



Fairisle Infant and Nursery School

Safeguarding Policy



SIGNATURE STAMP

This policy was approved and adopted by the
Governing Body at their meeting on: :
12/02/2025

Signed:

Rick Allan
Chair of Governors

Southampton City Council Fairisle Infant and Nursery School



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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 area to ensure the tissues repair in a 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.	31
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Version	14 LA Guidance	Approved by:	Clodagh Freeston
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Lead Officer	Alison Philpott	School Review date:	February 2026
Contact	Alison.philpott@southampton.gov.uk	Effective date:	February 2025

Staff are up to date on the most current KCSIE document.

Fairisle Infant and Nursery School Safeguarding Policy

United Nations Convention on the Rights of the Child

“All children have the right to be safe and protected from harm” Article 19

Purpose

The purpose of this policy is to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate commitment to protecting children.
- Inform that safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm.
- Ensure that all staff are aware of the additional vulnerabilities that may exist for children looked after (CLA), those with special education needs and or a disability (SEND), as well as those who are on a child protection or child in need plan or who have been subject to one.
- Ensure that DSLs contact other education settings where families are shared to request ‘safeguarding discussions’ with a DSL counterpart if needed to e.g. ascertain safeguarding information or agree shared actions or concerns. This is to build awareness of the family and any concerns in order that children and young people’s well-being is proactively protected and they are safeguarded. This may also include seeking advice from the Children’s Resource Service (CRS).
- Safeguarding is everyone’s business. This means all adults, in positions of trust, must be well trained and aware of the risks, signs and possible or actual harm, and know what to do if they are concerned or have an allegation made to them or over heard. 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 setting and through whistleblowing processes.
- Principles include effective training, robust systems, culture of listening, best interests of the child are kept at the centre and the mindset that ‘it could happen here’.

Scope

1. The policy relates to all staff, volunteers and governors of Fairisle Infant and Nursery School, as well as providers that work with children on or offsite and provides them 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. 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. All adults should be 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.

Key documentation used to develop this guidance include:

Keeping Children Safe in Education

Working together to safeguard Children

Working together to improve school attendance

What to do if you are Worried a Child is Being Abused - Advice for Practitioners

Staffing and Employment advice for schools

Prevent Duty Guidance

SSCP

HSCP

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

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

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

[After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](#)

Addendum to this policy will be made, approved by governors and shared with staff, during any exceptional periods of readjustment for education settings, e.g. any local lockdown processes or other emergency unforeseen situation where processes may need to be different to remain in place to be effective.

Definitions/Glossary

- **Should** and **Must** are used throughout KCSiE – 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.
- **Safeguarding'** is defined in KCSiE as “ CRS indicating the level of 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 and 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 and all adults working with pupils on roll at school, or in additional transition activities know who to report concerns to and how to.
- **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 Honor based abuse includes Harmful Practice or Harmful Cultural Practices including issues such as FGM, forced marriage as set out in KCSiE.
- 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.
- Exploitation – Staff should exercise professional curiosity and know that children can be at risk inside and outside of school, home and online.
- Domestic Abuse – Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to psychological, physical, sexual, financial or emotional. Children can be victims of DA. They may see, hear, or experience the effects of abuse. All of which can have a

detrimental and long term impact on their health, well-being, development and ability to learn.

Policy statement

This policy should be read in conjunction with KCSIE, Working Together, the school's Child Protection Policy, SCC policy for retention and transfer of child protection and child welfare records and other policies including Behaviour, Anti-Bullying, Physical intervention, Health and Safety, Medical Conditions, Intimate Care, E-Safety, Prevent, Confidentiality, Recruitment, Staff Code of Conduct Working Together to improve school attendance and Whistleblowing.

1. Our Aims are to:

- To provide 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 the Designated Safeguarding Leads (DSLs).
- To ensure that all children and young people feel safe, secure, valued and respected, free from harassment and prejudicial language and 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 interest of the child.
- To work within the restorative practice and trauma informed models of behaviour and communication processes, recognising that childhood trauma can manifest as disruptive or challenging behaviour. Understand how children are victims of DA and how this may impact upon their ability to learn and develop.
- To provide an effective PHSE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help 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.
- To ensure that the School fully complies with the statutory guidance September 2020 for relationships, sexual relations, health and well-being and pupil voice is taken into account in planning for this.
- 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. This responsibility does not rest solely with Designated Safeguarding Leads.
- To develop structured procedures 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.
- 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

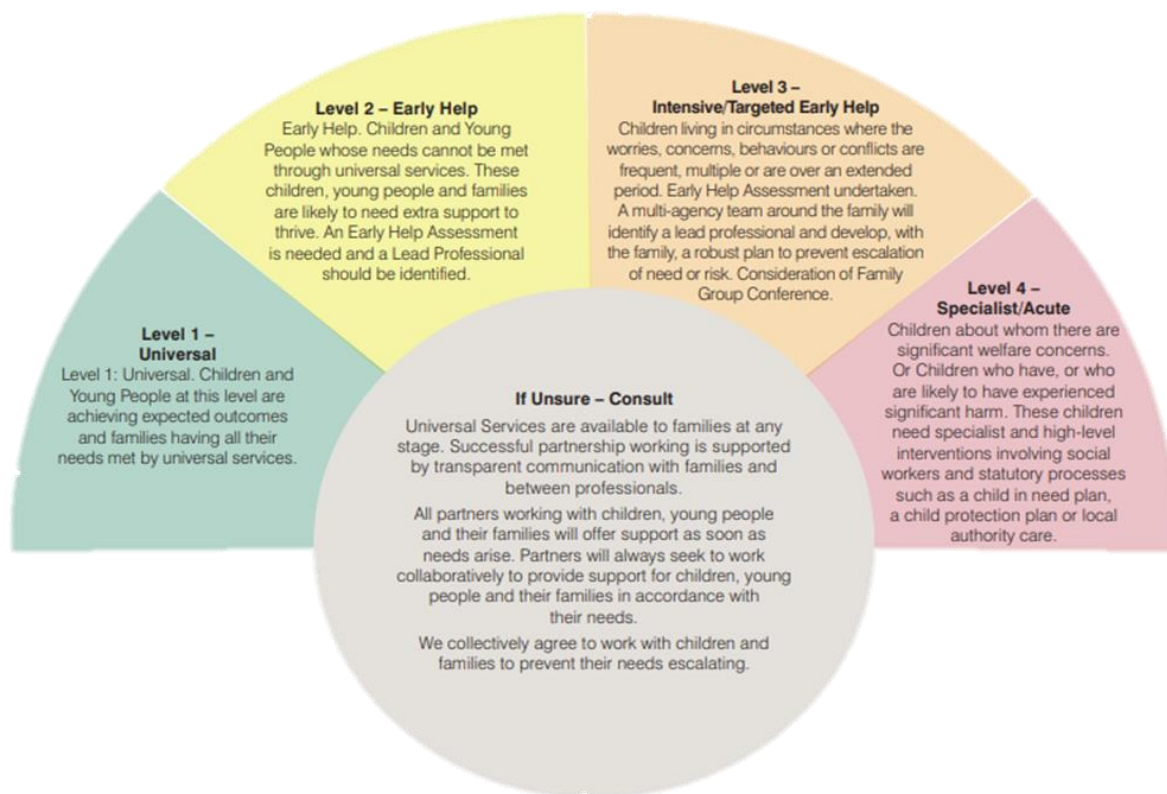
and therefore support the identification of for example, neglect, risks, exploitation including patterns of behaviour.

- To ensure that concerns or allegations made against children or adults are managed appropriately including reporting to the police or LADO where appropriate.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children through timely Early Help referral, contact and working with multi-agency partners and children's social care team and other safeguarding partners.
- To provide attendance by a nominated member of staff or a report with up to date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/family.
- To work proactively 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 for their next phase of education.
- 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.
- To work proactively 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/children are placed at the centre of referrals for example to early Help/MASH/support providers.
- To refer to early help services so children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's services is required.
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all adults within our school who have access to children have been checked as to their suitability to work with children and understand their responsibilities as a trusted adult. 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 other community users of our facilities and governors.

- To ensure that appropriate safeguarding arrangements are in place for children learning remotely, on work placements or alternative provision offsite, or in flexi-school arrangements.
- To ensure that the transfer of child protection, welfare concerns and learning records that provide support for development when pupils move on from their current setting are carried out in accordance with the SCC policy of retention and transfer of records.
- To provide a safe environment within which children can learn and flourish and be confident that any issues they raise will be taken seriously.
- To work with multi-agencies to maintain the best interests of the child at all times in line with guidance.

In addition to the above it is expected that when considering what support may be needed that an Early Help Assessment [Children and Families First \(previously Early Help\) \(southampton.gov.uk\)](https://www.southampton.gov.uk) would be undertaken where staff recognise help and support underneath the threshold for statutory intervention is required, and that this process may help in drawing together information that may in itself lead to support led/ facilitated by the school, another organisation or further referral.

- It is expected that the threshold document is referred to 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.
- Where a child/family is already open to services – discussion with relevant allocated workers should be undertaken, and where new information becomes known – professional discussion with relevant colleagues should be undertaken including the consideration of a new referral – if appropriate



2. 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 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 Partnership and 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 do so. KCSIE , 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 log (CPOMS).
3. Safeguarding processes are intended to put in place measures that minimise harm or likely harm to children. There will 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.
4. 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.

Rick Allan, is the named governor for Health and Safety.

John Pennells, Senior Site Manager, is the lead for all Health and Safety issues in the school.

5. All pupils in our school are able 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 and Cpoms. 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 to a DSL.
6. In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help. The school has appointed an ELSA (emotional literacy support assistant) to support this process.
7. The PHSE programme 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, ensuring that all voices are heard, 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.
8. The statutory Relationships, Sex and Health Education guidance is fully implemented at our school. In our school stakeholder consultation was carried out in the summer term of 2020 with reviews every 2 years. The next review will be in September 2026.
9. 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 Department for Education, 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.
10. The persons responsible for ensuring that any necessary updates are completed are: Juliette Owens, Sally Joiner, Joanna Marris, Jackie Darke and Leanne James (DSLs). KCSIE Annex C outlines the role and responsibilities for a DSL.
11. It is acknowledged by our school that no one person or organisation holds all information about a young person. The DSLs 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.
12. Our setting takes our responsibilities under the Equality Act 2010 seriously. In the moment responses can be powerful determinants of an organisations culture and ethos. Each adult within school is expected to challenge any inappropriate behaviour in line with our school behaviour policy.

Date Approved by Governing Body: February 2025

Date Policy is to be implemented: February 2025

Date to be reviewed: February 2026

Nominated Governor for Safeguarding is – Nikki Rowe

The child's voice and 'wishes'

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 service to provide. Systems should be in place for all children to confidently express their views and give feedback even where there are no concerns regarding a specific child.

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 interest of the child (KCSiE). This cannot include keeping their concerns confidential and all adults may include referrals to agencies and this will always be communicated to the child.

At Fairisle Infant and Nursery School the system to ensure the child's wishes are taken into account include: Immediate access to a member of staff of the child's choice and the Emotional Literacy Support Assistant as appropriate.

Multi-Agency working

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.

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. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children with relevant agencies.

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.

Schools and colleges will 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

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.

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. 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.

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.

The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department [For organisations | ICO](#)

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 \(www.gov.uk\)](#)

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, published on Young Southampton and circulated to all Head teachers, DSLs and Chairs of Governors*). For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff: designated safeguarding leads and SENCOs or the named person with oversight for SEN 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.

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 in system as to the reasons for the decision to share.

Safeguarding issues

Safeguarding issues are those that can place children at risk of harm. 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.

Any child is vulnerable, and the expectation is that all people working or volunteering in Southampton education settings (maintained, academy, free, Independent, 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. 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 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. 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. 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 that settings will need to take heed of themselves.

Health and Safety

- 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.
- 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.
- The nominated staff member, who has responsibility in their roles and responsibilities to ensure health and safety policy and practice is effective is/are: Juliette Owens Headteacher
- There is named governor for health and safety: Rick Allan Chair of Governors

Site Security

www.gov.uk/government/publications/school-security

- 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 have to adhere to the rules which govern it. 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/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.
- Arrangements for before and after school meetings and activities are clear and followed at all times.
- Emergency procedures are practised and known by staff, including those temporarily in positions of responsibilities, a record of practice and learning is retained by the Site Manager.
- Pupils understand what to do in an emergency such as a 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 guidance. Any review will be recorded and inform changes required.

Safety in an emergency situation – planned drill or unforeseen occurrence

- In school, systems for monitoring visitors and volunteers can be found in our school visitor electronic log. The school has Emergency evacuation procedures in place, including lockdown procedures. Emergency procedure practices are held regularly throughout the year and at different times of the day. All practices are recorded.
- Any contextual information regarding our site or emergency procedures will be prepared so it can be swiftly provided to Hampshire Constabulary and emergency services or response teams to ensure an efficient emergency response should one be required.

First Aid

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

The First Aid policy can be viewed as part of Health and Safety policies and procedures. This includes information about trained staff, retraining dates, storage of use of first aid kits, recording incidents where first aid is required or injury has occurred, and responsibilities of offsite activities.

A record of trained first aiders is displayed in central areas of the school including paediatric trained first aiders.

Pupils with individual health care Plans / medical conditions will be communicated with staff and plans reviewed in a timely manner with professionals where possible.

Physical Intervention (use of reasonable force)

[Reducing the need for restraint and restrictive intervention \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- As a school we have a separate policy outlining how we will use physical intervention.
- 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 completed by
- Staff have received training to understand 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, using only the force required in the specific situation. . For some staff this includes additional specific physical intervention training relating to their role or responsibilities, and where intervention has been required the development of a Personal Handling Plan will be considered and shared with relevant staff if implemented.
- Consider raising awareness to staff of the Physical Intervention task and finish group resources so they are clear about what to expect if an allegation in relation to Physical Intervention is made against them for assurance or parental leaflets when discussing with parents.

Taking and the use and storage of images

<https://ico.org.uk/for-the-public/schools/photos>

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 publications, 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 the processing of images.

Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

We will take and print photographs to show what a child can do or has participated in. These may also be displayed within a school, or in books. They may be shared with visitors, inspectors, moderators or other professionals as part assessments, of sharing best practice or achievement. We will seek to ensure parents/carers understand this and agree to this.

- Staff should not take photos of marks or bruising seen or reported. This should be managed sensitively and only in agreement with the DSL and the appropriate safeguarding partner referral or report processes.

Transporting pupils

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

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

We will follow the home-school transport policy from SCC for all pupils who have regular transport to and from school as arranged through the needs identified in their EHCP, or admission agreement.

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.

For school trips private providers may be used such as coach companies. Copies of any insurance will be sought by the school and retained with trip information.

On occasions 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.) In managing these arrangements, the school will put in place measures to ensure the safety and welfare of young people carries in parents' and volunteers' cars. This is based on the guidance from the local authority and follows similar procedures for school and staff using their cars on school business.

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, to maintain suitable insurance cover and to ensure their vehicle is roadworthy, use of child seat needs and understanding of responsibilities.

Off site visits

www.hampshireoutdoors.com

The Evolve site is used for preparing and recording all our offsite visits.

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 into 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 (EVC Juliette Owens) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits.

At our school, all offsite activities 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 if appropriate. It will be shared with the nominated EVC/senior leader on Evolve.
- Risk assessments 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.
- A register of pupils offsite will be shared with the nominated administration staff and contact numbers, medical information and individual medical care plans will also be taken, with a responsible member of staff named to monitor child/adult.

- The governing body will monitor this process throughout the year.

Behaviour and Safety

- The school has a behaviour policy in place that meets the relevant requirements and takes account of DfE publications such as: [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools).
- Our policy has been reviewed with greater emphasis placed on the impact of ACE's, the use of a trauma informed approach and restorative practice. Staff receive training on the impact of Adverse Childhood Experiences and how this can impact on presenting behaviours – 'all behaviour is communicating something'.
- 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.
- 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.
- 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) 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.

It is important to note that Covid 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 in the same as previously to instructions or strategies used before. They may have unidentified triggers. In order to reduce the likelihood of traumas experienced whether Covid linked or not, we ensure that all staff will take the opportunity to work positively, reviewing any specific behaviour planning to take account of change with a no blame culture. Our behaviour policy has sentence stems to support our staff with this. This enables our staff to work in a trauma informed manner for the benefit of all.

The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place outside of the normal school day. These are: Arrival and Departure Policy for Breakfast Club and After-School Clubs, Off-Sites Visits Policy

In school, systems for emergency procedures can be found in our school onsite security procedures. These also will include evacuation and lockdown procedures that can be implemented in an emergency.

As a school we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable by discussing their observations with staff such as the Attendance Officer.

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 (see website) 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.

Social and emotional responses that may be different than expected or hoped are likely to be communicating something for the child. Staff are expected to respond with this in mind, in line with any, individual plans or known information.

Curriculum

Details of our school curriculum can be found on our school website. This will include details of learning planned to support pupils in age appropriate safeguarding issues. This information includes details of PHSE learning planned to support pupils in age appropriate safeguarding issues as well as how we teach on-line / e-safety.

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.

We welcome discussions with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to determine the effectiveness of such provision.

Online safety policy should be developed in line with the safeguarding and Child Protection policies.

KCSIE 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:*

- 1- **content**: *being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.*
- 2- **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.*
- 3- **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*
- 4- **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/>)”.*

Our setting has a clear policy on the use of mobile and smart technology.

Missing, Exploited and Trafficked Children (MET)

MET HIPS procedures

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

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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.

Children Missing from Education

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

- Child not starting at school when reaching 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 new school place, when preferred school is full
- Leaving a school, with no forwarding education provision or destination

To be clear a child is not missing education if they are absent when they are on roll and attendance should be expected usual absence processes are followed in this case.

Local guidance can be found on CME guidance and procedures Inclusion services – Young Southampton website within the documents titled “CME guidance for schools” published by SCC, “CME procedures” published by SCC

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

Patterns of children missing education 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 with other known factors or concerns.

DSLs and staff will 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 the child being sexually 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 exploitation?
 - Have we had any concerns about physical or sexual abuse?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

We recognise our statutory duty as a school to follow up 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. If we become aware of a child missing education, a referral will be made to the CME office as soon as possible.

Child Missing from Home or Care

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

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 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'.*

Within any case of children who are missing both push and pull factors will need to be considered. Push factors include:

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

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

As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

Absence from school

In addition to any statutory CME duties where relevant, absence from school at any point may be considered, in individual context as a safeguarding risk. From September 2021 duties relating to regular attendance at school are set out and regular attendance is expected. Staff in our school will aim to work with parents and carers to establish regular attendance for all children through an approach including support and guidance, external agency support, including health colleagues where required.

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, e.g. Education Welfare Service, with the aim of securing regular attendance at school for all children.

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 such as 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.

Child Sexual Exploitation (CSE)

<http://paceuk.info/>

<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)

http://www.local.gov.uk/safeguarding-children/-/journal_content/56/10180/3790391/ARTICLE

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

National definition of Child Sexual Exploitation is “Child sexual exploitation is a form of child sex abuse. It occurs where an individual or group of 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”.

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 signs and symptoms are interpreted correctly and appropriate support is given.

Child sexual exploitation can happen via technology without the child being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

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.

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

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

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 should be recorded and consent to share should be considered for both parties, in line with police advice if an investigation is ongoing.
- Where information includes an online element, staff including the DSL must be aware of the [searching, screening and confiscation advice for schools](#) and UKCCIS sexting advice for schools

and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.

- The DSL will report to children's social care through contact with CRS, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared. This police advice **must** be followed.
- 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.
- 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.

Trafficked Children and Modern Slavery

Practice to safeguard children who may have been trafficked

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

Human trafficking is defined by the United Nations Human Rights Council (UNHCR) in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation
- Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

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;
- 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;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These 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.

Child criminal exploitation (CCE): including county lines

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

- (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 and/or
- (c) 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)

- 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
- **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.

- **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.

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.

Harassment and Sexual Violence, including Child on child abuse

Sexual harassment refers to 'unwanted conduct of 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.

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 education and managing incidents is linked to our anti-bullying and behaviour policies.

We will carefully consider all observations and reports of sexual violence and/or harassment or associated behaviours e.g. verbal abuse. The voice of the child is central to the ethos of our school and is 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 prejudiced behaviours knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

All staff are aware of the need to respond equally to allegations that are between children that are of the same sex to those made between children of different sexes. Additionally, it is recognised that incidents can overlap with other characteristics such as homophobic, racial, disability or faith prejudice.

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.

Curriculum input will be managed through our relationships' education teaching at age and developmentally appropriate times taking into account the understanding of children and young people with special educational needs.

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.

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 should be recorded and consent to share should be considered for both parties, in line with police advice if an investigation is ongoing.

Serious Violent Crime

<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>

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may 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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If staff have a concern about a child or a child makes a report to them, they should speak to designated safeguarding lead.

Multi-agency Public Protection Arrangements

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 for all.

Our school will liaise with all agencies to ensure 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 risks that could arise if they were not to communicate this to the receiving setting.

Preventing Radicalisation and Extremism

- 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 promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedom of others, or undermine, overturn or replace the uk’s system of liberal parliamentary democracy and democratic rights; intentionally create a permissive environment for others to achieve the results.

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: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance-for-england-and-wales)
<https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/>

- The person to contact in our school regarding Prevent is: Juliette Owens
- All staff have undertaken -during induction or within the previous 12 months of employment –Home Office Prevent awareness training.
- Staff who may attend a Channel Panel (DSL) have or will undertaken training or discussion with the LA regarding this responsibility prior to attending panel.
- 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.

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).

- All staff will complete the Home Office Prevent awareness training.
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- 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.
- Audit tools will be completed and actions stated/followed up within the year.

Harmful Practices

Harmful practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the 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 family's or community's expectations.

Any concerns must be reported to the DSL without any delay. The DSL will contact MASH for advice and follow up with a written referral and may contact the police. If the abuse includes FGM, regulated professionals must be mindful of their statutory duty to report themselves as well as follow usual safeguarding practices and inform the DSL.

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>

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

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.

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.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk, but this is not always the case.

FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.

At no time will staff examine pupils to confirm FGM concerns. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Breast flattening (sometimes referred to as breast ironing)

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 area to ensure the tissues repair in a 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.

Reports of concern should be made through the usual process in school and the DSL will report to MASH depending on the circumstances and consider contextual factors, e.g. a female relative staying or arriving, possibly from extended family, another area of the UK, or from overseas.

Forced Marriage

[Forced marriage DfE.gov.uk document](#)

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

School can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.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.

Forced marriage is illegal in the UK. A forced marriage is where one or both people do not consent (or in the case 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 school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

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.

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 that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage

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.

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.

Honour Based Violence

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Hants-HBV-multi-agency-guidance-V5-Final-2013.pdf>

1. Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:
 - 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
2. Women and girls are the most common victims of honour based 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:
 - domestic abuse
 - threats of violence
 - sexual or psychological abuse
 - forced marriage
 - being held against your will or taken somewhere you don't want to go

- assault
3. If staff believe that a pupil is at risk from honour based violence 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. It is important that if honour based violence 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.

Abuse linked to faith / belief or perceived to be linked to faith / belief or culture

Faith Abuse

<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>

Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as 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 faiths/belief groups.

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

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but 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 a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. 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.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care through the CRS.

Teenage Relationship Abuse

[Teenage Relationship Abuse | The Children's Society \(childrensociety.org.uk\)](#)

- 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.

In response to this any information we become aware of relating to older siblings will be passed to the DSLs and appropriate action will be taken. 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”.

- [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 \(youngsouthampton.org\)parental leaflet](#)
- [Parents – Safe4Me](#)
- [Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\) age specific advice for parents](#)
- [Guidance, policy and research \(thinkuknow.co.uk\)](#)

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 \(www.gov.uk\)](#)

[www.southampton.gov.uk/pepole-places/community-safety/domestic-abuse](#)

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.

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.

“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.”

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.

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

We will continue to support Operation Encompass by providing the email details of our DSL to receive reports direct form 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.

- 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:
 - Psychological
 - Physical
 - Sexual
 - Financial
 - Emotional

- 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.

- 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.

- 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 Fairisle Infant and Nursery 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.

- 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:
 - withdrawn
 - suddenly behaves differently
 - anxious
 - clingy
 - depressed
 - aggressive
 - problems sleeping
 - eating disorders
 - wets the bed
 - soils clothes
 - takes risks
 - misses school
 - changes in eating habits
 - obsessive behaviour
 - nightmares
 - drugs
 - alcohol
 - self-harm
 - thoughts about suicide

- 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.

- 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.
- 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.
- 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.
- 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/>
 - Safelives: young people and domestic abuse <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

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. 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.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- 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, and

- work with local partners to prevent anti-social behaviour or crime.

Bullying

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

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

[Investigating and responding to sexual bullying \(anti-bullyingalliance.org.uk\)](http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm)

The school works to a separate anti-bullying policy that can be found on our website.

This policy is linked to our Behaviour policy and PSHE programme which includes the statutory Relationships, Sex 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](#)

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:

- Disability
- Age
- Race
- Religion
- Gender identity
- Sexual orientation

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.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency 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
- supporting victims of prejudice based incidents and hate crimes

Mate Crime

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/hate-crime>

<http://arcuk.org.uk/safetynet/examples-of-mate-crime/>

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 mental 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 (Hampshire Constabulary is not responsible for the content of external sites)

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.

They also need to be assured that the law is there to protect them as children.

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.

This charter/ message should be developed so it fully reflects our school values and should be explicitly visible for all pupils, parents, staff and visitors:

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

In our setting 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:

- 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
- 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 person's vulnerabilities which may be linked to a Special Educational Need or including simply wanting to "fit in" with peers.

In some cases, some people may see verbal harassment against any personal characteristics or sexualised comments as "banter", "part of growing up", "so common it is seen as normalised" **-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 member of staff, usually their class teacher or teaching assistant and follow up with the Designated safeguarding lead/s 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.

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>

All staff are made aware of their own responsibilities linked to monitoring and filtering as set out in KCSIE. 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.

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.

In line with KCSIE, 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 to keep up with evolving cyber-crime technologies and check usage.

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

[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, the DSL should lead and then 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.

- 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.

- **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.
- 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.
 - 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.

- 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](#)

In addition to the above online safety guidance we recognise there are 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 the via friends of family members' phones. Many have an age restriction mainly due to how the platform can be used. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our educational provision sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring in an age or developmentally appropriate way for parents and children.

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 should be the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

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.

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."

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

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.

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/partial 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](#)

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.

While this often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, the sending of an inappropriate phot is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

[Upskirting](#)

[Child net online advice for parents](#)

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

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%20documents)

[Child net online advice for parents](#)

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

[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/>

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

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 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 future professional reputation. The majority of organizations 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 organisation or profession.

- Our staff will be made aware of their own responsibilities around reputation and the possible consequences if this affects the school's reputation, as well as the suitability to work with children criteria in KCSIE 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)
- Where allegations are made regarding an organisation or individual that hires the premises the LADO will be contacted.
- Where allegations are made against a governor the head teacher, or other staff member should contact the LADO.

Grooming

[http://www.internetmatters.org/issues/online-grooming/safe4me – resources](http://www.internetmatters.org/issues/online-grooming/safe4me-resources)

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

[Undressed \(lgfl.net\)](http://lgfl.net)

- 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. 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.
- 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 do not know in person, and even limit information they share with friends.
 - Understanding digital footprint age and stage appropriately
- 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.
- The school will raise awareness by:
 - Running sessions for parents and signposting helpful information – e.g.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

Substance misuse including alcohol and drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>
[safe4me – resources](#)

[Searching, screening and confiscating advice](#)

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.

Parental substance misuse

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.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund the adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

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](#)

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.

For the purposes of School Policy, the term 'Drug' is used to include:

- Illegal substances

- Substances which are legal but can be misused

First Aid

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

- There is a separate First Aid policy which can be found on our website. 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.
- 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 to be paediatric trained first aiders.
- An addendum for first aid during any changed staffing periods will be completed and reviewed. All staff will be made aware of any changes and who are first aiders on site daily.
- 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.
- 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.
- Processes for notifying staff where a child/ young person has received an injury, eg 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

- [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](#)

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

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. Staff are responsible for informing the school of

any medical conditions and will support their medical needs. The school will make a referral to occupational health as appropriate.

An individual healthcare plan may be put in place to support the child and their medical needs.

[Pupils with medical conditions \(out of school\)](#)

There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to support with the pupil's education.

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.

[Pupils with special educational needs and disabilities](#)

4. We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation than other children;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

We will always consider providing extra pastoral support for children with SEN and disabilities. The school has also employed an ELSA who provides support for children as needed.

[Intimate care](#)

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

The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff.

They 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.

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.

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

Fabricated or induced illness

[*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

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

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.

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.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children partnership and be professionally curious to ascertain factual information that may support the illness or support our concerns.

[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

<http://www.youngminds.org.uk/> - link with information that may be helpful

[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.

- 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

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.

The term "mental ill health" is 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.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.

- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

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. Staff should be aware that mental health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

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.

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.

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).

Children Looked After(LAC/CLA)

<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>

All staff have a responsibility to keep all children safe. Staff need to be aware of the Looked after 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.

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: Sally Joiner

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

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

Children who have, or have ever had a social worker

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

Our school reviews records upon transfer of a child to check if a child has ever had a social worker, and note the timeframe for recent or early childhood involvement.

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. 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.

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.

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

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.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt. It is not an arrangement made by a social worker.

The law requires that the carers and parents must notify the children's services department of any private fostering arrangement. If the 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. Advice can be gained from MASH if required.

Parenting

Most 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).

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.

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.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions 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 for example through Family Hubs.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services

Children and the court system

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. If this situation arises for a child this 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.

Children with family members in prison

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. The National Information Centre on Children of Offenders (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 Fairisle Infant and Nursery 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 is fully adhered to.

Homelessness

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

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. An Early Help referral may be an integral / additional action depending on the circumstances.

Indicators that a family may be at risk of homelessness include household debts, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property. Referrals and/or discussions with the Local Housing Authority / Early Help team should be progressed as appropriate, and in accordance with the 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.

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. Local process for homelessness concerns is to complete the referral form in the link below or contact for advice:

During office hours 023 8083 2327

Email: homelessness.advice@southampton.gov.uk

Reporting and recording

Any member of staff who has concerns about the welfare of any child must share this information with the DSL. 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.

Staff in our school, through training are made aware that if a child makes a disclosure about harm that this must be reported without any delay to the DSL.

Referrals, especially where urgent action is required should never be delayed in order for a full record to be written. CP records will be stored securely and away from the main pupil records. Records should clearly record time and date, and who has made the record. It should record specific words / information used by the child, and any reasons for action / decisions taken should be kept. All CP records are uploaded to CPOMS.

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 will be considered for any breach of confidentiality.

Reporting

- Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the 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.

Listening and responding

- 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.

Record Keeping

Any member of staff who has concerns about the welfare of a child must share this with the DSL. The DSL will analyse the risks and refer onwards as necessary. In our school we record all safeguarding concerns on CPOMS.

Disciplinary action will be considered for staff not reporting or recording information in a timely manner.

Referral

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 MASH for further advice.

Generally, the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate if this would not be in the best interest of the child.

A DSL will ensure that a report is always sent to every meeting. They or another appropriately 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

- KCSIE states that it is the sending schools, 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.
- KCSIE 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.

- 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 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.
- We follow SCC policy for the retention and transfer of child protection and child welfare records, 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

- 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 SEN Code of Practice 2014. Transfer of educational records is set out in the transfer of child protection, child welfare and education learning records policy.
- In our school 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.
- Local Arrangements through the transition project are 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

Safer Recruitment

<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools>

[Home \(saferrecruitmentconsortium.org\)](https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools) includes links to risk assessment template for volunteers

[Safer recruitment training: online & in-person | NSPCC Learning](#)

Our school has robust recruitment and volunteer checking process in place to ensure that no one is unsuitable to work with the children and young people in our setting. This enables the governing body to act in reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out. Governors have completed the safer recruitment training.

The school follows the safer recruitment processes outlined in KCSIE On all recruitment panels there is at least one member who has undertaken safer recruitment training.

The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. It must include barred list checks and prohibition checks for teachers. A Disqualification under the childcare act declaration where appropriate.

Single Central Register

- The Single Central Register is fully compliant with current guidance - KCSIE.
- 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 (and relevant activity if college requirements apply).
- Where an individual's details or role has changed the SCR should be updated and files supporting the SCR should include the updated information e.g. Certificate to support change of name, change of role to increase checks required. It should also include the date this change took effect.
- Supply staff information should be stored securely – information should be received from the supply agency, downloaded and checked prior to the individual starting regarding checks carried out for the role. It should include the date the information was received, who it was checked by and when.
- 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.
- 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.

Disqualification under the Childcare Act

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

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.

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:

They are employed and/or provide early years 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

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.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

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.

If a member of staff is impacted by the disqualification by association provision, we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed. If a waiver is not granted, we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

Teacher Status Checks

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 must 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.

- There are several individuals who are subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012. It is a pre-appointment check for all staff to whom this could apply at our school.

Section 128 checks

- For all governors in a maintained school/setting a Section 128 check will be carried out, the 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 management positions (head of department or above). This is carried out via the DfE secure portal as for prohibition from teaching.
- 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.

Staff Induction

The DSL or their deputy will provide all new staff and volunteers with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct and KCSIE.

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.

Induction of volunteers

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 our child protection policy (add link). 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.

Staff Code of Conduct

- All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms part of the induction process for all staff, including expectations for volunteers. This also sets out (add other aspects such as use of personal equipment, IT and not acting in a manner that would bring reputational damage to the school)

Training

All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. In-house training is provided to all staff annually and updates are communicated throughout the year. External training is provided to the whole school every two years with separate training to all new staff on appointment. The DSL will attend initial training for their role and then refresh this specific training for DSLs annually in addition to regular updates.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. A record will be kept and policy updated.

Staff Responsibilities

Staff have a key role to play in identifying concerns early and provide help for children.

Listening and responding

- 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.

Record keeping

- Any member of staff who has concerns about the welfare of a child must share this information with the DSL.
- 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, 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 within 48 hours.
- CP records will be stored securely and away from the main pupil records - Cpoms.

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 will be considered for any breach of confidentiality.

Reporting

- Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the 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 Southampton City Council Child Protection Policy.

How to escalate professional disagreement

7.3 Escalation Policy for the Resolution of Professional Disagreement | Hampshire, Isle of Wight, Portsmouth and Southampton

- At no time will professional dissent detract from ensuring that any child is 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.
- 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 be sought from SCC officers.
- SCC provide a regular discussion with schools and for some a Team around the School so any issues can be addressed and any professional disagreement can be managed with a view to resolving or overcoming challenges.

Allegations against Staff

Southampton City Council's Designated Officer: Jemma Swann (Jo Williams Fridays)

Phone: 023 8091 5535

E-mail: LADO@southampton.gov.uk

Fairisle Infant and Nursery School has clear procedures for dealing with allegations against staff, including supply staff. Which are clear that all allegations should be reported straight away, normally to the Head Teacher unless the allegation involves the Head Teacher. The procedures also identify the person, the Chair of governors, to whom reports should be made in the absence of the Head Teacher or in cases where they themselves are the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

Management

Leadership

It is the responsibility of the Designated Safeguarding Lead to maintain an overview of new developments, and they will attend the local Authority Network Meetings in order to do this updating staff and policy as necessary. In line with KCSIE 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.

Leadership and Management

We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection 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.

In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school has a Designated Safeguarding Lead known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training for the role specific or the role, as recommended by the LA/and approved by the HIPS that is renewed every year. In addition, there are two deputy DSLs. Our DSLs will attend Network Meetings arranged by Southampton City Council on a regular basis to update them on current issues within the Local Authority so as to provide updates as needed to staff and leaders.

DSL is Juliette Owens and the deputy DSLs are Sally Joiner, Leanne James, Jackie Darke and Joanna Marris.

There is also a nominated Safeguarding Governor who will receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body.

The Chair of Governors is: Rick Allan

The Vice-chair is: Anna Jelf

The Safeguarding Governor is Nicki Rowe

All can be contacted through the school.

Governance

Key personnel

- The Designated Safeguarding Lead for the school is: Juliette Owens
- The Deputy Safeguarding Leads are: Sally Joiner, Leanne James, Jackie Darke and Joanna Marris.
- The Designated Teacher for Looked After Children is: Sally Joiner
- The Person to contact for Prevent is: Juliette Owens
- The Safeguarding Governor is: Nikki Rowe
- Southampton Virtual School Head teacher is: Maria Anderson 02380 833060
- The Local Authority Designated Officer : Jemma Swann 02380 915535
- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Rob Henderson, Director for Children and Families
- Safeguarding lead for education settings within Southampton local authority school improvement is: Alison Philpott 07500050277 Alison.philpott@southampton.gov.uk
[The Children's Resource Service \(southampton.gov.uk\)](https://www.southampton.gov.uk/services/childrens-resource-service)
- 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](tel:07500050277)
- [Child performance and child employment and DSL trainers for Southampton City Council within the Education Welfare Service \(Service manager: Kerica Hunt \[Kerica.hunt@southampton.gov.uk\]\(mailto:Kerica.hunt@southampton.gov.uk\)\) are Grace Morris and Julie Stubbington: to \[Child.Employment@Southampton.gov.uk\]\(mailto:Child.Employment@Southampton.gov.uk\)](#)

- Bookings or queries for SCC courses: training.support@southampton.gov.uk
- [SCC MET hub – through SCC Young Persons Service](#)
- [Senior Children Missing Education Officer: kelly.ward@southampton.gov.uk](#)
- [Children Not in School Manager/ EHE: elizajohnson@southampton.gov.uk](#)
- [DSL training – training.support@southampton.gov.uk](#)
- [SSCP Childrens manager: Rebecca.holdsworth@southampton.gov.uk](#)

Our governing body is aware of its safeguarding responsibilities and have read Part 1 KCSIE. A record that all governors have read and understood this document is kept within our records.

Safeguarding is a standing item on all governing body meetings.

Governors are involved in the oversight of the safeguarding self –evaluation submitted to the LA – Spring Term of any academic year.

Governors receive training on induction and also annually.

This policy is created by using the latest guidance received from the LA – for any further details please refer to this document which is available to view.

Appendix 1: Transporting of Pupils by Parents

Draft 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, please 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

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 who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

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 part 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](#)

This link is to the Pathways document which includes the threshold guidance for consideration when needing to seek support or make a referral and sets out how to access safeguarding support services.

[Pathways document \(southampton.gov.uk\)](https://www.southampton.gov.uk/pathways)

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 MASH prior to referral if needed.

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

REFERRAL PROCESS

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.

Once you have completed this form, please email it to: preventreferralsouthampton@hampshire.pnn.police.uk

If you have any questions whilst filling in the form, please call: 01865 555618

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.
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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 (Under Review)

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.

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://southamptonscp.org.uk)

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.

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 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. 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 Early Help 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 	<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 	<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

<ul style="list-style-type: none"> • Child performing role of carer 	<ul style="list-style-type: none"> • Not following health advice that enables engagement in education • Low/poor pre-school developmental experiences provided for child 	<p>responses to agency support</p> <ul style="list-style-type: none"> • 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
<p>Protective factors:</p> <ul style="list-style-type: none"> • 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 Prejudice-based incident Both

Concern raised by:

Victim Perpetrator Third party – staff

Child/young person Parent/carer Other

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	<input type="checkbox"/>
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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:

--

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 someone 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/bi-phobic 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>