns however small they may seem.
22. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in effective partnership working throughout the child protection process to safeguard children. This includes the transfer of records to educational and training providers to ensure that all children (under 18) are safeguarded, and any records or support provided are known so actions can be taken quickly and planned in the best interests of the child. We will challenge any practice that does not uphold the principles of safeguarding children first and notify the local authority of any practice that falls short of the high expectations held or statutory duties of schools.
23. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children’s social care or the police, without notifying parents if this is in the child’s best interests. We also note that we will receive information from partners shared in the interests of safeguarding children that may be shared without the parent’s consent and will treat this information confidentially.

Leadership and Management

24. We recognise that staff anxiety around child protection could undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff as needed.
25. In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.
26. As an employer we comply with the “Disqualification under the childcare act 2006” guidance issued in 2018 (*if your school or staff working within your school are impacted by this guidance, ie working with pupils under 8 in before and after school care, or working with under 5’s- Year R*).

27. All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Information is included in an appendix as to the different forms of abuse that should be included for staff to be aware of. Training is provided every year for all staff, with separate training to all new staff on post commencement. All staff sign to the policy annually to acknowledge they have attended/read and understood the training. All staff understand this holds them accountable to ensuring they follow appropriate policy and procedures within our school and that it is their responsibility to ask for advice or clarification if unsure about any safeguarding related issue.
28. The DSL will attend training that is DSL role specific every two years as a minimum, with regular updates to enable them to fulfil their role, through attendance at SCC DSL workshops/drop-ins or by other means as appropriate. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.
29. Training for all staff includes:
- How to record and report concerns they notice or are made aware of for any child or young person in the school as local contextual information regarding risks or learning from Practice Reviews.
 - Prevent awareness training from the Home Office to understand the risks around young peoples susceptibility to radicalisation and vulnerability
 - on-line safety CPD and updates for protecting children from on-line harm and cyber-bullying
 - Staff awareness and understanding about their own responsibilities around filtering and monitoring on school devices and networks.
 - statutory reporting duties for Female Genital Mutilation
 - Children Missing Education understanding and reporting
 - Information and examples to develop all staff members understanding of different types of abuse and also issues such as Child Criminal Exploitation, Child sexual exploitation, sexual abuse and harassment between children, use of reasonable force, Risks outside of the home.
 - Additional aspects are covered in our wider safeguarding policy (which should be read alongside this document) such as health and safety, first aid, intimate care, child employment and performance
 - For staff delivering PSHE/RHSE national guidance is used when planning for delivering this [Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health)
30. Training will also ensure that all staff understand the impact of trauma and ACE's upon a child's development and the links to behaviour as a communicative function ensuring this is a feature of behaviour policy and consideration of sanctions.
31. Those shortlisted for roles at our school will be informed that an online search will be undertaken as a part of our recruitment process.
32. Staff will be made aware through training and the staff code of conduct/behaviour policy of the responsibilities for all teachers within The Teachers' Standards 2012 (which includes headteachers) to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. This will also cover the 4th bullet in KCSiE 2023 Allegations Against Staff.
33. Staff code of conduct, and visitor information, will also ensure that adults are clear regarding how the setting expects them to challenge any inappropriate, harmful or abusive behaviours that they may see or hear about. This may be verbal comments that some people may perceive as "banter" or a "normal part of growing up". In our setting these behaviours are NOT acceptable and all adults are expected to support the

immediate positive challenging of any incidents and report them using the usual processes, or system provided, to the DSL.

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

Referral

35. Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Southampton CRS or children's social care if a child is open to them to for advice / to inform and discuss. If the DSL is not available or there are immediate concerns, the staff member will refer directly, by taking advice through CRS and informing the head teacher, unless the information is an allegation against the head teacher, where the nominated governor should be contacted.
36. Generally, the DSL will always inform the parent/s prior to making a referral however there are situations where this may not be possible or appropriate. Notification may not be made if it judged in the child's best interests to not do so, or if the risk of harm is from the parent or may increase as a result of obtaining consent. Advice can be sought from CRS regarding consent. Schools should record who made this decision, when and the reason for the decision within its own recording systems.
37. **N.B.** *The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher or those in regulated professions to report directly to the police. They will be supported by our DSL if needed and the DSL will ensure there is a record of first-hand information held confidentially.*

Confidentiality

38. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together 2018' guidance, and as indicated in KCSiE 2023.
39. Information will be shared with agencies who we have a statutory duty to share with (including the three safeguarding partners – Hampshire Police; Hampshire, Southampton and the Isle of Wight CCG; the Local Authority) and individuals within the school who 'need to know' in the best interests of the child.
40. Information may need to be established with other professionals especially in the case of welfare concerns for children who are not open to children's services to determine the appropriate case of action, meeting of thresholds or escalation. For example, our DSL may contact a GP for a "confidential safeguarding discussion" to determine if they hold any safeguarding concerns or understand any health issues that may be affecting attendance and the school's regular sight of a pupil. Decisions made to request a safeguarding discussion will be kept within the school record of concern system with access limited to those who need to know.
41. Parents may be asked to give consent for the school to speak to the GP. However, if the concern is a safeguarding matter the school can contact the GP without contacting the parent for consent for a "safeguarding discussion". If this occurs, we will record who made the decision to take this action, when and why in the schools confidential recording systems.
42. All staff are aware that they cannot promise a child to keep a disclosure confidential.

Dealing with allegations against staff

43. If a concern is raised about the practice or behaviour of a member of staff this information will be written down with clear details of what information is known about what happened, who is involved, where and

when. This will be handed directly to the head teacher **Mr David Parkin**. The local authority designated officer (LADO) will be contacted by the head teacher and the relevant guidance will be followed.

The LA's Designated Officer is: Jemma Swann / Jo Williams (LADO Cover)

- Phone: 023 8091 5535/ 07500952037
- E-mail: LADO@Southampton.gov.uk

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

The school are in process of developing a managing low level concerns policy and process.

44. If the allegation is against the head teacher, the person receiving the allegation will contact the LADO and then the nominated governor for dealing with allegations against the head teacher directly.

The process is outlined in KCSiE 2023. This process should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

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

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

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

- Identifying who will be told what and when
- Managing incidents of gossip or rumour or press contact
- A communication strategy including for social media and parents
- Advice from the lead agency – LADO, Police, Children's Social care will always be followed by our school.

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

Dealing with allegations against pupils

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

48. The SSCP Child-on-Child toolkit may support colleagues where there are incidents or allegations between or against pupils. [Child-on-Child \(Peer-on-Peer\) abuse toolkit \(southampton.gov.uk\)](#)

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

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

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

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

Prevention

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

- Providing a developmentally appropriate effective PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe, and offer an appropriately planned RSHE provision, having completed stakeholder consultation, policy development in linked with the DfE statutory guidance, and taken account of the Ofsted review report findings and recommendations on Sexual Abuse in schools and colleges [Review of sexual abuse in schools and colleges - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/671122/Review_of_sexual_abuse_in_schools_and_colleges_-_GOV.UK.pdf) (www.gov.uk).
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and responded to consistently.
- Ensure that we have an open and visible culture of not accepting any form of verbal abuse towards others be it sexual or explicitly targeting personal or protected characteristics. We maintain a record of any such incidents and consider any further education or targeted intervention work that may be needed and seek these out proactively.
- Delivering age and developmentally appropriate targeted work on respect, responsibility, consent and assertiveness and keeping safe to those pupils identified as being at risk, or in need of additional support for understanding safeguarding.
- Ensuring that any education or policy is underpinned by a factual basis and that pupils and staff are clear about the need for any changes, as well as how they are expected to respond consistently.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations pupils against other pupils which are safeguarding issues

51. Occasionally, allegations may be made against students by others in the school, or from another school, which are of a safeguarding nature. Safeguarding issues raised in this way may include verbal abuse, physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, any of the following features may be present, or others identified on a case-by-case basis.
52. If the allegation:-
- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
 - If the allegation includes actions related to protected characteristics
 - Is of a serious nature, possibly including a criminal offence, including radicalisation or another form of exploitation or abuse
 - Raises risk factors for other pupils in the school
 - Indicates that other pupils may have been affected by this student
 - Indicates that young people outside the school may be affected by this student
 - Identified a pattern of behaviour that needs addressing

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

Physical Abuse

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

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

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

Sexual Exploitation

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

Criminal Exploitation

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

Radicalisation

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

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

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

Procedure:-

53. When an allegation is made by a pupil against another student, members of staff should consider whether a pupil is at immediate risk of harm, or the information raises a safeguarding concern, sometimes this will, with known contextual information, be beyond the information shared. If there is a risk of immediate harm to

either pupil/s or safeguarding concern the designated safeguarding lead (DSL) should be informed, if not school behaviour policy procedures may be more appropriate. However, a child's safeguarding should always be considered when considering sanctions that may for example raise the vulnerability or risk for a young person. SCC recommends a schools should record their decision making including any mitigation of risks.

54. If the member of staff hears or sees any incident of abusive verbal comments made towards a pupil or to or by a staff member they should consider how they can act immediately, in line with school policy and expectations. For example, staff should follow what the staff code of conduct states regarding how staff are expected to challenge **any** verbal abuse that may be of a sexual nature, or comments regarding personal or protected characteristics both in the moment, also to record and also follow up in line with the school behaviour policy.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. In the case of verbal abuse – the staff member should follow the appropriate policy which sets out how our school expects all to respond.

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

Sexual violence and sexual harassment between pupil in schools and colleges

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk) awaiting updated document to replace this withdrawn guidance

65. In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE lessons, and Relationships Education and other input such as responding to pupil surveys, and providing opportunities for pupils to develop responsibility, understand and demonstrate respect towards others and application of the behaviour policy and code of conduct.
66. Adults are expected to:
- Be aware that this can happen to any person – it is not limited to females but recognise the majority of reports are incidents targeted at girls and women.
 - not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
 - challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
 - recognise that “Upskirting” is now a criminal offence. It typically involves taking a picture under someone’s clothes without them knowing with the intention of viewing someone’s genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
 - understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) as described in Part 3 of government advice ([hyperlink above](#)) is important. In our school we will ensure that we educate our pupils through various aspects of our curriculum, including RSE and PSHE.
 - recognise that pupils with SEND are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
 - recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in this child protection policy.
67. Where information includes an online element staff including the DSL must be aware of the [searching, screening and confiscation advice for schools](#) and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.
68. The DSL will report to children’s social care through contact with MASH, and this will be in conjunction with the police in either order. Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they victim or alleged perpetrator. The police will advise what information can or should be shared.
69. As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.
70. All parties should be confident that they will be listened to, believed and supported appropriately. Surveys and pupil consultations will support assurance around this for leaders and governors.

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

Monitoring and filtering

72. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges) –

73. Our school has taken account of the guidance by :

74. All staff in our school are made aware through annual training and updates as to their own responsibilities for monitoring and filtering when using school devices and networks. They are also made aware of their responsibilities of the use of their own devices for school business and what is acceptable use.

In our school the designated safeguarding lead has lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The governing body will assure the board through checking that suitable monitoring and filtering processes are in place.

Section 2: Roles and responsibilities within Moorlands Primary school

Staff responsibilities

75. All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this all staff will:
- Establish and maintain an environment where children feel secure, are encouraged to discuss concerns and have confidence they will be listened to.
 - Ensure children know that there are adults in the school whom they can approach if they are worried about any problems, and also know where else they might be able to draw upon reliable advice appropriate to their age and development, especially when out of school.
 - Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
 - Attend training, at least annually, in order to be aware of and alert to the signs of abuse, take responsibility in line with professional standards and ask questions if unsure about any of what is covered or issues you head about that have not been covered in training.
 - Maintain an attitude of "it could happen here" with regards to all aspects of safeguarding. Be curious as to why something has been said or observed.
 - Consider information shared or behaviours observed in a trauma informed (ACE's) manner.
 - Record their concerns if they are worried that a child is being abused and report these directly to the DSL without delay as soon as practical that day. These concerns are likely to be wide-ranging and could include concerns about on-line safety, exploitation, neglect, abuse, radicalisation, mental health and well-being or other welfare and safeguarding issues.
 - If the disclosure is an allegation against a member of staff they will follow the allegations' procedures
 - Follow the procedures set out by the Southampton children safeguarding partnership, HIPS and guidance issued by the DfE.
 - Support pupils in line with their plan – e.g. child protection plan, medical individual health plan, EHCP.
 - Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.

- Know what to do if you need to report a concern out of school hours, including holiday time.
- Treat information with sensitivity, confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help as required.

Senior leadership team responsibilities:

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

Governing body responsibilities

- The school has effective safeguarding policies & procedures including a child protection policy, a staff behaviour policy and processes for children who go missing from education.
- The SSCP is informed annually via local authority education safeguarding lead (Alison.philpott@southampton.gov.uk) about the discharge of duties via the safeguarding self-evaluation tool or other/additional external report evidence.
- Recruitment, selection and induction can be evidenced as following safer recruitment practice.
- Allegations against staff are dealt with by the head teacher, in consultation with LADO and appropriate record kept.
- A member of the senior staff team is appointed as designated safeguarding lead (DSL) and this recorded in their job description
- A nominated member/member have responsibility for monitoring safeguarding whilst it is a duty for all governors to take account of safeguarding in their duty as a governor.
- Ensure that oversight of the effectiveness of policies is undertaken, including staff and pupil discussions including people selected independently by governors
- Staff have been trained appropriately and this is updated in line with guidance at least annually, updated by bulletin, staff meeting, or other method as required
- Ensure that the DSL can provide an accurate record of all staff training and records of staff understanding the content, including for Prevent, CME and FGM.
- Any safeguarding deficiencies or weaknesses identified are remedied without delay
- Have identified a nominated governor for allegations against the head teacher, who has undertaken training, and is able to contact HR advisor and LADO independently of the school where required.
- Governors will also ensure that hirers or users of school facilities understand their responsibilities in positions of trust, and not to use the site for promotion or distribution of extremist materials or messages. They will provide an agreed set of information that is shared and recorded for all hirers/ users whose activities involve children. This will include how to contact a DSL is appropriate and CRS.

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



- **In this school the DSLs are David Parkin (HT) Rachel Wright (DHT) Sarah Roughton (AHT), and Natalie Pfeiffer (AHT)**
- **The deputy DSL is Gemma Waring (Phase Leader)**

76. In addition to the role of staff and senior leadership team the DSL will

- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend initial training for the role and refresh this training every two years. By attending the initial DSL role specific training and then demonstrating evidence of continuing professional development thereafter with regular updates at least annually.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure staff and pupils know how to refer concerns appropriately out of hours and during holidays, and pupils know where to get help from during these times – age appropriately.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities, a record of attendance and understanding is kept and staff know to ask if unclear or unsure at any point.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk, including to ensure context is taken into account including any siblings/shared families
- Ensure that there is an internal process to alert social workers of any pupil absence for children open to children’s social care arrangements.
- Ensure that when a child moves education setting, in year or at transition points that copies of child protection and child welfare concerns records are transferred in a timely manner in line with SCC Retention and transfer of records policy found on Young Southampton (separate from pupil files) when a child transfers school in accordance with GDPR, and school processes.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child’s social worker is informed in accordance with GDPR, following
- Link with the SCSP and SCC to make sure staff are aware of training opportunities and the latest local and national policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Ensure there is a robust risk assessment process for the checking of adults wishing to volunteer which includes checking if the adult is prohibited from working in childcare or with children in any way, and may include additional checks for example in line with people working in regulated activity if that applies to the volunteering role.

Section 3: Child protection procedures

Overview

77. The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. Adults visiting and volunteers at the school will be made aware of the school’s procedures and the expectation they will follow them.
78. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.
79. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

- a) Make an initial, accurate record of the information
 - b) Report it to the DSL / head teacher immediately via a C4C form- Cause for Concern
 - c) The DSL or head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or head teacher are not immediately available (see point 8 below)
 - d) Make an accurate, factual record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in
 - Any injuries reported and recorded on body map
 - Information given by the child / adult
 - What action was taken
 - Actual words or phrases used by the child
80. The records must be signed and dated by the author. Then stored securely as per school procedure in line with GDPR. In our school this is by secure digital record via CPoms with hard copies storied in a locked cabinet, separate from the children’s files.

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

81. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to CRS/ police/ or the social worker if a case is open.
82. Normally the school should try to discuss any concerns about a child’s welfare with the family and where possible to seek their agreement before making a referral to CRS. The DSL or nominated staff member may have already completed an Early Help Assessment or need to do so. However, in accordance with KCSiE and Working Together guidance, this should only be done when it will **not** place the child at increased risk and or **not** impact a police investigation. Advice should be sought from MASH if a professional has taken a decision that gaining consent is unlikely to be in the child’s best interests. The child’s views should also be taken into account but the decision-making rests with the professional and should be recorded.
83. The threshold document should be consulted to consider what level of support the information may require, in context with other known information current or historic before making a referral – unless immediate harm is evident.



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

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

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



Use the following guidelines:



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

85. If the DSL feels unsure about whether a referral is necessary they will phone the CRS for advice.
86. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider if referral for Children and Families First support or follow other guidance from CRS/police.
87. The DSL must confirm any referrals in writing to the CRS, within 24 hours, including the actions and decisions that have been taken by whom and any impact of the actions and decisions. The written referral should be made using the CRS referral form [The Children's Resource Service \(southampton.gov.uk\)](http://The Children's Resource Service (southampton.gov.uk)) which will provide

children's social care with the supplementary information required about the child and family's circumstances. The DSL will include all information they are aware of and not assume anyone reading the referral has already got access to contextual or other relevant information.

88. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken and decisions made by whom through contact with CRS or the social worker.
89. Where the information refers to FGM, or immediate risk of, for example, forced marriage the DSL will ask the adult who took the disclosure to contact the police under the mandatory reporting duty, or follow other guidance relevant to individual information or context. Then record the information and reasons for the decisions made.
90. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Any decisions taken, in particular, not to notify parent should be recorded – who made decision and reasons decision is based on, with date and time of decision logged.
91. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or head teacher should organise appropriate measures to ensure the child attends the accident and emergency unit at the nearest hospital urgently, having first notified police/CRS. The DSL should seek advice about what action school/children's social care/police will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. This decision and reasons for it should be recorded as described as above.
92. If the disclosure relates to extremism and falls under Prevent concerns, then the DSL will make a referral to Prevent. Unless there is a good reason not to do so the parent/s will be informed of the referral. This referral process is as set out in the guidance for safeguarding policy published by SCC and emailed to all schools Heads and DSLs.

Management

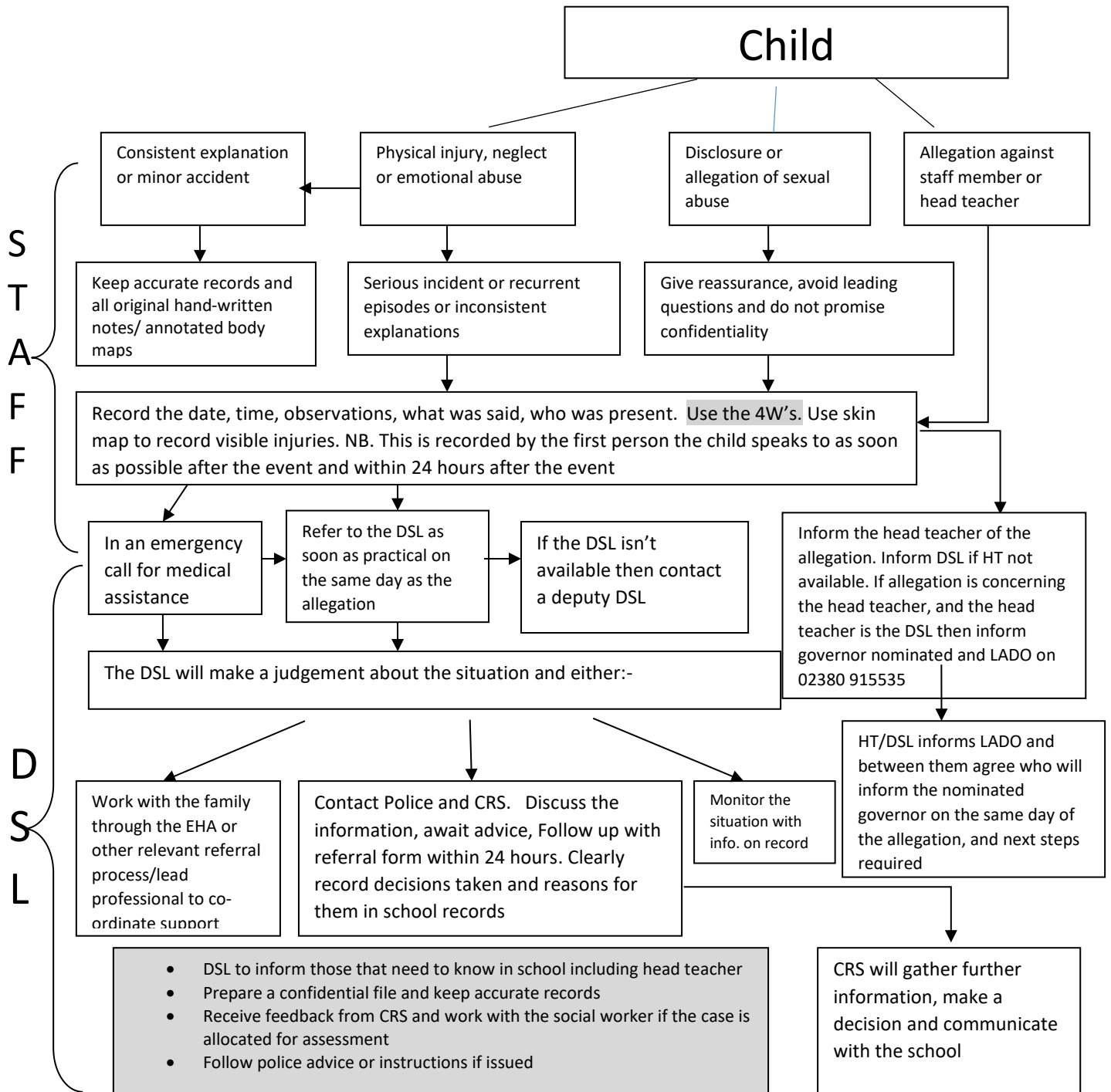
93. The DSL will ensure a report is provided to **all** Child Protection and Child in Need planning meetings, and where possible will provide an appropriate in attendance for each meeting also.
94. The school may also be invited to attend MARAC, Chanel panel– where possible the DSL will always attend or in the case of not being able to provide a report to the professional leading the meeting of any relevant information.
95. If there is a situation where the guidance has not been followed the school will investigate, consult with HR and use existing disciplinary procedures as appropriate.

Governance

- As a school, we review this policy at least annually in line with Department of Education, SSCP and SCC and other relevant statutory guidance together with our wider safeguarding policy/ies.
- The policy in practice is monitored by the safeguarding governor in partnership with the DSL so the governing body can be assured of effectiveness of this policy in practice. This is reported to the governing body in a standing agenda item but will not break confidentiality or include individual cases but is likely to include monitoring of safer recruitment practice, checking of the effectiveness of systems, training record compliance, actions identified to improve the effectiveness of safeguarding. The safeguarding governor will ensure that governors are able to undertaken first-hand monitoring activities to assure the body of the effectiveness of the safeguarding culture at the school.

Appendix 9 Annex 1: Flowchart for child protection procedures

DSL – Designated safeguarding lead
 CRS – Childrens Resource Services
 EHA- Early Help Assessment
 CP – Child Protection



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

Appendix 9: Annex 2: Recording Form

CAUSE FOR CONCERN FORM



STUDENT DETAILS

Name:		
Year / class		

STAFF DETAILS

Staff name:			
Date:		Time:	
Location:			
Date / time record is being made:			

For any sections below continue recording overleaf if necessary, ensuring it is signed & dated

Please state under what category you are reporting this concern.

Neglect	Physical	Emotional	Sexual	Other (please state)
---------	----------	-----------	--------	----------------------

CONCERN DETAILS

NATURE OF CONCERN:

Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted. Please clearly sign and date the record at the end of your statement.



Front Back

Continue overleaf if required

REPORTED TO: DP / RW / SR / NP / GW	ACTIONS TAKEN
<input type="checkbox"/> Recorded on CPOMS	<input type="checkbox"/> Advice sought from CRS
<input type="checkbox"/> C4C scanned and uploaded	<input type="checkbox"/> Referred to Early Help Team
<input type="checkbox"/> Referred to Social Services / Social worker	<input type="checkbox"/> Monitor
<input type="checkbox"/> Discussed with family By whom:	<input type="checkbox"/> Other:





SAFEGUARDING AT MOORLANDS

Support Guide

MANAGING A DISCLOSURE

Safeguarding Prompts






- What** happened?
- Who** were you with?
- Where** were you?
- When** was it?
- How** did it happen?
- Tell me** in your own words


DESIGNATED SAFEGUARDING LEADS

DESIGNATED SAFEGUARDING LEADS		
If you have any concerns regarding Child Protection or Safeguarding please speak to a member of the Safeguarding Team.		
Mr D Parkin 	 	Mrs R Wright 
Miss S Roughton 	Mrs N Pfeiffer 	Miss G Waring 

WHO TO CONTACT OUT OF HOURS

Whistleblowing

-  **School policy**
-  **NSPCC whistleblowing advice line**
 0800 028 0285
help@nspcc.org.uk
-  **Southampton Multi Agency Safeguarding Hub (MASH)**
 023 8083 3336
-  **If in doubt call 101 or 999**



CONTACT

School office:

023 8046 4404

EMAIL:

headteacher@moorlandsprimary.net

deputy@moorlandsprimary.net

senco@moorlandsprimary.net

natalie.pfeiffer@moorlandsprimary.net

gemmawaring@moorlandsprimary.net

OUT OF HOURS CONTACT

- DSLs continue to receive emails out of hours
- For personal contact numbers, please speak
- to a member of the Senior Leadership Team

TOP TIPS

- Be clear about what the child has disclosed- make a written record using their words. Date and sign this.
- Allow children to share using the question prompts- DON'T probe beyond this and do not ask closed questions
- Do not wait to report to relevant services and have the child's information ready when calling
- Update school DSLs as soon as possible; do not use the child's full name if emailing.

Appendix 9: Annex 3: Body Map

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

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

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

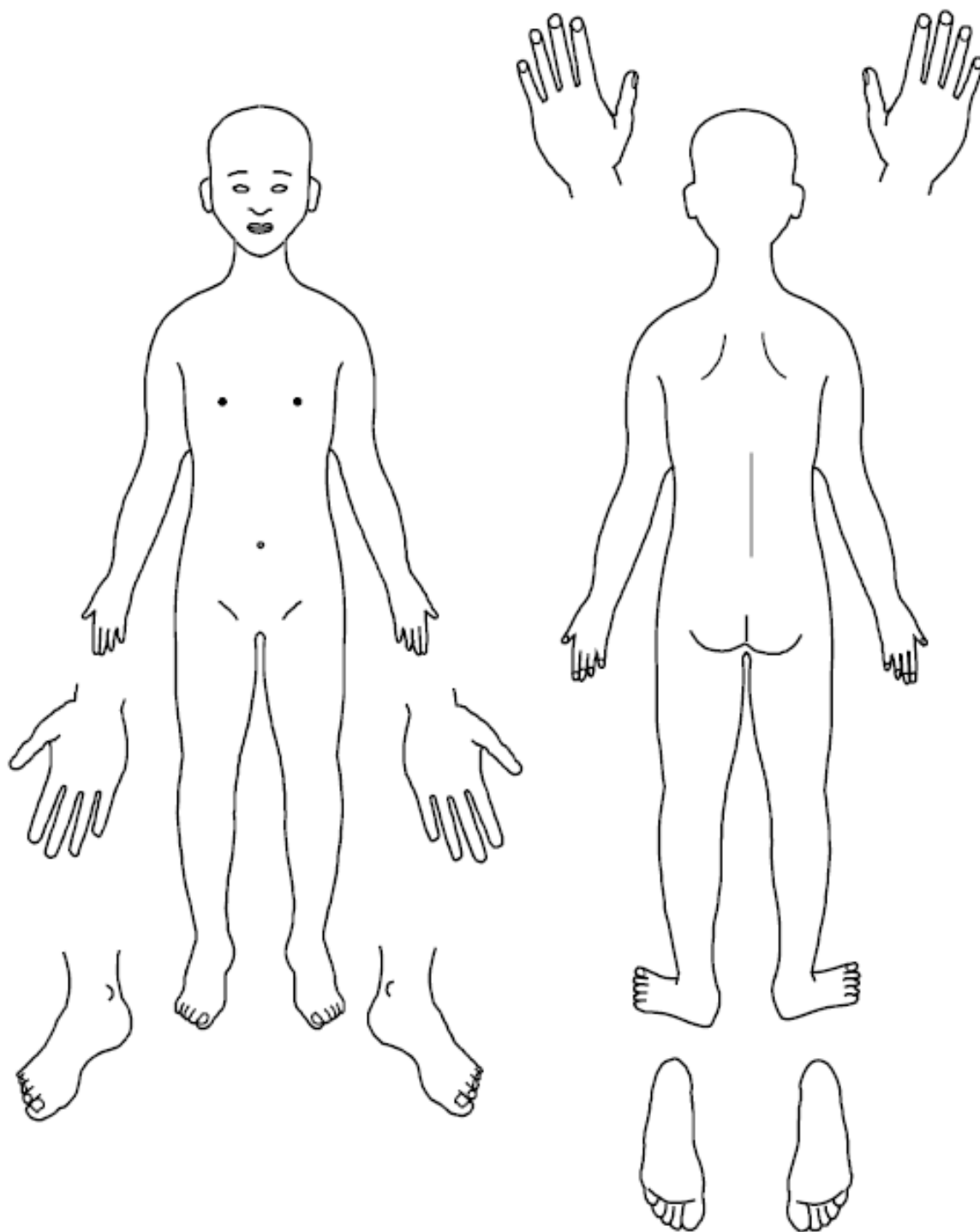
- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site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

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

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

Name of Child: _____ DOB: _____ Class: _____



Any additional information:

Date and time of recording: _____ Person completing record: _____



Dealing with disclosures and allegations

All staff should:

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

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

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

Guiding principles for staff:

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

- **Do not** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **Do not** ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff
- **DO** share concerns with the designated safeguarding lead as soon as possible

- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead or deputy, and the child is at risk of immediate harm, contact CRS/ police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response you receive following your concerns, internally or externally to appropriate agencies you should contact and request re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Use guidance or the threshold document to state your concern and why you are dissatisfied.
- Ensure that all known information, including contextual information has been shared for assessment of the information to be made. First raise with the professional whose response you are dissatisfied with, then if still dissatisfied their manager, and upwards through line management.
- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.

- If the allegation is regarding peer on peer / child on child abuse it is important to note who was present, if anyone, if the incident/s were in person/ reported to them or online. Using the same questions as for disclosure a record should be made and then an investigation into the allegation undertaken by DSL or agency. All incidents should be taken seriously, assessed from the effect on both parties and others, and consideration should also be given if staff were present if they followed the expectations communicated or code of conduct.
- Consider the issue of consent and take steps to capture the child's wishes and also consent where necessary.

Helpful notes:

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

Review (led by DSL)

- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?
- Did staff follow policy?
- Was consent sought appropriately?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

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

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

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

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

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

If a meeting falls in a school holiday period the following arrangements are in place and shared with the LA. (add holiday DSL contact arrangements)

Appendix 9: Annex 5: Allegations against staff

Allegations against staff

Procedure

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

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

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

In liaison with the LADO, the school will determine how to proceed and, if necessary, the LADO will refer the matter to children's social care and/or the police or we may refer to SCC education team if the behaviours are below LADO harm threshold and/or linked to conduct issues

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

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

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

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

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

Appendix 9: Annex 6: Briefing sheet for temporary and supply staff

Briefing sheet for temporary, supply staff - and those on short contracts in Moorlands Primary school

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

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL). Please see the 1 page safeguarding prompt sheet for more information on who to speak to.

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

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

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

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

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish. If they have told you little but it is clear you need to pass the information on, do so, do not ask for more information or ask any leading questions.
- You could ask "Who was involved", "What happened" "Where did it happen and when?"
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not ever promise confidentiality. You are obliged to share any information relating to abuse or neglect. You will need to report under the mandatory reporting duty directly to the police if known FGM is disclosed to you, take advice from the DSL within the setting first unless to do so would delay the referral.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated safeguarding lead or head teacher who will then follow the school procedure

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in *on our website* .

Remember, if you have a concern, discuss it with the DSL as soon as possible.

In the case of verbal comments seen, heard or reported to you the following steps are expected to be taken by all adults in our school:

Inappropriate use of language or behaviour to cause harm

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

A written record should be made of what was said, by whom, at whom if it was directed towards someone, and actions taken at the time.

This record should be given to (add who) as soon as possible within the same school day so that any further actions can be considered.

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

Appendix 9: Annex 7: What is child abuse?

What is child abuse?

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

What is abuse and neglect?

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

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

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect

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

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

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

Other forms of abuse staff should be made aware of:

- *educational neglect*
- *exploitation can occur in a range of forms uniquely or cross types such as criminal, sexual, emotional exploitation, modern slavery, linked to a location*
- *Exploitation through child employment*

Indicators of abuse

Neglect - The nature of neglect

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

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.
- It can also include failure to support the child's educational development eg education neglect from parents/carers, professional or organisation

NSPCC research has highlighted the following examples of the neglect of children under 12:

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

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

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

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

Emotional abuse - The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

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

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem

- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse - The nature of physical abuse

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

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

Indicators of physical abuse / factors that should increase concern

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

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

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

Sexual abuse – the nature of sexual abuse

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

Characteristics of child sexual abuse:

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

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

Indicators of sexual abuse

Physical observations

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

Behavioural observations

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

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

Exploitation – criminal or sexual is also a form of abuse

Further information regarding information and indicators can be found in the guidance for safeguarding policies issued by SCC, and our school safeguarding policy

Appendix 6: Annex 8: Brook sexual behaviours traffic light tool and other helpful information update

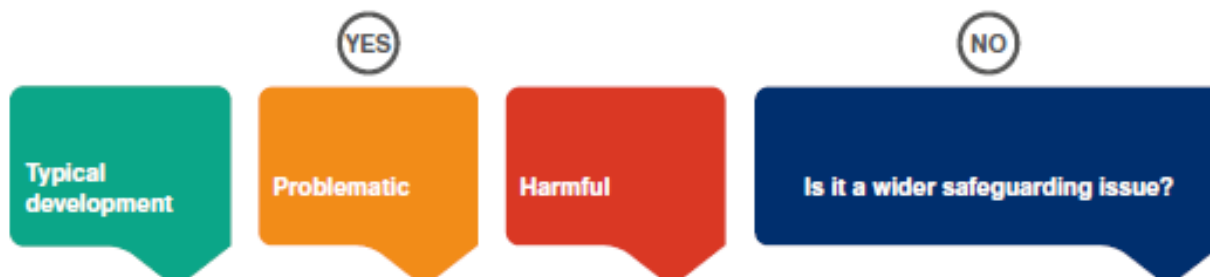
Brook sexual behaviours traffic light tool has been updated and is available to use once a training course (minimum of 60-90 minutes, £30) has been completed

Link to certified CPD [Sexual Behaviours Traffic Light Tool – Brook](#)

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

[How to tell if a child’s sexual behaviour is age appropriate - Stop It Now](#)

Is the behaviour Harmful Sexual Behaviour?



Has the incident been recorded in the setting system for recording concerns?

CONSIDER

Has a criminal offence been committed?
If unsure has a report been made or advice sought?

<p>YES</p> <p>Child / YP action is developmentally appropriate as is response appropriate to initial actions</p>	<p>YES</p> <p>Record decision making including the view of both parties</p>	<p>NO</p> <p>Record decision making including the view of both parties</p>	<p>YES</p> <p>Investigation ongoing – follow any conditions around contact in planning for both parties</p>	<p>YES</p> <p>Apply actions in line with safeguarding policy</p>
---	--	---	--	---

ACTIONS

Risk assessment to include both parties perspective.
Is it proportionate?

Does it support both parties emotionally and does it protect access to education?
Does there need to be a referral to CRS or outside agencies?

Consent will need to be discussed around actions for both parties, and **MUST** be agreed with police if investigation is ongoing

<p>Consider and record if, how and when parents are to be contacted</p>	<p>Consider and record if, how and when parents are to be contacted</p>	<p>Consider and record if, how and when parents are to be contacted</p>	<p>Investigation outcome NFA Review RA and support in place for both parties Hold Restorative meeting to understand both parties and forward plan Consider actions to reduce or mitigate risk and educate</p>	<p>Investigation ongoing or charges brought all plans must be agreed with Police and any other agencies involved</p>
<p>Resources provided/ meeting or intervention planned for both parties using setting or external agencies</p>	<p>Resources provided/ meeting or intervention planned for both parties using setting or external agencies</p>	<p>Resources provided/ meeting or intervention planned for both parties using setting or external agencies</p>		

OUTCOMES

Effectiveness of planned actions evaluated, RA reviewed and updated taking account of both parties views. Does it adequately protect both parties emotionally and educational provision?

✓ Risk reduced through planned approach

✗ Risk has not been reduced through planned approach

Consider any further referral to additional resources/ agencies – use of multi-agency professional networks and any additional monitoring or oversight required

Appendix 7: Single Central Record oversight template. Greyed areas not statutory for SCR compliance, but recommended to be undertaken or recorded by SCC

From September 2023 Single Central Record and pre-appointment checks: School:

The SCR must cover:	Yes/No /part	Comment <i>All references from KCSiE 2023</i>
ALL staff, including supply staff and trainees on salaried routes who work in the school and in colleges those providing education to children u18 inc agency and supply		Para 286 and 296
Governors (ensure there is evidence of which checks have been carried out and if checks for regulated or unregulated activity have been completed) <i>non-stat for SCR compliance</i>		
ALL others who work in regular contact with children, eg volunteers (<i>volunteers are non stat for compliance, SCC recommends schools ensure there is evidence of which checks have been carried out and if checks relating to regulated or unregulated activity have been completed and any safeguarding induction</i>)		
Academies, Free, Independent schools ALL members and trustees of the academy trust		

All columns on SCR should be complete, where names have changed or right to work in UK is required the checks should be thorough and file should indicate all checks do not raise question to authenticity of documents/person. There should be no gaps e.g. different name/spelling of name on qualifications compared to other identity documents without supporting documents in file. To comply with the data protection act 2018 ensure staff are aware what is on file and the reasons for it. See KCSiE para 276-278.

Background files should support the identity, right to work checks, qualifications and 2 written references should be held.

NOTE: DBS certificates should not be held in file for longer than 6 months and if kept for 6 months there should be a valid reason to do so. Other documents to verify identity should be held in personnel files. Staff should know what is held and reasons for this.

Item checked	Yes/No	Comment
Name		
Identity check (supported by background files including name changes)		was birth cert seen?
A standalone Barred list check (Children's for staff working with under 18s if role relevant in post-16) if role relevant		Para 271 Within enhanced
DBS check – Standard, Enhanced, Enhanced with barred list check relevant to role		If update was original cert seen?
Prohibition from teaching check and if no sanction or restriction current from GTCE chkd		
Section 128 check (<i>governors in maintained schools plus people in management positions in academy, free and independent schools</i>)		
Further checks for people working/living outside UK, as per .gov guidance		
Right to work in UK established (may include check of settled status where relevant)		
Professional qualifications (*including checking qualifications remain approved beyond 1/1/21 for anyone qualifying in countries who have to apply for QTS by June 2021 (see.gov for info if needed))		
Other pre-employment checks agreed (online checks see KCSiE)		Record of online checks
Supply agency: record date written confirmation received from agency that it has carried out relevant checks, obtained certificates, enhanced DBS if regulated activity		
All Checks are dated, and it is clear who carried them out <i>non-stat for compliance but recommended for monitoring and accountability</i>		
Disqualification from childcare (<i>non statutory for SCR compliance but staff must be aware of their responsibilities – see changes 31/8/2018 record should be kept and recommended to be on SCR</i>)		
References taken up prior to employment (<i>not required on SCR, for safer recruitment process 2 written references must be evidenced in file, verbal references are not adequate</i>)		See KCSiE para 222-224 RA long standing staff
Alternative provision and placement safeguarding checks and processes are in place for all pupils and providers to whom this relates (not for SCR compliance but school remains responsible for checking safeguarding and should have as robust first day absence processes as if onsite)		
Colleges must record if persons position involved "relevant activity" i.e. caring, training, supervising or being solely in charge of persons U18 and they are not prohibited		See KCSiE p59

SCR meets requirements of everything checked during remote/ in person* check YES/ NO

Action/s required for compliance:	Who is to action?	When will action be complete?	Compliance to be confirmed by?
Most recent monitoring by whom	Leader/governor/external	date	

Signed School:

*delete Local Authority Officer/other:

Date:



Appendix 8: Useful contacts

Key Personnel	Name (s)	Telephone No./ contact
DSL	Mr David Parkin Miss Sarah Roughton Mrs Rachael Wright Mrs Natalie Pfeiffer	Headteacher@moorlandsprimary.net Senco@moorlandsprimary.net Deputy@moorlandsprimary.net nataliepfeiffer@moorlandsprimary.net 02380 464404
Deputy DSL(s)	Miss Gemma Waring	gemmawaring@moorlandsprimary.net 02380 464404
School's named "Prevent" lead	Mr David Parkin	Headteacher@moorlandsprimary.net
Nominated governor for allegations against Head teacher	Mrs Louise Rankin	Louiserankin@moorlandsprimary.net
Children's referral team CRS contact number, advice line number and referral link	CRS	Telephone number for professionals: 023 8083 2300 Online referral form: The Children's Resource Service (southampton.gov.uk) Advice line:
Out of hours social care		02380 233344
Police		101 or in emergencies 999 CPI form Information Sharing – Safe4Me
Local authority designated officer (LADOs)	Jemma Swann	lado@southampton.gov.uk 02380 915535/ 07500952037