

# **The Federation of the Church Schools of Shalfleet and Yarmouth**

## **Achieving Together for a Brighter Future**



## **SAFEGUARDING & CHILD PROTECTION POLICY**

<b>Approved by</b>	<b>CW</b>
<b>Portfolio</b>	<b>Safeguarding</b>
<b>Approved on</b>	<b>Autumn 2020</b>
<b>Review date</b>	<b>Autumn 2021</b>
<b>Review Cycle</b>	<b>1 Year</b>

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**This policy should be read in conjunction with the following documents:**

- Keeping Children Safe in Education (updated September 2020)
- Working Together to Safeguard Children (updated 2018)
- All other Federation policies and documentation relating to Safeguarding and Child Welfare
- All other government documents relating to Safeguarding

THE FEDERATION OF THE CHURCH SCHOOL OF SHALFLEET AND  
YARMOUTH

## SAFEGUARDING & CHILD PROTECTION KEY CONTACTS

School Designated Leaders for Safeguarding & Child Protection(DSLs):

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Staff can be contacted on:  
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Named Governor for Safeguarding & Child Protection:  
Caroline Weeks (Inclusion Portfolio) -[cweeksyarmouthceprimary.co.uk](mailto:cweeksyarmouthceprimary.co.uk)

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Email: [lado@iow.gov.uk](mailto:lado@iow.gov.uk)

Isle of Wight Safeguarding Partnerships website:  
[www.iowscp.org.uk](http://www.iowscp.org.uk)  
[www.4lscp.org.uk](http://www.4lscp.org.uk)

**Contact numbers: If you are worried about a child, or wish to escalate your concern, contact:**  
**Hants Direct Professionals Line: 0300 300 0901 OR 0300 300 0117 (24 hours).**  
**If you think a child may be in immediate danger of harm call 999.**  
**NSPCC Helpline: 0808 800 5000 (24 hours) or text 88858.**

**Interagency Referral Form Link:**

[https://forms.hants.gov.uk/en/AchieveForms/?form\\_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en](https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en)

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

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

**School Policies and related documentation:**

- Administration of Medicines
- Allegations Against Another Pupil
- Allegations Against Staff
- Attendance
- Behaviour
- Complaints Procedure
- Curriculum, Learning and Teaching
- Data Protection
- Drug Education
- E Safety
- Educational Visits
- First Aid Policy and Procedures
- Health and Safety
- Inclusion
- Intimate Care
- Missing Child Procedure
- Peer on Peer Abuse
- Photographic Images
- Physical Restraint
- Relationships and Sex Education
- Safer Recruitment
- Single Central Record (SCR) (Maintained in School Office)
- Social Media
- Staff Code of Conduct
- Staff/Volunteer Handbook
- Supporting Pupils with Medical Needs
- Templates – Safeguarding Concern/Incident Form, Body Map
- Whistleblowing

### **Safeguarding Partnerships guidelines, Policies and Protocols:**

Isle of Wight Local Safeguarding Partnerships – Protocol and Policy documents

<https://www.iowscp.org.uk/protocols>

### **Safeguarding Children Procedures**

For referral documentation, please see the resources link to the Isle of Wight Local Safeguarding Partnerships website:

<https://www.iowscp.org.uk/Resources-IOW>

### **LSCP Website**

This section of the IOWSCP website includes information on: Bullying, Child Death, Child Sexual Exploitation, Neglect:

<https://www.iowscp.org.uk/practitioners>

This section of the IOWSCP website includes information on: Bullying, Child Exploitation, Domestic Abuse, Neglect, Online Safety, Private Fostering, Sexual Abuse, Teenage Relationships and Types of Abuse:

<https://www.iowscp.org.uk/parents-carers>

This section of the IOWSCP website includes information on: Bullying, Child Exploitation, Domestic Abuse, Neglect, Online Safety, Sexual Abuse, Teenage Relationships, Types of Abuse

<https://www.iowscp.org.uk/children>

Procedures for Managing Allegations Against Staff:

<https://www.iowscp.org.uk/allegations-against-staff>

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

HM Government - Working together to safeguard children – A guide to Interagency working to promote the welfare of children 2015/2018 update

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Department for Education - Keeping children safe in education – Statutory guidance for schools and colleges 2015/September 2019 update

*(Part one of this document should be shared with all staff in schools and will be shared within school induction procedures).*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

Safer Recruitment Statutory Guidelines – see part 3 of DfE Keeping Children Safe in Education – 2015/September 2019 update

Disqualification under the Childcare Act 2006 (Updated 2018)

The application of the Childcare (Disqualification) regulations 2009

What to do if you are worried a child is being abused 2015 - Advice for practitioners 2015

DfE 'The Prevent duty, Departmental advice for schools and childcare providers, June 2015, updated April 2019' <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

What to do if you think a child is being sexually exploited?

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

HM Government - Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

Handling Allegations of Abuse made by Adults who work with Children and Young People – Practice Guidance – May 2009

HM Government

Whistle Blowing guidelines <https://www.gov.uk/whistleblowing>  
(see also LSCB guidelines, Policies and Protocol)

Department for Education – Child Sexual Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

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

Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings – March 2009/April 2020 Update

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf>

Safeguarding Disabled Children: Practice Guidance – July 2009

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

### **Gov.UK**

Multi-Agency Statutory Guidance on Female Genital Mutilation (March 2016/July 2020 Update)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Serious Crime Act 2015 (legislation.gov.uk)

<https://www.gov.uk/government/collections/serious-crime-bill>

**For adults working within the school setting, the Safeguarding Policy and relevant documents above can be found in the Policies Folder and Safeguarding Folder.**

**There is also a Safeguarding Notice Board in each school.**

## 1. INTRODUCTION

The Federation of the Church Schools of Shalfleet and Yarmouth fully recognises its responsibility to safeguard and promote the welfare of children at our schools.

The purpose of this policy is to provide staff (including supply), volunteers and governors with the guidance they need in order to keep children safe in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care. This includes adhering to statutory and local Child Protection procedures, protocols and guidance.

The Governing Body and staff of The Federation of the Church Schools of Shalfleet and Yarmouth take seriously our responsibility under Section 175 of the Education Act 2002 to safeguard the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our schools to identify, assess, and support those children who are suffering harm or are at risk of suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts of 1989 and 2004 and related guidance.

This includes the DfE guidance:

- Keeping Children Safe in Education (2015, 2016, 2019 and 2020 September update),
- Working Together to Safeguard Children (2015, 2018 update)
- What to do if you are worried a child is being abused 2015.

Because of our close day-to-day contact with children, "School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating" (*Keeping Children Safe in Education 2015*).

### **Ofsted's definition of safeguarding:**

Ofsted adopts the definition used in the Children Act 2004, 'Working together to safeguard Children 2015' and 'Keeping Children Safe In Education September 2020 Update'. This can be summarised as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## CONTEXTUAL SAFEGUARDING

All staff at the Federation of the Church Schools of Shalfleet and Yarmouth have a contextual understanding of safeguarding. They are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

All staff, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. We recognise that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Safeguarding is not just about protecting children from deliberate harm. It relates to wide ranging aspects of school life as documented in 'Inspecting safeguarding in early years, education and skills settings' September 2019, and summarised below:

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

Safeguarding can involve a range of potential issues such as:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Peer-on-peer abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- Child criminal exploitation, including county lines
- Serious violent crime
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- Teenage relationship abuse
- Upskirting
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour-based abuse
- Other issues not listed here but that pose a risk to children, learners and vulnerable adults

This policy should therefore be used in practice alongside school policies and departmental guidelines on related safeguarding issues as listed on pages 4 to 6 of this document.

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



The Designated Safeguarding Leaders (DSLs), including the Headteacher, will ensure regular reporting on safeguarding activity and systems in school within the Headteacher's Report given to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

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

## **2. ETHOS**

The Federation of the Church Schools of Shalfleet and Yarmouth recognises the importance of providing an ethos and environment within school that will help children:

- To feel safe
- To feel secure and respected
- To encourage them to talk openly
- To enable them to feel confident that they will be listened to.

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

The Federation of the Church Schools of Shalfleet and Yarmouth will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern.
- Ensuring that the content of the curriculum includes social and emotional aspects of learning
- Ensuring the Relationships and Sex Education Curriculum is delivered effectively
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they can / might talk to.
- Providing suitable support and guidance so that children have a range of appropriate adults to approach if they are in difficulties.
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring that all steps are taken to maintain school site security and pupils' physical safety, including an up to date record of who does and does not have permission to collect children from the school site.
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring that all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Monitoring children and young people who have been identified as having welfare or protection concerns.
- Keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive partnerships with other agencies

## **3. RESPONSIBILITIES**

As per their Job Descriptions, the Headteacher and Deputy Headteacher(s) as Lead DSLs have overall responsibility for the day-to-day overseeing of safeguarding and child protection systems (including online safety) in school. The designated safeguarding lead is expected to:

- Co-ordinate safeguarding action for individual children (including the preparation of written individual safeguarding risk assessments for use by school staff where appropriate).
- Ensure that locally established procedures are followed and making referrals of suspected abuse as necessary.
- Manage and monitor the school's part in supporting pupils and families across all thresholds including:
  - Access to universal services,
  - Tailored Early Help provision/Tier 2 support,
  - Targeted Early Help including use of the Common Assessment Framework (CAF),
  - Child In Need (CIN) Plans (including Disabled Children's Team CIN Plans in conjunction with the school AEN team),
  - Child Protection (CP) Plans.
  - Maintaining a confidential recording system including: written records and files,
  - SIMS data
- Support staff who make referrals to local authority children's social care;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff.

### **Work with Other Agencies**

- Liaise with other agencies and professionals.
- Represent or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection Conferences).
- Act as a point of contact with the three safeguarding partners
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;

### **Safeguarding Culture:**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers

- The designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

### **Online Safety**

- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

### **Record Keeping**

- Keep a record of families receiving support across thresholds 1-4,
- Keep a record of all calls made from school to Hampshire Children's Services and the outcome.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Keep detailed, accurate, secure written records of concerns and referrals;

### **Policy**

- Ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff; • ensure the school's or college's child protection policies are known, understood and used appropriately;
- Ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;

### **Training**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.
- This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.
- Obtain access to resources and attend any relevant or refresher training courses;
- Organising training and providing regular updates for all school staff.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Transfers**

- Where children leave the school or college (including for in-year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

The Lead DSLs are supported by the Deputy DSLs based at each site in the Federation. They are:

Federation – Mrs Jane Collins (Inclusion Manager) and Mrs Tracey Castle (Family Services Manager)

School Leaders

Shalfleet – Mr Liam Roberts

Yarmouth – Mr Stuart Cook

Yarmouth (Freshwater Site) – Mrs Sylvia Smith

The Deputy DSLs are trained to the same standard as the Lead DSLs and expectations for the role are outlined within their job descriptions.

The Governing Body will ensure that the DSLs are properly supported in this role by providing appropriate levels of time, training funding and resources to provide advice and support to other staff on child welfare and child protection matters. However:

**Child Protection and Child Welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the DSL(s) in a timely manner.**

**The online Safeguarding recording system CPOMS is available for all members of staff alternatively, paper copies of the 'Safeguarding Concern/Incident Form' for the written recording of a concern is available if there is a problem with accessing CPOMS. CPOMS will be updated by the person raising the concern with the information as soon as possible.**

In order to protect confidentiality, safeguarding information about individual children is shared on a 'need to know' basis only and in line with the Government's Information Sharing Guidance 2015.

It is recognised that sometimes the school will hold information that will form part of a bigger safeguarding picture. This means that all staff have a responsibility to raise any safeguarding concern since something that may, at face value, be considered to be relatively minor could, in fact, become quite significant in the context of other information held.

#### **4. SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

Published and updated legislation, guidelines and procedures for safeguarding and child protection will be made available in school to all staff.

Current forms, templates, protocols and policy documents relating to safeguarding are saved in the staff shared drive and within the Safeguarding Folder in the Staff Room. There is also a Safeguarding Information board in each school.

**ALL CONCERNS SHOULD BE RECORDED ON CPOMS or where CPOMS is not accessible onto a 'SAFEGUARDING CONCERN/INCIDENT FORM' AND HANDED TO ONE OF THE DSLs as soon as possible and certainly on the same day as the concern was raised/noticed. CPOMS will be updated by the person raising the concern with the information as soon as possible.**

In the unlikely event that a member of staff cannot pass the information onto a DSL on the same day as the concern was raised/noticed, the member of staff has the responsibility to upload the concern onto CPOMS /paper concern form. Then to make the referral to Children's Services themselves if they are concerned about the immediate safety of a child(ren), or where a child(ren) has made a disclosure.

It is the responsibility of the DSLs to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with

parents / carers in most cases) on the appropriateness of referrals to partner agencies and services.

**To help with this decision the DSLs may choose to consult with Children's Services via Hants Direct contacting a dedicated phone number and email for professionals as part of the Child Protection Process.**

**Tel: 0300 300 0901**  
**email: [iowcsprofessional@hants.gov.uk](mailto:iowcsprofessional@hants.gov.uk)**

**LINK TO INTERAGENCY REFERRAL FORM:**

[https://forms.hants.gov.uk/en/AchieveForms/?form\\_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en](https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en)

Initial phone referrals made by DSLs should be logged and followed up by filling in the Child Protection Referral form.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person, and the extent to which parents/carers are made aware of these.

Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals may include any of the following:

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

**In all but the most exceptional cases, or where the child is deemed to be at risk of immediate harm, or where the DSL has been advised that this is not appropriate, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of this becoming necessary, their consent to a referral to Social Services will be sought. If their consent is not given and the school still has concerns about the child(ren) a referral will still be made to Children's Services.**

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

## **CHILDREN WITH A SOCIAL WORKER**

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

Local authorities should share the fact a child has a social worker, and the designated safeguarding leads hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare.

### **Following up a Concern/Escalation**

On occasion, staff may pass information about a child to the DSLs, but remain anxious about action subsequently taken.

Staff should feel able to follow up a concern they have raised by clarifying with the DSLs any further progress so that they can reassure themselves the child is safe and their welfare being considered. However, they should not expect to be given any confidential details by the DSL.

If, following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation by calling either

**Hants Direct Professionals'                      0300 300 0901                      or**  
**24 Hour Number:                                      0300 300 0117**

**The school has a nominated governor for Safeguarding & Child Protection and this person is named on page 2 of this document.**

The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed, and that the policy and structures supporting the safeguarding of children are reviewed annually.

## **5. RECOGNITION OF MENTAL HEALTH**

### **MENTAL HEALTH**

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are routinely reminded that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

We recognise that we have an important role to play in supporting the mental health and wellbeing of our pupils. Alongside the Governing Body, we ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. The Federation works closely with external agencies to support children's mental health and all members of staff who work directly with children undertake training on Mental Health. The Federation also employs two trained ELSAs and has one FEIPS practitioner.

## **CATEGORIES OF ABUSE - DEFINITIONS AND INDICATORS OF ABUSE AND NEGLECT AND SPECIFIC SAFEGUARDING ISSUES**

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

**Physical abuse**  
**Sexual abuse**  
**Emotional abuse**  
**Neglect**

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

### **1. PHYSICAL ABUSE**

Physical Abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

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

Children with frequent injuries;  
Children with unexplained or unusual fractures or broken bones;  
Children with unexplained bruises or cuts; burns or scalds; or bite marks.  
Staff should also be aware of the need to report bruising in non-independently mobile children (babies).

### **2. EMOTIONAL ABUSE**

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying by a child's peers - including cyberbullying, online bullying through social networks, online games or mobile phones causing children frequently to feel frightened or in danger, or may involve the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

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

### **3. SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

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

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

A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

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

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



#### **4. NEGLECT**

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

Neglect may occur during pregnancy as a result of maternal substance

abuse. Once a child is born, neglect may involve a parent or carer not:

- Providing adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protecting a child from physical and emotional harm or danger;
- Ensuring that there is adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment;

Neglect of, or unresponsiveness to, a child's basic emotional needs.

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

It is important that practitioners remain alert and do not miss opportunities to take timely action.

However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Neglect may occur during pregnancy as a result of maternal drug or alcohol

abuse. Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

Mention other S/G areas here

#### **6. INDUCTION AND TRAINING**

All school-based staff and volunteers will undertake an appropriate level of safeguarding training to include:

- internal school procedures and responsibilities,
- child protection process,
- how to recognise and respond to signs and symptoms of concern and abuse, and must undergo update training every year.
- Training is organised by the DSLs in line with government guidance.

The nominated governor should receive safeguarding training from a strategic perspective on a two yearly basis and the whole governing body will be updated by a local Safeguarding Training Officer.

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

All members of staff are trained in the Prevent agenda and in FGM and have disseminated relevant training to members of staff.

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

A summary information sheet is available in the Staff Handbook and Volunteer Handbook.

Through her regular Headteacher's Report, the Headteacher will provide a minimum of three reports a year to the Governing Body giving an overview of any incidents logged, and safeguarding training undertaken by all staff.

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

## **7. RECORD KEEPING**

Staff must record any welfare concern that they have about a child on CPOMS or a 'Safeguarding Concern/Incident Form' (with a body map to indicate where injuries have been observed if appropriate) if CPOMS is unavailable. They will need to upload their concern onto CPOMS at the earliest opportunity.

Records must be completed as soon as possible after the incident/event, must be signed and the date and time the record was made should also be recorded.

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

If a child requests to talk to an adult in the school setting about a worry or concern they have, the adult may choose to

- a. remember what was said and after the event record exactly what was said – by both the adult and the child
- b. ask the pupil if they are happy for notes to be written at the time – reassuring the child that notes would be taken to support the accurate capturing of information
- c. ask the child if another member of staff can join them to support the discussion (one member of staff to listen to the child whilst the other member of staff records the information).

Option C is always preferable if the circumstances permit, but the chosen option should always aim to most effectively support the needs of the child at the time.

Safeguarding records are kept securely by the DSLs in a locked filing cabinet/cupboard and are shared on a 'need to know' basis only. Although, all information from September 2019 will be uploaded onto CPOMS.

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

## **8. ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

At The Federation of the Church Schools of Shalfleet and Yarmouth, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

Occasionally, allegations may be made against pupils by other pupil(s) in the school, which are of a safeguarding nature.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

If there is a safeguarding concern, one of the DSLs should be informed immediately, and the Lead DSL will decide on the appropriate action(s) the school will follow.

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

Please refer to the Peer On Peer Abuse policy for further details.

## **9. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS (WHISTLE-BLOWING)**

The Federation of the Church Schools of Shalfleet and Yarmouth recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children, and takes seriously any allegation received.

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

Any concern or allegation against the Headteacher should be reported to the Chair of Governors without informing the Headteacher.

**The LADO is currently Amanda Sheen**

**The LADO office can be contacted on 01983 823723 or [lado@iow.gov.uk](mailto:lado@iow.gov.uk)**

### **Supply teachers**

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'). 215. Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. 216. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. 217. When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with

. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

211. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has: • behaved in a way that has harmed a child, or may have harmed a child; • possibly committed a criminal offence against or related to a child; • behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or • behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

In some circumstances a member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Similarly, a volunteer may, without prejudice, be asked to take a period of leave from their voluntary position pending the results of the investigation.

The Federation of the Church Schools of Shalfleet and Yarmouth will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and or wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of a child is paramount. The schools' Safeguarding and Child Protection Policy and Code of Conduct Policy enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

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

For specific guidance on how to respond to allegations against staff, please refer to ***“Procedures for Managing Allegations against Staff”*** which can be found on the Safeguarding Partners website: [www.iwight.com, http://4lscb.proceduresonline.com/chapters/p\\_alleg\\_staff.html](http://4lscb.proceduresonline.com/chapters/p_alleg_staff.html)

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

## **10. MISSING CHILDREN**

The Federation of the Church Schools of Shalfleet and Yarmouth has a 'Missing Child Procedure' which sets out the school procedure for dealing with the unlikely event of a child going missing when they are in the care of the school.

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

After reasonable attempts have been made to contact the family, school will follow the LSCP procedure and protocol, referring to the Education Welfare Service and/or Hampshire Children's Services Professionals Team via telephone, email contact or through the Interagency Referral Form.

If a looked after child (LAC) or a child who is open to a Social Care Plan goes missing, school will refer the concern to the allocated Social Worker, (or in their absence refer to Hampshire Children's Services Professionals team) with immediate effect.

'Children Missing from Education' (CME) procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation or has left school suddenly and the destination is unknown or has not taken up an allocated school place as expected.

Any such concern will be reported to the Local Authority through the Education Welfare Service.

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

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

## **11. PRIVATE FOSTERING**

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

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

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

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

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

## **12. WORKING WITH OTHER AGENCIES**

The Federation of the Church Schools of Shalfleet and Yarmouth recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm.

The Federation is committed to working with the three safeguarding partners to safeguard and promote the welfare of local children, including identifying and responding to their needs.

We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation.

Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the

relevant organisation to verify the individual's identity. Professionals will complete signing in/out procedures and wear/have on their person a school visitors badge for the duration of the visit.

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

The Federation of the Church Schools of Shalfleet and Yarmouth, recognises the importance of multi-agency working and the pivotal role we have to play and will ensure that the appropriate staff are enabled to attend relevant safeguarding meetings, including:

- Child Protection Conferences
- Core Groups
- Strategy Meetings
- Targeted Early Help meetings
- Early Help Hub forums

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

### **13. CONFIDENTIALITY AND INFORMATION SHARING**

Safeguarding and Child Protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSLs (where appropriate in consultation with the Headteacher) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process.

**If the DSLs are in any doubt, they can seek advice from the Children's Services Team at Hants Direct by calling the Professionals Line: 0300 300 0901.**

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible.

**The child should be told who their disclosure will be shared with and what will happen next.**

84. 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 23 The safeguarding partners should publish a document which sets out the local criteria for action in a way that is transparent, accessible and easily understood. This should include: the process for the early help assessment and the type and level of early help services to be provided; the criteria, including level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17, 20, 31 and 47 of the Children Act 1989; and clear procedures and processes for cases relating to the exploitation of children, children managed within the youth secure estate and disabled children. 24 The local authority, with their partners, should develop and publish local protocols for assessment. Protocols should set out clear arrangements for how cases will be managed once a referral is made to children's social care. 25 More details on information requests by the safeguarding partners is provided in Part 3 of Working Together to Safeguard Children. This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 23 information, as provided for in the Data Protection Act 2018 and the GDPR. This includes: • being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. • understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. • for schools, not providing pupils' personal data where the serious harm test under the legislation is met<sup>26</sup>. For example, in a situation 22

where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice. 85. 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. 86. Further details on information sharing can be found: • in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing • at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful • at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department • in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. 87. Where children leave the school or college, the designated sa

## 14. CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to:

- Understand and identify the parameters of what is appropriate child and adult behaviour
- Understand what is 'safe'
- Recognise when they and others close to them are not safe
- Know how to seek advice and support when they are concerned.

Working Together to Safeguard Children (2015) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

The Federation of the Church Schools of Shalfleet and Yarmouth will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience.

Children at The Federation of the Church Schools of Shalfleet and Yarmouth will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include:

- *Learning Leaders and Junior Leadership Team*
- *Buddy system which could include supporting new pupils, playtime friends or class buddy activities across key stages*
- *Feedback questionnaires with groups of children*
- *Specific Anti-Bullying Policy*
- *'Check-ins' both as a class and for individual children*
- *1:1 and group ELSA provision, wellbeing provision*
- *Interaction with the Inclusion Team or conversations with the Headteacher.*

94. This may include covering relevant issues for schools through Relationships This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 25 Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education. Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges: • DfE advice for schools: teaching online safety in schools • UK Council

for Internet Safety (UKCIS)<sup>27</sup> guidance: Education for a connected world • National Crime Agency's CEOP education programme: Thinkuknow • Public Health England: Rise Above 95. Whilst it is essential that governing bodies and pro

## 15. PHOTOGRAPHY AND IMAGES

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only use school equipment such as the teacher/classroom iPad
- Only take photos and videos of children to celebrate achievements or in keeping with learning activities
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

## 16. E-SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. The Federation will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Detailed information can be found in the school's E-Safety Policy and other related documents, and there is information and links for parents on the school website.

Annex C: Online safety The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk: • content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; • contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and • conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. Education Opportunities to teach safeguarding, including online safety, are discussed at paragraph 93-95. Resources that could support schools and colleges include: • Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils • Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography • Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety. • PSHE association provides guidance to schools on developing their PSHE curriculum • Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 103 • Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources • UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum. Protecting children Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the



Prevent Duty. 119 The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. 119 The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance For Further Education Institutions This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 104 Reviewing online safety Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective. Education at home Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education Staff training Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 89) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 93), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 105 Information and support There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point: Advice for governing bodies/proprietors and senior leaders • Childnet provide guidance for schools on cyberbullying • Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation • London Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements • NSPCC provides advice on all aspects of a school or college’s online safety arrangements • Safer recruitment consortium “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective • Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones • South West Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements • Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq • UK Council for Internet Safety have provided advice on sexting-in-schools-and-colleges and using-external-visitors-to-support-online-safety-education Remote education, virtual lessons and live streaming • Case studies on remote education practice are available for schools to learn from each other • Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely • London Grid for Learning guidance, including platform specific advice • National cyber security centre guidance on choosing, configuring and deploying video conferencing • National cyber security centre guidance on how to set up and use video conferencing • UK Safer Internet Centre guidance on safe remote learning This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 106 Support for children • Childline for free and confidential advice • UK Safer Internet Centre to report and remove harmful online content • CEOP for advice on making a report about online abuse Parental support • Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support • Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents • Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying • Government advice about security and privacy settings, blocking unsuitable content, and parental controls • Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world • Let’s Talk About It provides advice for parents and carers to keep children safe from online radicalisation • London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online • Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour (not just about online) • National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online • Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games • Parentzone provides help for parents and carers on how to keep their

children safe online • Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations • UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online This document is for information only and does not come into force

## **17. SUPERVISION AND SUPPORT**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support in the form of listening, reflective practice discussion and emotional literacy support from the DSLs. If they are unable to provide the support that a member of staff requires, they will sign post the member of staff to the appropriate professional agencies.

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

## **18. SAFE WORKING PRACTICE**

Staff are required to work within clear guidelines on Safe Working Practice and the school's Code of Conduct Policy which details the guidelines and procedures regarding physical contact with children.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare.

As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example:

- It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed.
- Staff should be aware of the school's Behaviour and Positive Handling Policies, and any physical interventions must be in line with agreed policy and procedure for which appropriate training should be provided.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People which can be found in the staff room Safeguarding File.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People and the school's E-Safety Policy and Social Media Policy.

## **19. COMPLAINTS**

The school has a Complaints Procedure available to parents, pupils and staff who wish to report concerns. This can be found online at the school website or a copy can be obtained from the School Office.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for Managing Allegations of Abuse Against Staff.

## **20. SAFER RECRUITMENT**

The Federation of the Church Schools of Shalfleet and Yarmouth is committed to ensure that all steps are taken to recruit staff (including supply) and volunteers who are safe to work with our pupils, and have their welfare and protection as the highest priority.

The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record, and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. The school has a dedicated Safer Recruitment Policy.

The Governing Body has agreed that all staff, governors and regular volunteers will have an enhanced DBS check.

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

The Staff Suitability and Disqualification by Association Declaration form is completed by all members of staff and adults involved in school and is reissued annually to ensure that changes to personal circumstances under these regulations have been declared. Should individual personal circumstances change in relation to 'Staff Suitability or Disqualification by Association', staff/adults must inform the Headteacher at the earliest possible opportunity.

All staff/adults are required to provide relevant information about a person who lives in the same household as them, who may have influence over the staff member/adult working with children and who may therefore pose a risk to children i.e. "by association". Staff/adults are therefore required to disclose:

- Details of any order, determination, conviction, or other ground for disqualification from registration under the Childcare (Disqualification) Regulations 2009.
- Whether anyone living in their household is disqualified from working with children under the childcare Act 2006.

This covers the following offences for which the detail listed below should be shared:

- Offences against a child;
- Offences against an adult (e.g. rape, murder indecent assault, actual bodily harm etc.); the date of the order, determination or conviction, or the date when the other ground for disqualification arose; information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and a certified copy of the relevant order (in relation to an order or conviction)

## **21. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection

and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

## **22. SECURITY**

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

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

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

Mobile phones and personal electronic items can represent a safeguarding risk. Any electronic devices in school should only be used in support of the children's learning and welfare. School iPads are used for capturing photographs in support of learning – reference should be made to the E-safety policy and Social Media policy.

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

## **23. OFF-SITE VISITS**

Appropriate risk assessments must be in place prior to any off-site visit taking place. Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations of the adult.

The member of staff in charge of the visit will report any safeguarding concerns to one of the DSLs, who will action the response in keeping with the procedures and protocol of this policy. In an emergency situation the staff member in charge may contact the police and/or Hampshire Children's Services

## **24. AFTER SCHOOL CLUBS**

Appropriate risk assessments must be in place for extracurricular activities including after-school clubs.

The member of staff in charge of the activity will report any safeguarding concerns to one of the DSLs, who will action the response in keeping with the procedures and protocol of this policy.

If a DSL is unavailable to deal with the situation, the normal procedure for contacting either the Police and/or Hampshire Children's Services.

Outside providers of after-school clubs (e.g. Football coaches) are vetted using the usual DBS checking procedure.

## **25. COLLECTION OF CHILDREN FROM SCHOOL**

Children are able to be collected from school by persons whom the family member with parental responsibility has provided consent to do so.

It is the responsibility of the family to update school of any changes or additional contacts in writing as they occur.

## **26. EVALUATION**

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

The school Safeguarding & Child Protection Policy is updated annually and is applied in keeping with current legislation and statutory guidance.

The Safeguarding & Child Protection Policy is formally reviewed on an annual basis with mid-year review, usually when the Section 175 Safeguarding Audit is completed. This review is undertaken and agreed in partnership with the nominated Safeguarding & Child Protection Governor, and subject to final approval by the school Governing Body.

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

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

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

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

Safeguarding is placed as an agenda item within Federation Staff meetings and is raised within Full Governing Body meetings through the Headteacher's Report.

Resources essential for implementing safeguarding in school are available and updated regularly (including access to training and delivery of staff roles with a clear safeguarding focus (DSL's, CAF Lead Practitioner, Inclusion team).

Processes are in place to consult children and young people (through the school's Junior Leadership Team and questionnaires) and parents (via feedback and the use of regular questionnaires) as part of the review of safeguarding.

The school delivery of 'Targeted Early Help' is monitored by the locality CAF Coordinator within the Hampshire Early Help Service. The Inclusion Team regularly monitor and measure progress against desired outcomes as part of TAF meetings.

Where appropriate, supervision is conducted in school to support professional delivery and as a means of evaluation.

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

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

## APPENDIX A1

### OTHER SPECIFIC SAFEGUARDING ISSUES:

#### **CHILD SEXUAL EXPLOITATION and**

#### **CHILD CRIMINAL EXPLOITATION**

##### **Child Sexual Exploitation**

##### **(CSE):**

The Lead DSL will follow the established school recording and referral processes (including the use of the sexual exploitation risk assessment form (SERAF) for suspected exploitation, where appropriate).

The SERAF assessment will be used as a tool by one of the school DSLs to highlight the risk of child sexual exploitation (CSE) or trafficking.

Current templates can be accessed from the Isle of Wight Safeguarding Partners website - [http://www.iowscb.org.uk/child\\_sexual\\_exploitation](http://www.iowscb.org.uk/child_sexual_exploitation)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then.

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Child Criminal Exploitation (CCE) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 84 victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative)

acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can: • children who have older boyfriends or girlfriends; and • children who suffer from sexually transmitted infections or become pregnant

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

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(DfE - Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation - February 2017)

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online (grooming).

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

## **DOMESTIC ABUSE**

Domestic abuse The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and 103 National Crime Agency - Modern slavery and human-trafficking This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 86 psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Operation Encompass Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. 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. 32



Additional 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 • Refuge what is domestic violence/effects of domestic violence on children • SafeLives: young people and domestic abuse.

## **SEXUAL VIOLENCE AND SEXUAL HARASSMENT (including Upskirting)**

What is sexual violence and sexual harassment? Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003<sup>111</sup> as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the <sup>111</sup> See Sexual Offences Act 2003 available at Legislation.gov.uk This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 93 penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. What is consent?<sup>112</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>113</sup> Sexual harassment When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: • sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and • online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>114</sup> It may include: <sup>112</sup> It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here. <sup>113</sup> PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. <sup>114</sup> Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment. This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 94 • non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media; • sexual exploitation; coercion and threats; and • upskirting. Upskirting<sup>115</sup> The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The response to a report of sexual violence or sexual harassment The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). Additional advice and support Abuse • What to do if you’re worried a child is being abused – DfE advice • Domestic abuse: Various Information/Guidance - Home Office (HO) • Faith based abuse: National Action Plan - DfE advice • Relationship abuse: disrespect nobody - Home Office website <sup>115</sup> Additional information can be found at GOV.UK. This document is for information only and does not come into force until 1

## **FEMALE GENITAL MUTILATION (FGM) AND FORCED MARRIAGE**

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

Concerns relating to FGM should be shared immediately with one of the school DSLs who will assess the information received and activate support via local safeguarding procedures, using national and local protocols for multi-agency liaison with police and children’s social care.

From October 2015, mandatory reporting duties for teachers became effective and these will be adhered to in keeping with 'Keeping Children Safe in Education' guidance for school and colleges and the Serious Crime Act 2015.

The most up to date definitions of categories of abuse with examples of signs and symptoms of abuse are found in Appendix 1 of this document.

All members of school staff have a duty of care and responsibility to be vigilant in their safeguarding responsibilities, and to be mindful that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Additional barriers can exist when recognising and acting on abuse and neglect of children with SEND, including assumptions that indicators of possible abuse relate to the child's disabilities. There is potential for these children to be suffering abuse without showing outward signs due to communication barriers and difficulties. Children who have a disability are statistically subject to greater risk of abuse. Similarly some children with particular Special Educational Needs may be particularly vulnerable.

It is important to be aware that abuse, neglect and safeguarding issues are rarely standalone events and in most cases multiple issues overlap with one another. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

There are many different types of abuse but there are some that staff may be initially less aware of.

Female Genital Mutilation (FGM) and Forced Marriage fall into this category. Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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

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

Indicators that FGM may already have occurred:

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

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the

designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 88 mandatory reporting duty placed on teachers<sup>104</sup> that requires a different approach (see following section). FGM FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>105</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. <sup>104</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). <sup>105</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 89 Forced marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## **PREVENTING RADICALISATION**

Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. • Extremism<sup>106</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. • Radicalisation<sup>107</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. • Terrorism<sup>108</sup> 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. <sup>106</sup> As defined in the Government's Counter Extremism Strategy, <https://www.gov.uk/government/publications/counter-extremism-strategy>. <sup>107</sup> As defined in the Revised Prevent Duty Guidance for England and Wales, <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-forengland-and-wales>. <sup>108</sup> As defined in the Terrorism Act 2000 (TACT 2000), <http://www.legislation.gov.uk/ukpga/2000/11/contents> This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then. 90 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and

friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. The Prevent duty All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".<sup>110</sup> This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.<sup>109</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.<sup>110</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). This document is for information only and does not come into force until 1 September 2020. Schools and colleges must continue to have regard to KCSIE 2019 until then.<sup>91</sup> into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

Keeping Children Safe in Education 2015/2016/2019 September update places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamic extremism and far-right extremism.

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

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

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).

County lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

### **Radicalisation:**

The procedures within this policy and relevant statutory guidance, ‘Working together to safeguard children’ and ‘Keeping Children Safe in Education’ will be followed to protect children at risk of radicalisation. Additionally, the school has a separate policy for Tackling Radicalisation and Extremism.

DSLs will make the decision about when it is appropriate to make a referral to the ‘Channel Programme’ (part of the government’s PREVENT Strategy) which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

### **Any such decision may be made in consultation with:**

**Hampshire Children’s Services: 0300 300 0901 / 0300 300 0117 (24 hours)**

**Hampshire Police Anti Terrorism Hotline: 0800 789 321**

**The local police force: 101 service**

**The Department for Education dedicated helpline (02073407264)**

**email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).**

Initial concerns regarding Radicalisation and Extremism should be recorded via CPOMS or on a ‘Safeguarding Concern/Incident Form’ and passed to a DSL, who will take the necessary action and record the concern in the Safeguarding Log/upload it to CPOMS.

## **THE SERIOUS CRIME ACT 2015**

The Serious Crime Act 2015 introduced measures to enhance the protection of vulnerable children and others and includes the following provisions in relation to safeguarding:

- Clarifies the offence of child cruelty to make it explicit that the offence covers cruelty which causes psychological suffering or injury as well as physical harm
- Introduces a new offence of sexual communication with a child
- Brings in new provisions to tackle FGM including a duty on teachers to notify the police of known cases of FGM carried out on a girl under 18
- Criminalises patterns of repeated or continuous coercive or controlling behaviour where perpetrated against an intimate partner or family member.

## **APPENDIX A2**

### **LEGISLATION**

This policy and related guidance refers to the legislation below:

#### **EDUCATION**

The Children Act 1989 and 2004  
Childcare Act 2006  
Education Act 2002  
The Education (Health Standards) (England) Regulations 2003  
The Further Education (Providers of Education) (England) (Regulations) 2006  
The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158  
The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940  
The Education (School Teachers' Appraisal) (England) Regulations 2012 [\[1\]](#)  
The Children and Families Act 2014

#### **POLICE**

Police Act 1997  
The Police Act 1997 (Criminal Records) Regulations 2002, as amended  
The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended  
The Sexual Offences Act 2003  
Serious Crime Act 2015

#### **OTHER**

Safeguarding Vulnerable Groups Act 2006  
Protection of Freedoms Act 2012  
Equality Act 2010 [\[2\]](#)  
The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended  
Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. March 2015

## The Federation of the Church Schools of Shalfleet and Yarmouth

### **A3 – ALLEGATIONS AGAINST ADULTS IN SCHOOL – GUIDANCE SUMMARY PROCESS**

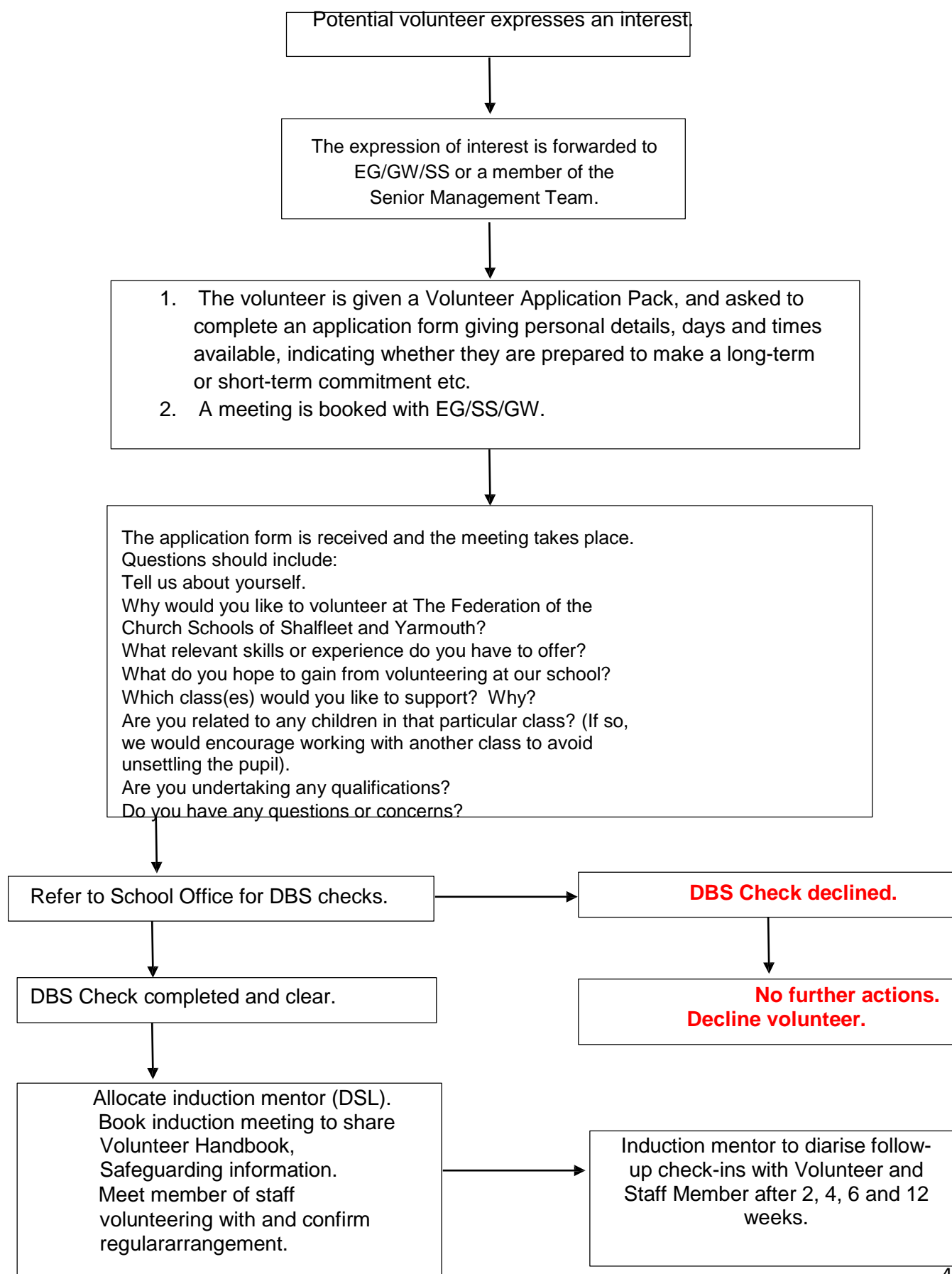
<b>1.</b>	<p>If you become aware that a member of staff/volunteer may have:</p> <ul style="list-style-type: none"> <li>Behaved in a way that has harmed a child, or may have harmed a child</li> <li>Possibly committed a criminal offence against or related to a child</li> <li>Behaved towards a child or children in a way that might pose a risk of harm to a child</li> </ul>
<b>2.</b>	Where a young person discloses abuse or neglect...
<b>3.</b>	<p><b>Listen.</b></p> <p><b>Take their allegation seriously, reassure them that you will take action to keep them safe.</b></p> <p><b>Inform them of what you are going to do next.</b></p> <p><b>Do NOT promise them confidentiality.</b></p> <p><b>Do NOT question further or approach/inform the abuser.</b></p>
<b>4.</b>	<p>Report immediately to Elizabeth Grainger, Headteacher or Sue Shynn (Shalfleet School Leader) or Georgina Westhorpe (Yarmouth School Leader)</p> <p>In their absence, report to Tracey Castle, Jane Collins or Sarah Woodburn</p> <p>Any concern or allegation against the Headteacher must be reported to Carla Bradshaw, Chair of Governors.</p>
<b>5.</b>	<p>Unless there is clear evidence to prove that the allegation is incorrect, the Headteacher <b>MUST:</b></p> <ul style="list-style-type: none"> <li>Report the allegation within one working day to the Designated Officer For Allegations (LADO).</li> </ul> <p><b>Amanda Sheen Tel: 01983 823 723 <a href="mailto:lado@iow.gov.uk">lado@iow.gov.uk</a></b></p> <p><b>Hampshire Children's Services Tel: 0300 300 0117</b></p>
<b>6.</b>	<p>The Designated Officer will:</p> <ol style="list-style-type: none"> <li>1. Consider the relevant facts and concerns regarding the adult and child/ren, including any previous history.</li> <li>2. Decide on the course of action – usually straight away, sometimes after further consultation.</li> </ol>
<b>7.</b>	If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake and internal investigation).
<b>8.</b>	<p>If the allegation threshold is met, a strategy meeting will normally be held either by phone or in person.</p> <p>Normally a senior manager, safeguarding lead, the Designated Officer, HR, Police and Social Care are invited to attend.</p> <p>Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings.</p> <p>A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.</p>

The above summary is intended as a brief guide. For more detailed information refer to the

Allegations Management Policy at <http://www.iowscb.org.uk/managing-allegations-against-staff> .

# The Federation of the Church Schools of Shalfleet and Yarmouth

## A4 – VOLUNTEER INDUCTION PROCESS





## Isle of Wight Safeguarding Children Board and Children's Trust Thresholds Chart – April 2014

Threshold:	1. Universal	2. Early Help	3. Targeted Early Help	4. Children's Social Care
The child or young person (maybe unborn):	Has needs met within universal provision. May need limited intervention within the setting to avoid needs arising.	Has additional needs identified within the setting that can be met within identified resources through a single agency response and partnership working.	Has multiple needs requiring a multi-agency coordinated response.	Has a high level of unmet and complex needs or is in need of protection.
Circumstances and Key Features	<p>The following circumstances and key features are for guidance and should always be considered in respect of the impact on the child or young person</p> <p><i>Despite intervention at 2, evidence of continuing...</i></p> <p><i>Persistent continued severe...</i></p>			
	<p><b>Developmental Needs</b></p> <ul style="list-style-type: none"> <li>Achieving learning targets</li> <li>Good attendance</li> <li>Meeting developmental milestones</li> <li>Has psychological well-being</li> <li>Socially interactive and skilled</li> <li>Ability to protect self and be protected</li> </ul> <p><b>Family and environment</b></p> <ul style="list-style-type: none"> <li>Supportive relationships</li> <li>Home, good diet and kept healthy</li> <li>Supportive networks</li> <li>Access to positive activities</li> </ul> <p><b>Parents and carers</b></p> <ul style="list-style-type: none"> <li>Protected by carers</li> <li>Secure and caring home</li> <li>Receive and act on information, advice and guidance</li> <li>Appropriate boundaries maintained</li> </ul>	<p><b>Developmental Needs</b></p> <ul style="list-style-type: none"> <li>Absence / truancy from school</li> <li>Incidence of absence / missing from home</li> <li>Use of fixed term exclusions</li> <li>Risk of social exclusion</li> <li>Poor attachments</li> <li>Language and communication difficulties</li> <li>Reduced access to care needs</li> <li>Disability or additional special need</li> <li>Potential for becoming NEET</li> <li>Potential not to attain</li> <li>Slow in meeting developmental milestones</li> <li>Missing health checks / immunisations</li> <li>Minor health problems</li> <li>Early signs of offending / anti-social behaviour</li> <li>Unmet sexual activity</li> <li>Early signs of drug/alcohol misuse</li> <li>Poor self-esteem</li> <li>Low level emotional/mental health issues</li> </ul> <p><b>Family and environment</b></p> <ul style="list-style-type: none"> <li>Young carers</li> <li>Poor parent/child relationships</li> <li>Children of prisoners / parents subject to community orders</li> <li>Bullying</li> <li>Poor housing and poor home environment impacting on child's health</li> <li>Community harassment / discrimination</li> <li>Low income affects achievement</li> <li>Parenting advice needed to prevent needs escalating</li> <li>Poor access to care services</li> <li>Risk of relationship breakdown</li> <li>Concerns about possible domestic abuse</li> </ul> <p><b>Parents and carers</b></p> <ul style="list-style-type: none"> <li>Inconsistent care arrangements</li> <li>Poor supervision by parent/carer</li> <li>Inconsistent parenting</li> <li>Poor response to emerging needs</li> <li>Historic context of parent/carer's own childhood</li> </ul>	<p><b>Developmental Needs</b></p> <ul style="list-style-type: none"> <li>Persistent absence from school</li> <li>Missing from school / home regularly with no explanation</li> <li>Persistent exclusions from school place</li> <li>Social exclusion</li> <li>Poor attachments</li> <li>No access to care services</li> <li>Significant disabilities</li> <li>NEET</li> <li>Developmental milestones not being met due to persistent parental failure/inability</li> <li>Chronic recurring health problems</li> <li>Regular missed appointments affecting developmental progress</li> <li>Teenage pregnancy</li> <li>Drug/alcohol misuse impacting negatively</li> <li>Risky sexual behaviour (e.g. unprotected sex)</li> <li>Offending / anti-social behaviour resulting in risk of entering Youth Justice System</li> <li>Emotional / mental health issues</li> </ul> <p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>Housing tenancy at risk</li> <li>Community harassment / discrimination</li> <li>Domestic abuse</li> <li>Relationship breakdown</li> <li>Transient families</li> </ul> <p><b>Parents and Carers</b></p> <ul style="list-style-type: none"> <li>Parental learning or physical disability, substance misuse or mental health impacts on parenting</li> <li>Inconsistent care arrangements</li> <li>Poor supervision by parent/carer</li> <li>Inconsistent parenting</li> <li>Poor response to identified needs</li> <li>Historic context of parent/carer's own childhood</li> </ul>	<p><b>Developmental Needs</b></p> <ul style="list-style-type: none"> <li>Chronic persistent absence, permanent exclusions or no school place that risks entry to the care system</li> <li>Persistent social exclusion</li> <li>Poor attachments</li> <li>Complex / multiple disabilities</li> <li>Complex mental health issues affecting developmental needs, including self-harm</li> <li>High level emotional health issues and very low self-esteem</li> <li>Non-organic failure to thrive</li> <li>Sexually inappropriate behaviour</li> <li>Sexually aggressive behaviour</li> <li>Teenage pregnancy under the age of 13</li> <li>Sexual exploitation / abuse</li> <li>Drug/alcohol use severely impacting development</li> <li>Recently missing from home resulting in self-neglect</li> <li>Relationship breakdown</li> <li>Offending and in the criminal justice system</li> <li>Unaccompanied minors</li> </ul> <p><b>Family and environment</b></p> <ul style="list-style-type: none"> <li>Situation of physical, emotional or sexual abuse or neglect</li> <li>Domestic abuse resulting in child being at risk of significant harm</li> <li>Homeless child/young person</li> <li>Family intentionally homeless</li> <li>Community harassment/discrimination</li> <li>Extreme poverty affecting child well-being</li> <li>Forced marriage, Honour Based Violence, Female Genital Mutilation</li> </ul> <p><b>Parents and carers</b></p> <ul style="list-style-type: none"> <li>Edge of care</li> <li>Parental encouragement of abusive/offending behaviour</li> <li>Continuing poor supervision in the home</li> <li>Parental non-compliance / disguised non-compliance or co-operation</li> <li>Inconsistent parenting affects child's developmental progress</li> <li>Private fostering</li> </ul>
What do I do next?	Go direct to the family information site <a href="http://www.wight.com/av2/thresholds">www.wight.com/av2/thresholds</a>	Consider undertaking a CAF checklist. If you believe that a CAF is appropriate contact the Children's Reception Team on 0300 300 0117 who will check against thresholds and if appropriate log that a CAF will be undertaken	Having contacted Children's Reception Team regarding your intention to undertake a CAF assessment you will find information on the CAF process and all relevant documentation here <a href="http://bit.ly/afed1b">http://bit.ly/afed1b</a> . The CAF team can provide information, advice and guidance in undertaking the CAF process.	Contact Children's Reception Team on 0300 300 0117 or Police 999 if at immediate risk
Level of Assessment	No formal assessment	CAF checklist/commencement of CAF assessment	CAF assessment and plan	Child and Family assessment and plan

Children's Reception Team: 0300 300 0117 Emergencies: 999

# CONFIDENTIAL

## The Federation of the Church Schools of Shalfleet and Yarmouth

### A6 – SAFEGUARDING CONCERN/INCIDENT FORM

PART 1 – FOR USE BY ANY STAFF TO RECORD A CONCERN/INCIDENT RELATING TO A CHILD'S SAFETY OR WELFARE

<b>CHILD'S NAME:</b>	<b>DOB:</b>
Your name:	
.....	
Print	Signature
Job title:	
<b>CONCERN/INCIDENT</b>	
Record factually. What is your concern/what happened? If recording a disclosure, use the child's own words. Witnesses? Include date/time/location.	
<b>WHAT IS THE PUPIL'S ACCOUNT/PERSPECTIVE?</b>	
Add any relevant details/comments.	
<b>OTHER RELEVANT INFORMATION</b>	
Distinguish between fact and opinion. Previous concerns?	
<b>WHAT NEXT?</b>	
Note actions, including names of anyone to whom your information was passed and when.	

Check to make sure your account is clear to someone else reading it. Attach a separate sheet to this form if required.

**PLEASE PASS THIS FORM TO A DESIGNATED SAFEGUARDING LEAD**

# CONFIDENTIAL

## The Federation of the Church Schools of Shalfleet and Yarmouth

### A6 – SAFEGUARDING CONCERN/INCIDENT FORM

#### PART 2 – FOR USE BY DSL TO RECORD ACTIONS TAKEN IN RESPONSE TO A CONCERN/INCIDENT

<b>Time and date</b> <b>information received,</b> <b>and from whom.</b>	
<b>Any advice sought –</b> <b>if</b> <b>required.</b> <b>Name, time, date,</b> <b>role,</b> <b>organisation and</b>	
<u><b>ACTION</b></u> <u><b>TAKEN</b></u> <b>Referral to Social Care</b> <b>or Hants Direct /</b> <b>monitoring advice</b> <b>given to staff member /</b> <b>CAF / call to parent</b> <b>etc.</b> <b>Follow-up email</b> <b>sent?</b> <i>Note time</i> <i>/date/names/who</i> <i>information was shared</i> <i>with etc.</i>	
<u><b>PARENTS</b></u> <u><b>INFORMED?</b></u> <b>YES or</b> <b>NO</b> <b>Reasons</b>	
<u><b>OUTCOM</b></u> <u><b>E</b></u> <b>Record names of</b> <b>individuals / agencies</b> <b>who have given</b> <b>information regarding</b> <b>outcome of any referral</b> <b>(if made).</b>	
<b>Where can</b> <b>additional</b> <b>information be</b> <b>found regarding</b> <b>the child / incident?</b>	
<b>Should a</b> <b>concern /</b> <b>confidential file</b> <b>be commenced if</b>	
<b>Is a policy or</b> <b>procedure</b> <b>review required as a</b> <b>result of this incident?</b> <i>If so note actions taken</i> <i>and outcome.</i>	

SIGNED..... PRINT .....

# CONFIDENTIAL

## The Federation of the Church Schools of Shalfleet and Yarmouth

### A7 – PUPIL BODY MAP AND GUIDANCE

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

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

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

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

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

**Ensure First Aid is provided where required and record following the usual procedure.**

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

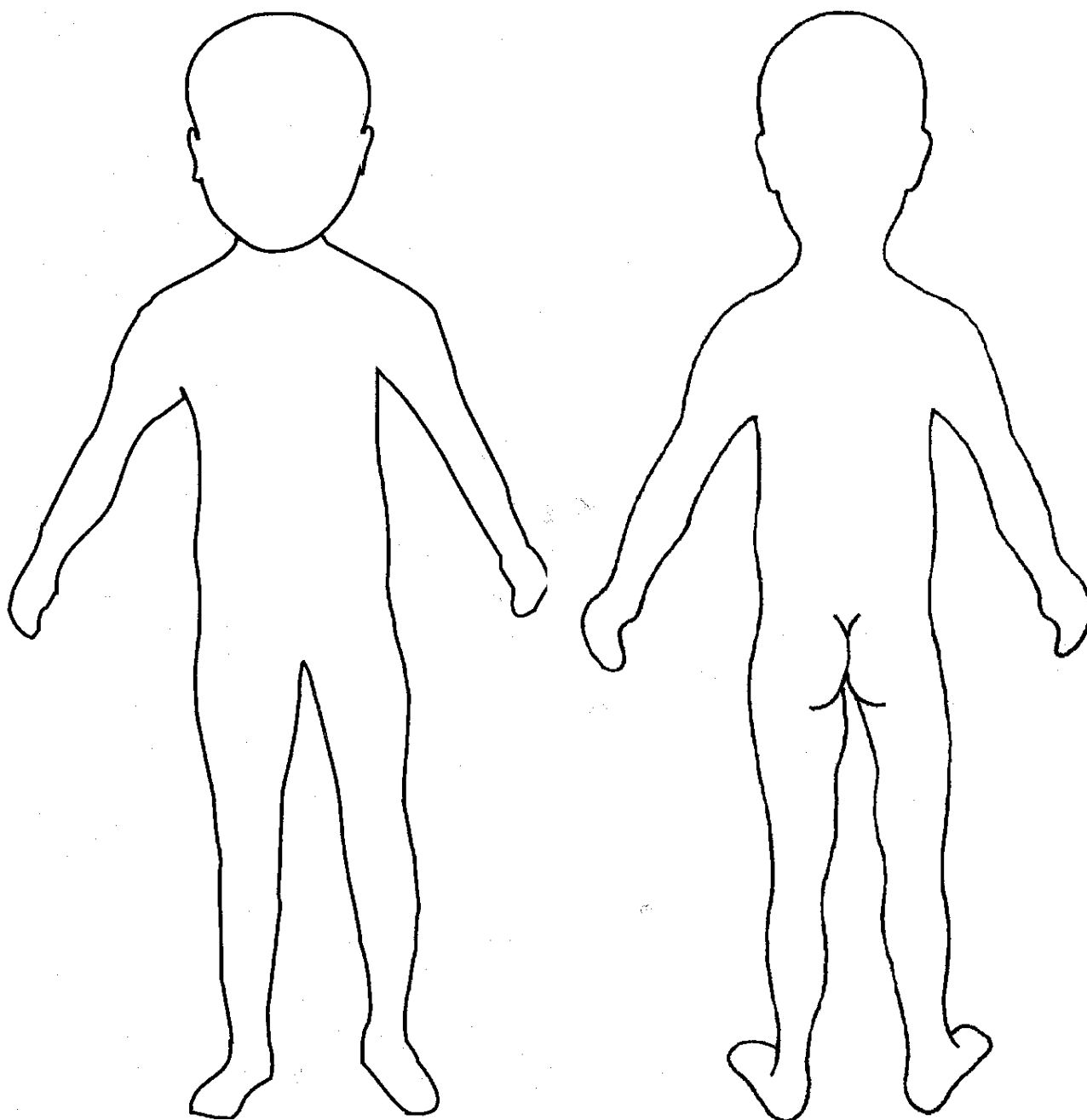
# BODYMAP

(This must be completed at time of observation)

Name of Pupil: ..... Date of Birth: .....

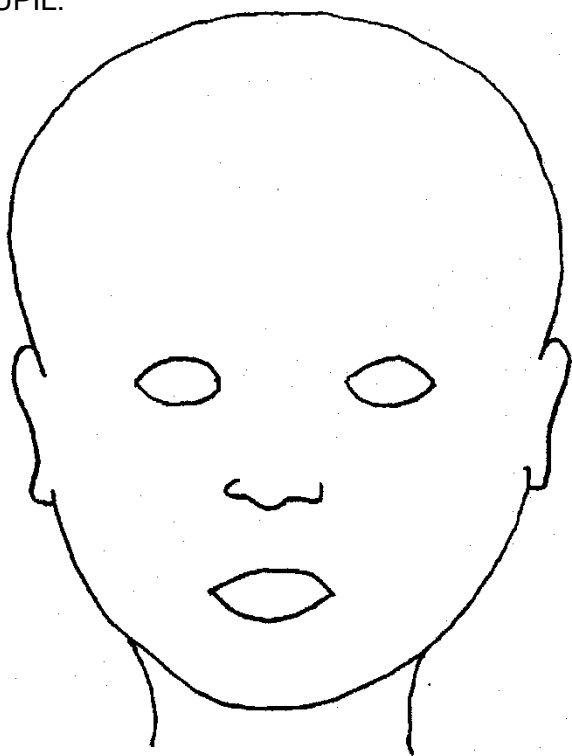
Name of Staff: ..... Job title: .....

Date and time of observation: .....

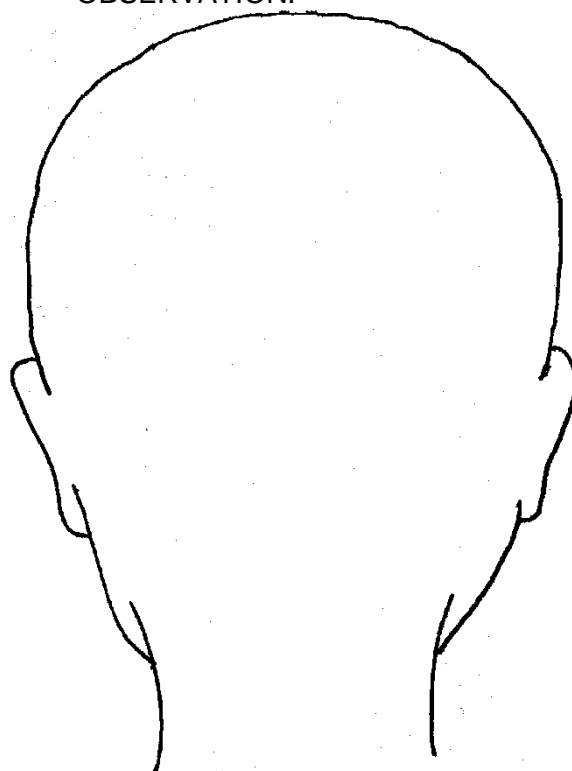


NAME  
OF  
PUPIL: .....

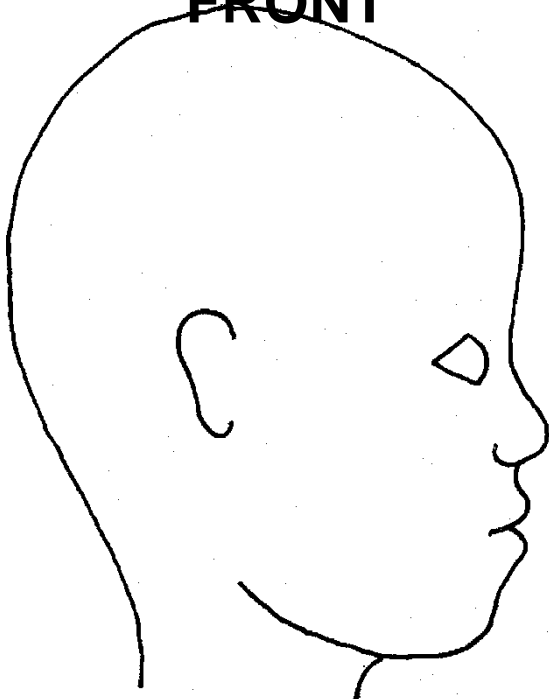
DATE AND TIME  
OF  
OBSERVATION: .....



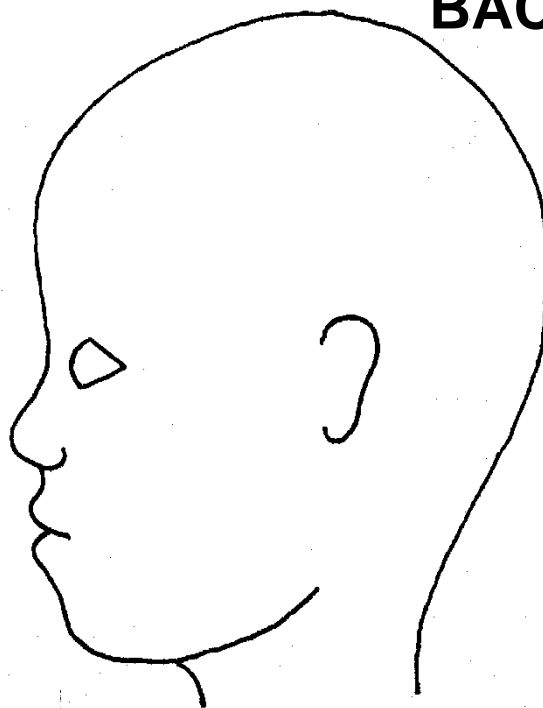
**FRONT**



**BACK**



**RIGHT**



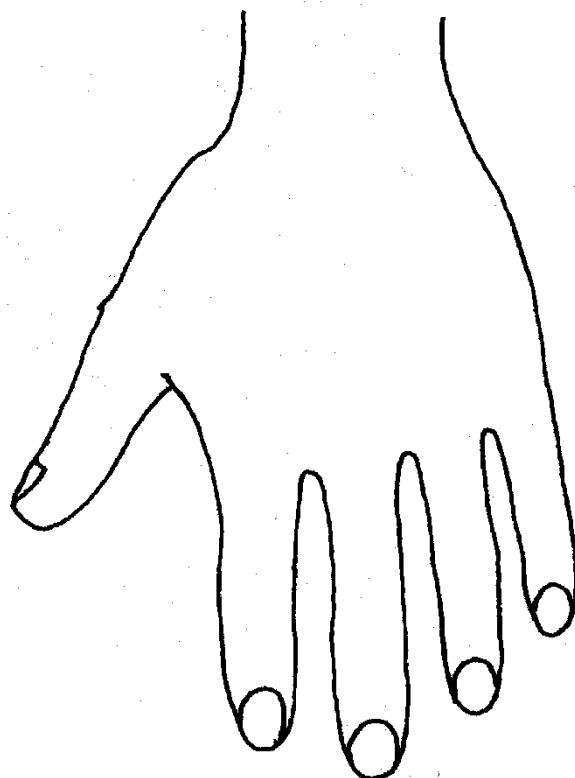
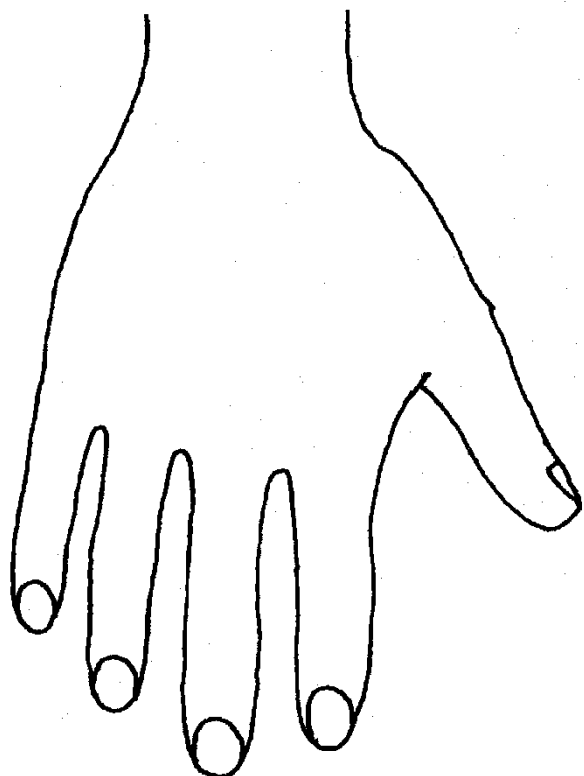
**LEFT**

SIGNED .....

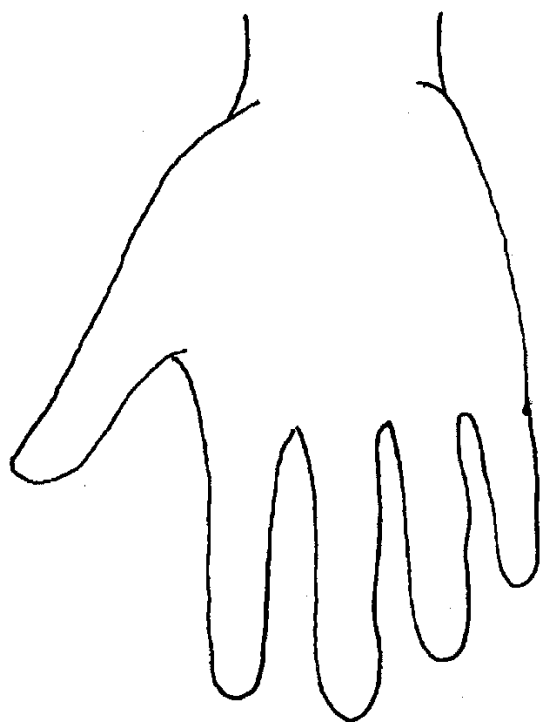
DATE .....

NAME OF PUPIL: .....

DATE AND TIME  
OF OBSERVATION: .....



R  
L

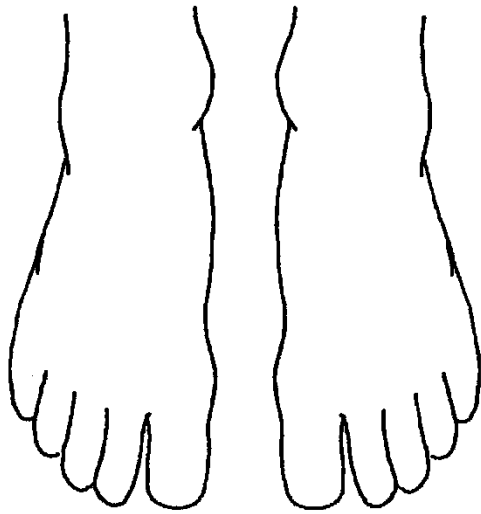


SIGNED .....

DATE .....

NAME OF PUPIL:

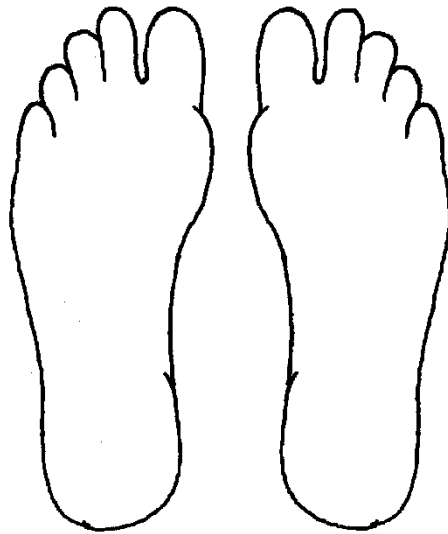
DATE AND TIME OF OBSERVATION:



R  
L

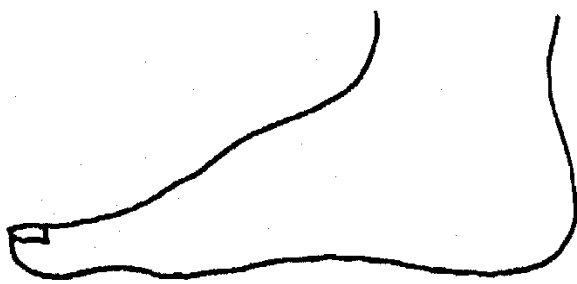
TOP

L



R

BOTTOM



R

INNER

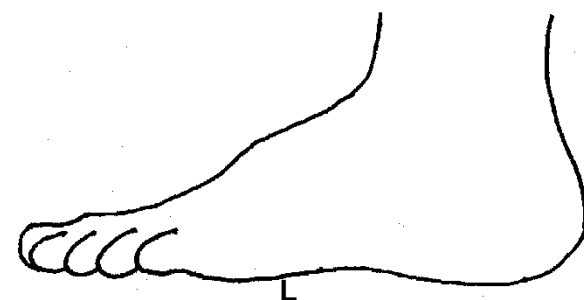


L



R

OUTER



L

PRINTED  
NAME,  
SIGNATURE  
AND  
JOB TITLE OF  
STAFF:



# CONFIDENTIAL

## The Federation of the Church Schools of Shalfleet and Yarmouth

### A8 – SAFEGUARDING INFORMATION LOG

FOR USE BY STAFF TO RECORD INFORMATION SHARED BY OTHERS EXTERNAL TO THE SCHOOL

<b>CHILD'S NAME:</b>	<b>DOB:</b>
Date/time of incident:	Date/time of receipt of information:
	Via (telephone/letter etc) <i>Attach as appropriate</i>
Recipient of information – name and role:	
Name of provider/organisation etc:	
Contact details	
Relationship to family?	
<b>INFORMATION RECEIVED</b>	
<b>ACTIONS/RECOMMENDATIONS FOR THE SCHOOL:</b>	
<b>OUTCOME:</b>	
Name:	Signature:
Date and time completed:	

CONFIDENTIAL

## The Federation of the Church Schools of Shalfleet and Yarmouth

## A9 – SAFEGUARDING CONTACT CHRONOLOGY FORM

**Sheet**  
**number:**

[illegible]

## **A-10 - Child Protection – COVID 19 APPENDIX**

The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

The Federation of the Church Schools of Shalfleet and Yarmouth has an effective child protection policy in place however it may or may not accurately reflect new arrangements in response to COVID-19, which can constantly change over time.

This COVID-19 appendix summarises any key COVID-19 related changes to the regular Federation of the Church Schools of Shalfleet and Yarmouth Child Protection Policy.

### **1. 1.0 Child Protection Policy (COVID-19)**

- The Headteacher will use any updated advice received to formulate additional child protection procedures within this COVID-19 period.
- The Headteacher will use any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.
- Staff and volunteers should know what they should do if they have any concerns about a child during the COVID-19 period. The Headteacher should inform all staff on any changes to the known procedure, if there are any, and to inform all staff who the DSL is at any given time.
- The Headteacher should ensure all staff are aware of the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns and how to do so.
- DSL (and deputy) arrangements for The Federation of the Church Schools of Shalfleet and Yarmouth during the COVID-19 period:
  - Duty DSL named each day on the staff rota, this is emailed to all staff whether in school or working from home
  - A DSL needs to be available on site/to speak to daily so staff can report any concerns.
- The Headteacher should ensure that there is a continued importance for school staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- If any member of staff has concerns regarding peer on peer abuse, the DSL should be informed as soon as possible and the Headteacher should ensure the victims are supported by the school as stated in the principles as set out in part 5 of KCSIE.
- If staff and volunteers have concerns about a staff member or volunteer who may pose a safeguarding risk to children, staff should still apply the principles in part 4 of KCSIE and the school will respond to any such concerns in usual procedure.
- The Headteacher should identify those children who the school are concerned about but who do not meet the 'vulnerable' definition and make arrangements to support these children accordingly. The Federation of the Church Schools of Shalfleet and Yarmouth has created a register of children of which the DSLs make daily, every other day or weekly phone calls this also includes the children given by Hampshire of who are vulnerable.
- There is provision for all children eligible for a free school lunch
- The Headteacher should ensure there are arrangements in place to keep children not physically attending the school safe, especially online. The Federation of the Church Schools of Shalfleet and Yarmouth should ensure parents and families are reminded of online safety throughout the COVID\_19 period. All e-safety resources are set out on the website.

### **2. 2.0 Designated Safeguarding Lead (COVID-19)**

The optimal scenario for any school or college providing care for children during the COVID-19 period is to have a trained DSL or Deputy available on site, as stated in section 1.0. However, it is recognised this may not be possible, and where this is the case The Federation of the Church Schools of Shalfleet and Yarmouth will ensure the following:

- A trained DSL or Deputy will be available to be contacted via phone or online video - for example working from home and the contact details distributed to all staff.
- Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a school place to those on the edges of receiving children's social care support.
- Staff will continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

### **3. 3.0 Children moving schools and colleges**

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR they should not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

### **4. 4.0 Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If The Federation of the Church Schools of Shalfleet and Yarmouth is recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

The Federation of the Church Schools of Shalfleet and Yarmouth has dramatically reduced the number of volunteers and visitors allowed into the building during the COVID-19 period, however if the Federation utilises volunteers, the school should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

The Federation of the Church Schools of Shalfleet and Yarmouth will continue to follow its legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The Federation of the Church Schools of Shalfleet and Yarmouth will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'. During the COVID-19 period all referrals should be made by

emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk). All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so, consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that The Church Schools of Shalfleet and Yarmouth is aware, on any given day, which staff/volunteers will be in the school building, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Federation of the Church Schools of Shalfleet and Yarmouth will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

## **5. 5.0 Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils, their parents and staff. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The department for education is providing separate guidance on providing education remotely, which The Federation of the Church Schools of Shalfleet and Yarmouth will follow.

As the Federation is providing care for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for these children and families.

The Federation's Mental Health Policy and Behaviour Policy sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils and families in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

## **6. 6.0 Online safety**

### **6.1 Online safety in schools and colleges**

It will be more important than ever that The Federation provides a safe environment, including online. The Federation of the Church Schools will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school building. The Federation and its Senior Leaders will ensure regular contact with WightSupport to maintain technical knowledge and safe IT arrangements are in place. The Federation of the Church Schools of Shalfleet and Yarmouth will also consider what the contingency arrangements are if its IT staff become unavailable and this will be risk assessed accordingly.

The UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves that any new arrangements continue to effectively safeguard children online.

The UK Safer Internet Centre's professional online safety helpline also provides support for the children's workforce with any online safety issues they face. Local authorities may also be able to provide support.

Education at home Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-collegesand-other-providers](#) and [safeguarding-and-remote-education](#)

### **6.2 Children and online safety away from school and college**

The Federation of the Church Schools of Shalfleet and Yarmouth will be doing all it reasonably can to keep all of its children safe. In most cases, the majority of children will not be physically attending the school. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

The department for education is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published guidance from the UK Safer Internet Centre on safe remote learning and

from the London Grid for Learning on the use of videos and livestreaming could help plan online lessons and/or activities and plan them safely.

The Federation of the Church Schools of Shalfleet and Yarmouth will consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's Code of Conduct for Staff. This policy include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

The Federation of the Church Schools of Shalfleet and Yarmouth, as much as is reasonably possible, will consider if its existing policies adequately reflect the new reality of so many children (and in some cases staff) working remotely online. As with the child protection policy, in some cases an annex/addendum summarising key COVID-19 related changes may be more effective than re-writing/re-issuing the whole policy.

In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

The Federation of the Church Schools of Shalfleet and Yarmouth will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to The Federation of the Church Schools of Shalfleet and Yarmouth, the school will also signpost children to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

The Federation of the Church Schools of Shalfleet and Yarmouth will be in regular contact with parents and carers. Those communications that the school sends out should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school's online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, The Federation of the Church Schools of Shalfleet and Yarmouth will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- Internet matters - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and carers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

The Church Schools of Shalfleet and Yarmouth will share this support with parents and carers.