

Our School Values

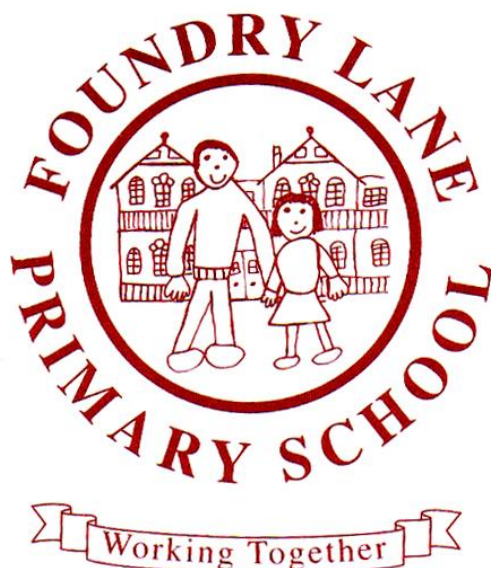
Resilience Creativity

Kindness

Community

Critical Thinking

Independence



Foundry Lane Primary School Safeguarding Policy 2022/2023

(Updated in line with KCSiE guidance 2022)

Author: Helen Aldred

Approved and Adopted: 27.09.22

Southampton City Council's Safeguarding Policy and Guidance was used to help write this policy.
If you would like to see a signed copy of this policy please contact the School on 02380 774814 or on
info@foundrylaneprimary.co.uk

This policy is to be reviewed: September 2023

This policy is reviewed by FGB

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

Our inclusive environment acknowledges and respects children from diverse families and cultural backgrounds where everyone feels they belong. We provide a rich and engaging school experience through inspiring, motivating and challenging our pupils to believe in themselves and to raise and expand their aspirations.

Contents

Key Contacts	4
PART 1 Aims, Roles and Responsibilities	
Scope	6
Statement of Intent	6
Rationale	6
Policy Statement and aim	6
Definitions / Glossary	9
Roles and Responsibilities	
Southampton Local Authority	10
The Governing Body	11
The Head teacher	13
The Designated Safeguarding Lead	13
All Staff at Foundry Lane Primary School	15
Referrals to other agencies and Social Services	15
Brief Intervention Assessment and support	15
Child in need	16
Child Protection referrals	16
Social Workers	16
Working with parents and carers	17
Curriculum/Opportunities to teach Safeguarding	17
Contextual Safeguarding	17
Health and Safety	18
Site Security	18
Administration of medicines and First Aid	19
Management of Pupil Behaviour	19
Physical Intervention (Use of Reasonable Force)	19
Taking and the use and storage of images	20
Transporting pupils	20
Collection of children from the School	21
Off site visits	22
Behaviour and Safety	23
PART 2 Specific Safeguarding Issues	
Child Criminal Exploitation (CCE)	23
Child Sexual Exploitation (CSE)	23
Female Genital Mutilation (FGM)	24
Breast Ironing	25
Mental Health	26
Child on child abuse	27
Bullying, including up skirting	28
Sexual violence and sexual harassment between children in the Schools	29
Cyberbullying	31
Prejudice based abuse	32
Faith Abuse	33
Hate Crime	33

Youth produced sexual imagery (sharing nudes or semi-nudes)	33
Domestic Abuse	34
Children and the Court system	35
Missing, Exploited and Trafficked Children (MET)	35
Children Missing in Education	36
Child Missing from Home or Care	37
Children with family members in prison	37
Homelessness	38
County Lines	38
Honour Based Abuse	39
Forced Marriage	40
Gender based violence / Violence against women and girls	41
Modern Slavery / Trafficked and Exploited Children	41
Preventing Radicalisation and Extremism	42
Internet and Online Safety	44
Social media	45
Online reputation	46
Gaming	46
Grooming	46
Gangs and Youth Violence	47
Teenage Relationship Abuse	47
Parenting	48
Working with aggressive and Violent parents	49
Parental substance misuse	49
Substance misuse including alcohol and drugs	50
Substance misuse including alcohol and drugs – children	50
Children with Special Educational Needs, disabilities or health conditions	51
Pupils with medical conditions (within the School) including emergency evacuation	51
Pupils with medical conditions (out of School)	51
Intimate care	52
Fabricated or induced illness	53
Looked After Children	54
Private fostering	55
PART 3 School Procedures	
Supporting Pupils	56
The role of Foundry Lane Primary School	56
Reporting and recording	56
Confidentiality	56
Reporting	56
Referral	57
How to notify the Local Authority of removal from roll	57
Role of Children's Social Care	57
Brief Intervention Team	57
Children's Resource Service (CRS)	58
Children in need of protection	58
HRDA (High Risk Domestic Abuse)	59
Staff and Safer recruitment	59

Teacher Status Checks	60
Disclosure and Barring Service Checks (DBS Checks)	60
Single Central Register	61
Disqualification under the Childcare Act	61
Induction and Training	61
Staff Code of Conduct	62
Training	62
Staff Responsibilities	62
Listening and responding	62
Confidentiality	63
Reporting	63
How to escalate	63
Allegations against Staff (Including Low-level concerns)	64
Management	66
Leadership and management	66
Monitoring and reviewing policies	66
Appendix 1 – Declaration for drivers	68
Appendix 2 - Flow chart for Child Protection Procedures	69
Appendix 3 - PREVENT flow chart for Children’s Services	70
Appendix 4 – List of First Aid trained members of staff	71
Appendix 5 – Employee Declaration Form	73

KEY CONTACTS

Foundry Lane Primary School Contacts
<p>Designated Safeguarding Lead: Sean Taylor</p> <p>Deputy Designated Safeguarding Leads: Helen Aldred, Em Ervine and Jacqui Dowdell.</p> <p>DSLs can be contacted by phone: 023 80774814 or email: DSL@foundrylaneprimary.co.uk</p> <p>Prevent Lead: Helen Aldred</p> <p>Out of hours care Designated Safeguarding Lead: Claire Porter, Claire Dear & Zoe Solle</p> <p>Designated Teacher for Children Looked After: Em Ervine</p> <p>Nominated Governor for Safeguarding: David Higlett (Chair of Governors)</p> <p>Chair of Governors: David Higlett</p> <p>Mental Health Leads: Alex Stammers and Em Ervine</p>

Southampton Safeguarding Contacts & Numbers	
The LA's Strategic Lead Officer for Safeguarding in Education: Jacqui Schofield Jacqui.schofield@southampton.gov.uk Tel: 023 8083 3791	
Southampton Local Authority Designated Officer (LADO): Jemma Swann Email: lado@southampton.gov.uk Tel: 023 8091 5535 Mobile: 07500952037	
CRS – Children's Resource Service Tel: 023 8083 2300 Out of hours emergency duty team: 023 8023 3344 Public Phone Number: 023 023 8083 30041 E-mail: childrensresourceservice@southampton.gov.uk Children's Resource Service Lead: Rebecca Holdsworth Email: Rebecca.holdsworth@southampton.gov.uk Tel: 023 8091 7671	
Southampton Local Safeguarding Board: Independent Chair: Keith Makin Manager: Sarah Lawrence Email: lsqb@southampton.gov.uk Tel: 023 8083 2995	
Prevent Officer for Hampshire and Southampton: Wendy Steward Wendy.steward@hampshire.pnn.police.uk Tel: 07796191771	
Child Missing Education leader: Eliza Theobald-Morgan eliza.theobald-morgan@southampton.gov.uk Tel: 023 80833666	
Lead for Vulnerable Pupils: Tina Selby Tina.selby@southampton.gov.uk Tel: 02380 833889	
Virtual Head teacher for Children Looked After: Maria Anderson Maria.anderson@southampton.gov.uk Tel: 023 8083 2058	
Children and Families First: Dan Buckle Email: Dan.buckle@southampton.gov.uk Tel: 02380 8254 5322 Service Lead West: Monica Khaiba Moniuc.khaiba@southampton.gov.uk Tel: 023 8083 3420	
Education Welfare Officer: Samantha Dabreo Tel: 023 8254 5866; Mobile: 07721813140 Samantha.Dabreo@southampton.gov.uk	

PART 1 – Aims, Roles and Responsibilities

Scope

The policy relates to all staff, volunteers and Governors of Foundry Lane Primary School, and provides them with the framework they need in order to keep children safe and secure in our School and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Statement of Intent

This safeguarding policy and child protection policy describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency policy and procedures put in place by Southampton Safeguarding Children Partnership (SSCP). It will be updated annually in line with DfE, SSCP, SCC and any other relevant guidance and updated mid-review where key changes are made to national safeguarding policy or procedure. This policy will be available publicly through the School's website.

Rationale

At Foundry Lane Primary School, there is nothing more important to us than the mental, physical, emotional and spiritual welfare of our pupils. Children have a right to feel secure and cannot learn effectively unless they do so. We believe that every child, regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs has a right to be protected from harm.

We recognise our legal and moral duty to promote the well-being of children, prevention of harm, and respond to child abuse. We will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended School activities. All staff (including Governors and volunteers) have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, Foundry Lane Primary School's approach to safeguarding is child centred. This means that we consider, at all times, what is in the best interests of the child, taking into account the child's own views and wishes as set out in Keeping Children Safe in Education 2022. We will ensure that the children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe. In addition, all children know that they can communicate with any adult in the School if they are worried or in difficulty.

We acknowledge that working in partnership with other agencies protects children and reduces risk. We will therefore engage in multi-agency working, throughout the child protection process, to safeguard children. Whilst the School will work openly with parents as far as possible, the School reserves the right to contact Southampton's Multi-agency Safeguarding Hub (CRS) - in line with current safeguarding procedures – the Local Safeguarding Children's Board Continuum of Need Document (Jan 2017) or the Police, without notifying parents if this is in the child's best interests.

At Foundry Lane Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Policy Statement

We recognise our legal and moral responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and Governors with the framework they need in order to keep children safe and secure in our the School and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific guidance is available to staff (including Governors and volunteers) within the procedure documents.

This policy should be read in conjunction with the School's Child Protection Policy and other policies including:

- Accessibility Plan
- Administration of Medicines Policy
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Computing Policy
- Charging remissions Policy
- Child Protection Policy
- Drugs Policy
- Duty to Act: Whistleblowing Policy
- Equality Policy including Race Equality
- E-Safety Policy
- Health and safety Policy
- School Lockdown Procedures
- Online Safety Guidelines
- Out of Hours care terms and conditions
- Race Equality Policy
- School Code of Conduct for staff and visitors
- School Security Policy
- Single Central record of recruitment and vetting checks

Safeguarding is taken to mean all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.

Our Aim is to demonstrate the School's commitment with regard to safeguarding and child protection to pupils, parents and other partners by raising the awareness of all teaching and non-teaching staff, including volunteers and Governors, of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable the School to effectively contribute to Early Help assessments of need and support for those children and by providing robust systems and procedures that are followed by all members of the School community in cases of suspected abuse. To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff working within the School who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSiE guidance), and a single central record is kept for audit. We comply with the Disqualification under the Childcare Act 2006 guidance issued in February 2015 and updated in 2018.

Safeguarding processes are intended to put in place measures that prevent harm to children. There may be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations a review will be carried out in order to identify learning and inform the policy, practice and culture of the School. An annual audit of Safeguarding is completed as well as evaluations of on-going incidents and how they are resolved.

Some areas of safeguarding are specialist, and a separate lead has been identified in the School:

- **Designated Safeguarding Lead:** Sean Taylor
- **Deputy Designated Safeguarding Leads:** Helen Aldred, Em Ervine, Jacqui Dowdell & Sarah Shave
- **Health & Safety:** Nigel Peck
- **Single Central Register:** Alex Stammers
- **Attendance:** Cathy Clouder, Em Ervine
- **Curriculum:** Helen Aldred and Sean Taylor
- **Computing & Technology:** Callum Dickson and Kathryn Blake
- **Educational Visits Coordinator:** Helen Aldred

All pupils in our School are able to talk to any member of staff to share concerns or discuss situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the Designated Safeguarding Lead, or a Deputy Designated Safeguarding Lead. In addition, we provide pupils with information of who they can talk to outside of School both within the community and with local or national organisations who can provide support or help.

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

Guidance and documents referred to in this policy:

- Southampton Safeguarding Children Board protocols, guidance and procedures
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education 2022 (KCSiE 2022)
- Guidance for Safer Working Practices 2022
- Disqualification under the Childcare Act 2006 ((Updated September 2018)
- Inspecting safeguarding in early years, education and skills settings (Aug 2016 updated Sept 2018)
- FGM Act 2003 Mandatory Reporting Guidance 2016
- 'What to do if you are worried a child is being abused' 2015
- Teacher Standards 2011 (terminology updated 2021)
- Information Sharing Advice for Practitioners' guidance 2015
- SCC Children Missing Education
- The use of physical intervention when working with children and young people
- Governance handbook (Jan 2017)
- GDPR guidelines
- Mental Health and Behaviour in schools (2018)

The School follow and regularly evaluate their policy in line with Southampton Local Children's Safeguarding Board policies and procedures to ensure it is current and kept up to date.

Definitions / Glossary

Safeguarding is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of mental and physical health or development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood. Our safeguarding practice applies to every child.

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the School, full time or part time, in either a paid or voluntary capacity. This also includes parents, volunteers and Governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our School; however the policy will extend to visiting children and students from other establishments

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

MAPPA – multi- agency public protection arrangements and risk management for individuals who may pose a risk to children.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion

from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Trigger Trio: The term 'Trigger Trio' has been used to describe the issues of domestic abuse, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Prevent: From 1 July 2015 all Schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty (see section 7.2). In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- child criminal exploitation (CCE)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate crime
- mental health
- private fostering
- preventing radicalisation
- sharing nudes or semi-nudes
- modern slavery / trafficking and exploitation

Roles and Responsibilities

Southampton Local Authority

Southampton City Council Children's Social Care division will support the School to safeguard and promote the welfare of pupils by:

- Co-ordinating the delivery of integrated children's services within the city including Brief Intervention service;
- Providing services under the Children Act 1989;
- Providing the School with advice, support and guidance, policy and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety;
- Dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO); and
- Taking responsibility for those children who are not in education.

Leadership and Management

Foundry Lane Primary School Governing Body

The Governing Body is fully aware that the School must comply with statutory responsibilities regarding policy, procedures, monitoring compliance and reporting. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their

Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The policy also reflects, statutory guidance 'Keeping Children Safe in Education' 2022 (KCSiE) and Southampton Safeguarding Children Partnership (SSCP) Procedures.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our School to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff, volunteers and Governors in the School and any locally agreed guidance. All procedures for safe recruitment and vetting of staff take account of the DfE and any other local guidance.

The **Governing Body** will ensure:

- They take part in mandatory safeguarding training to ensure they can assure themselves that the safeguarding policies and procedures in place are effective. Training will be regularly updated.
- They comply with their duties under legislation;
- They have regard to the guidance set out in 'Keeping Children Safe in Education' (2022) to ensure that the policies, procedures and training at Foundry Lane Primary School are effective and comply with the law at all times;
- Their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by SSCP;
- An appropriate child protection policy and procedures are in place and they are made available to parents on request;
- A member of the Senior Leadership Team is designated to take responsibility for dealing with child protection issues;
- An appropriate deputy is available and all staff in the School know who that person is;
- Appropriate training is undertaken by the Designated Safeguarding Lead (which is refreshed every two years and who attends regular network meetings for local arrangements to update on relevant and key local information), attends regular update sessions at a national level and all staff have safeguarding training refreshed annually;
- All staff members undergo safeguarding and child protection training at induction;
- All staff receive regular refresher training, at appropriate intervals, as and when required (but at least annually), to keep up with any relevant safeguarding and child protection developments;
- That temporary staff or volunteers are made aware of the School's arrangements and responsibilities;
- That staff members do not agree confidentiality to children, and always act in the best interests of the child;
- Policies and procedures are reviewed annually by the Governing Body and it provides information to the LA about them and how their duties have been discharged;
- There is a nominated member of the Governing Body responsible for liaising with the local authority (LA) and / or other partner agencies in the event of an allegation being made against the Head teacher;
- That appropriate safeguarding responses to children who go missing in education, particularly on repeat occasions, are in place to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future;
- That the School contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018;
- A designated teacher is appointed to promote the educational achievement of children who are

looked after and to ensure that this person has appropriate training;

- That staff have the skills, knowledge and understanding necessary to keep looked after children safe;
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- Children's wishes and feelings are taken into account when deciding what action to take or what services to provide to protect them and that there is a robust system in place for gaining feedback from pupils;
- That "over blocking" by use of filters and monitoring systems does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding;
- They are confident that electronic systems are in place that will identify children accessing or trying to access harmful and inappropriate content online;
- A clear policy on the use of mobile technology in the School. Children in Year 6 are allowed to bring in mobile phones but they need to be stored securely in the school office during school hours. Adults working in the school are not to use their personal mobile phones for any reason whilst working with children. Phones are to be secured safely away from children.

The Governing Body has appropriate procedures in place for managing safeguarding allegations or concerns about staff and volunteers, supply teachers and agency staff and ensure all concerns are dealt with in a timely manner. The Governors, the Head teacher and staff will account for the effectiveness of safeguarding arrangements in the School. The Governors will ensure at the annual review of the policy that appropriate training is in place for staff, Governors and other relevant adults. They will ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part one of 'Keeping Children Safe in Education, September 2022'.

The guidance in KCSiE (2022) should be followed where it is alleged that anyone working in the school that provides an education for children under the 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.

The Governors will ensure that appropriate arrangements are in place to safeguard children who take part in or are affected by the provision of extended services and other School activities that take place outside of normal School hours, by following the Local Authorities Letting Policy. The Governors will ensure that the ethos and culture of the School promotes positive practice in relation to safeguarding all their pupils and staff at all times.

The Head Teacher

The Head Teacher, Mr Taylor, is fully aware of, and understands, his statutory responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in DfE documentation and any locally agreed guidance.

He will ensure that:

- He has a clear overview of safeguarding procedures and practice.
- All staff have read at least part 1 of 'Keeping Children Safe in Education' (September 2022) and Annex A and understand and comply with this guidance.

- The School fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- All policies and procedures adopted by the Governing Body, particularly concerning referrals of suspected abuse and neglect, are understood and followed by staff.
- Safer recruitment policies are adhered to for all new staff and they have an awareness of the new vetting and barring process and takes account of the DfE and other local guidance.
- All staff are recruited using the guidance from HR.
- The Designated Safeguarding Lead will be supported at all times.
- The Designated Safeguarding Lead is part of the Senior Leadership Team.
- The Designated Safeguarding Lead is given sufficient time and resources to discharge their responsibilities, including taking part in inter-agency assessments and meetings.
- The Designated Safeguarding Lead is appropriately trained to enable them to successfully cascade safeguarding awareness training to all other staff members on a regular basis, with or without the support of the Local Authority.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff are fully aware of the procedures to be followed if an allegation was made, or concerns raised, regarding a member of staff. In all cases these would go straight to the Head teacher unless the allegation was against the Head teacher in which case it would go directly to the Chair of Governors.
- Risk assessments are carried out, not only in relation to School activities, but in admitting or re-admitting pupils with behaviour that could place themselves or others at risk.
- Effective steps are taken to address any safeguarding concerns made by any member of School staff.
- All staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practice, empowering them and ensuring they are aware they have a legal duty to do so.

The Designated Safeguarding Lead *(to be read in conjunction with Designated Safeguarding Lead role description in KCSiE 2022)*

In addition to their role as a member of staff and member of the Senior Leadership Team the Designated Safeguarding Lead will:

- Assist the Governing Body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002;
- Attend initial training for the role and refresh this every two years. By attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter with regular updates;
- Ensure every member of staff knows who the Designated Safeguarding Lead is, is aware of the Designated Safeguarding Lead role and has their contact details;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead;
- Ensure that whole School training occurs annually so that staff and volunteers can fulfil their responsibilities;
- Will follow DfE and KCSiE guidance 'Child on child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the School;
- Ensure any members of staff joining the School outside of this training schedule receive

induction prior to commencement of their duties;

- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk;
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers School. A receipt for these documents will always be received and documented on CPOMS;
- Be aware of pupils who have a social worker;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with the teachers and school leadership staff.
- Ensure that where a pupil transfers from the School and is on a child protection plan or is a child looked after, the information is passed to the new setting immediately and that the child's social worker is informed. Foundry Lane Primary School adhere to guidance issues by Southampton City Council on the Retention and Transfer of Child Protection and Child Welfare Records for Education, including Children Looked After (September 2018);
- Be available during term time (during the School hours) for staff in the School to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the Designated Safeguarding Lead and the School leadership for any out of hours/term activities;
- Act as a source of support and expertise in carrying out safeguarding duties for the whole School community;
- Will encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff. At Foundry Lane Primary School the system to ensure the child's wishes are taken into account include either by using the School Emotional Literacy Support Assistant to give each child an opportunity to talk in a safe environment or by using either the Cafcass resource 'Say it your own way.'
<https://www.cafcass.gov.uk/download/6769/> or the resource 'All about me.'
http://www.acu.edu.au/_data/assets/pdf_file/0008/352961/All_About_Me_booklet.pdf ;
- Link with SSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Develop, implement and review procedures in our School that enable the identification and reporting of all cases, or suspected cases, of abuse;
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSiE) Part 1 and annex A, whilst ensuring that the policies are used effectively;
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all the School staff, keep a record of attendance and address any absences;
- Ensure that in collaboration with the School Senior Leadership Team and Governors, the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- Meet all other responsibilities as set out for Designated Safeguarding Leads in Keeping Children Safe in Education 2022;
- Ensure that child protection records/welfare concerns relating to vulnerable children are not destroyed in line with current embargo on destruction under the inquiry into historical sexual abuse. These are retained on CPOMs and in paper copy; and
- Generally the Designated Safeguarding Lead will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate or in the best

interest/ wishes of the child/other children.

N.B. The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police. Advice can be obtained from the Designated Safeguarding Lead and the Designated Safeguarding Lead should be made aware by the teacher.

- The lead DSL and deputy DSLs meet weekly to review open cases and children who the school have raised concerns about. We make contact with outside agencies to chase up or review the case with the relevant people. These meetings take place each week when at least 2 of the DSLs are able to review together. We RAG rate the cases and review any use of reasonable force within the school to review the Risk assessment for the child and make any necessary adaptations to the plan for the child concerned.
- In the case of School closure vulnerable families are allocated to a DSL, at least weekly contact is made with these families and where a social worker is involved take part in CIN, CP meetings via conference call.

Staff at Foundry Lane Primary School

All staff have read Keeping Children Safe in Education (2022) part 1 and Annex A and mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities which are set out in the guidance. All staff receive Child Protection awareness training at least annually and they are regularly updated by the Designated Safeguarding Lead (at least annually) regarding national changes or pertinent issues. They are aware of the School's Child Protection policy and procedures, and know how to recognise and refer any concerns (Appendix 2).

All new/temporary staff are fully briefed on safeguarding procedures within the School, including the Child Protection Policy, The School Code of Conduct and the role of the Safeguarding Lead.

All staff will be aware of the process for making referrals to Children's Social Care along with the role that they may be expected to play.

All staff receive training in Prevent and complete an online Home Office module for Channel General Awareness.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole the School training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

REFERRALS TO OTHER AGENCIES AND SOCIAL SERVICES:



At some time or another, all of us need a little bit of help. Whether that is from a GP helping us to understand a condition for our child, the School nurse supporting parents with concerns on bedtime routines or toileting, accessing jobs or writing CV's. Southampton has redesigned its provision to focus on this early stage of support recognising that we all need help at some point and they have developed their new provision continuum.

Early Help Assessment and support:

Early Help is designed to help the School to support the whole family through a Brief Intervention Plan, which is driven by the family themselves. Families can request Early Help Plan's and may already be working with the School to access help they might need. A Brief Intervention Assessment allows the School to access a large range of agencies and support that could be offered to parents from a Family Engagement Worker to support at home with organisation, routines and structure, to debt planning support, health and medical support for ongoing concerns raised by the parent to parental signposting for support groups.

Any child may benefit from early help, but we are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Child in need:

An on-line referral form can be found at:

(<https://southampton.firmstep.com/default.aspx/RenderForm/?F.Name=k445NX72fcA>)

This can be used if the DSL (and deputies) are off site and a referral needs to be made.

Referral for a social work service will be made by way of an referral to the CRS team for children who are likely to be assessed as being a child in need under section 17 of the Children Act 1989.

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.

Child Protection referrals:

Referral for a social work service will be made by way of an referral to the CRS team for children who are likely to be assessed as being a child in need under section 47 of the Children Act 1989.

Staff will consult with parents, if appropriate, prior to making any referral to discuss the matter and gain consent to refer the child. If a child already has an attached social worker, referrals will be made directly to them via a telephone call followed by an email. If the worker is unable to be reached, a phone call and referral will be made directly through the CRS explaining the above situation.

Social Workers

At Foundry Lane Primary School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Working with Parents and Carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the School recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The School will:

- make parents and carers aware of the School's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all the School policies available on the School website or printed on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;

- consult with and involve parents and carers in the development of the School policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers; and
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Curriculum / opportunities to teach safeguarding

Details of the School curriculum can be found on our School website. This will include details of learning planned to support pupils in age appropriate safeguarding issues. This is delivered primarily through PSHE and the RSE curriculum however additional lessons and workshops will be delivered when a need is identified.

At Foundry Lane Primary School, children are taught about safeguarding, including staying safe online, and through teaching and learning opportunities as part of providing a broad and balanced curriculum. This includes covering relevant issues through PSHE and through RSE as well as online safety through Computing. In addition, focussed work in Year 6 prepares for transition to Secondary education and more personal safety / independent travel. Children are taught to recognise when they are at risk and how to get help when they need it.

The Children and Social Work Act 2017 ensures that the subjects of Relationships Education and Sex and Relationships Education (RSE) are compulsory as well as Personal, Social, Health and Economic Education (PSHE) mandatory in education. This policy will be updated in line with the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting imminently and in line with government policy. This includes the DfE compulsory Health Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf

Contextual Safeguarding

At Foundry Lane Primary School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff, but especially the Designated Safeguarding Lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. We consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare as it is important that as much information as possible is provided as part of any referral process. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. This will allow any assessment by Children's Services to consider all the available evidence and the full context of any abuse. The school assesses the risks and issues in the wider community when they consider the well-being and safety of its pupils.

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Health and Safety

The site, the equipment and the activities carried out as part of the curriculum, will comply with the Health and Safety at Work act 1974 and regulations made under the Act. All risks will be assessed and recorded plans of how to manage risks are in place. The plans will always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place.

The School has a Health and Safety policy which details the actions that we take in more detail.

The government has produced advice to support School's with health and safety:
[https://www.gov.uk/government/publications/health-and-safety-advice-for-the Schools](https://www.gov.uk/government/publications/health-and-safety-advice-for-the-Schools)

Site Security

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

These are:

- All gates are locked except at the start and end of the School day.
- Doors are kept closed to prevent intrusion.
- Children are only allowed home during the School day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the School day have to sign out and in;
- Empty classrooms have windows closed and locked.
- The Governing Body is responsible for the security of the School premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

All visitors and contractors will be:

- informed to report to reception on arrival.
- identified by showing School staff their identification.
- expected to wear an appropriate coloured lanyard whilst on the school premises:
 - Green lanyards are worn by students, visitors and volunteers and have completed a DBS for working in the school;
 - Orange lanyards are worn by people visiting the school and will always have someone from school with them;
 - Burgundy lanyards are worn by Foundry Lane Staff only. These people have been through the induction process.
- suitably supervised by School staff at all times.
- made aware of School health and safety procedures.

The Head Teacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.

The Head Teacher, the Governing Body and the site manager, will ensure that any contract entered into with contractor's sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with School policies. Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

The government has produced advice to support School's with security:
[https://www.gov.uk/government/publications/the School-security](https://www.gov.uk/government/publications/the-School-security)

Administration of Medicines and First Aid

The School has a separate Drugs, Medicines and First Aid Policy which can be accessed on the School website. The government has produced advice to support School's with first aid:
[https://www.gov.uk/government/publications/first-aid-in-the Schools](https://www.gov.uk/government/publications/first-aid-in-the-Schools)

POWERS REGARDING MANAGEMENT OF PUPIL BEHAVIOUR

The School acknowledges guidance from the Department for Education which provides the Schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the

School. Details of these may be found in the policies listed at the following links.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_the_Schools_guidance_for_governing_bodies.pdf (Governors guidance for behaviour and discipline)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_and_confiscation_advice_Reviewed_July_2015.pdf (Screening and confiscation)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf (Use of reasonable force)

The School also acknowledges that Southampton strongly advises Schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer the Schools police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

The School is familiar with Southampton's local policies on use of physical restraint and guidance on carrying out searches of pupils. This is in line with the guidance in Keeping Safe in Education (pg. 28 para 110)

We recognise that using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions should be carefully considered due to the additional vulnerability of these groups. In accordance with our Behaviour Policy we proactively plan positive behaviour support for more vulnerable children and agree them with parents and carers to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Physical Intervention (Use of Reasonable Force)

There are circumstances when it is appropriate for staff in the Schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. At Foundry Lane Primary School, our policy on physical intervention complies with Southampton City Council's 'Physical Intervention Guidelines Schools (October 2011).

Physical intervention is defined by the Southampton City Council Guidelines as any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint.

Restrictive physical intervention (sometimes referred to as restraint) is defined as when a member of staff uses force with the intention of restricting a child or young person's movement against their will. Behaviour is not classed as a Special Education Need, but is analysed carefully to determine what it is communicating and allow us to better support the children in our care. Physical intervention will only ever be used at Foundry Lane Primary School as a last resort e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

If physical intervention is used this will always be thoroughly recorded in the bound book and further detail recorded on CPOMS. All ABCC forms will be scanned and stored using a secure database (CPOMS).

A debrief will be held for staff and parents in order to fully report and analyse the situation in order to ensure the current level of support for that pupil is appropriate. At an appropriate time, the incident will also be discussed with the child, allowing them to reflect on their choices and understand the consequences of their behaviour. Behaviour Support plans will be put in place where necessary to support pupils.

Discussions with an Educational Psychologist can be had, prior to any referral being made for support regarding physical interventions if needed. The government has produced advice to support School's with the use of reasonable force:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Taking and the use and storage of images

As a School we have an strict 'No mobile phone' policy, however, we will seek consent from the parent of a pupil, from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in School publications, printed media or on electronic publications. We will not seek consent for photos where the individual is unidentifiable. We will seek consent for the period the pupil remains registered with us and, unless we have specific permission we will remove photographs after a child (or teacher) appearing in them leaves the School or if consent is withdrawn.

Photographs will only be taken on School owned equipment and stored on the School network. No images of pupils will be taken or stored on privately owned equipment by staff members. The Information Commissioner's Office has produced advice to support School's with the taking and sharing of photos: https://ico.org.uk/media/for-organisations/documents/1136/taking_photos.pdf

Transporting pupils

The School will give consideration to the transport needs of our pupils including in an emergency situation and out of hours. We recognise that safeguarding risks may arise if/when any one of our pupils is travelling in private hire minibus or coaches / taxis. In managing any transport arrangement the School will put in place measures to ensure the safety and welfare of our children and young people, including emergency situations where staff may need to transport children in their own vehicles. Where staff cars are used to transport pupils on School business the School will ensure suitable insurance cover and that the vehicle is roadworthy. See Appendix 1.

NB: on no occasion will staff transport a child /children without being accompanied by another DBS checked adult. Risk assessments for any such situations are based on guidance from the local authority (Home to School, and Post-16 Transport Policy – Southampton City Council 2016 - 17 Academic Year:

https://www.southampton.gov.uk/images/home-the-School-transport-policy_tcm63-393077.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_the_School_travel_and_transport_guidance.pdf

Collection from the School for children

Years R, 1, 2, 3 and 4 at the end of the school day	Years 5 and 6 at the end of the school day.
The School has procedures in place regarding handing over children to adults who are not their parent or known carer at the end of the School day. Parents / carers are made aware that they must notify the School as to who will normally collect the child and of the need to notify the School, in advance, if this changes, giving details of the person	Permission for children to walk home alone at the end of the School day is sought from all parents and signed copies of the letters are kept within the office. Children are issued with an orange pass which they must present to leave school without a parent.

<p>authorised to collect the child. The child remains with the class teacher until handover on the school playground.</p> <p>We understand that emergencies can occur. In the event that anyone who is not authorised to do so attempts to collect the child, the School will not allow the child to leave and will contact the parent / carer immediately.</p>	<p>A permission list is sent to the staff of the relevant classes.</p>
<p>Years R, 1, 2 and 3 - Collection from out of school hours activities for all children.</p>	<p>Years 4, 5 and 6 - Collection from out of school hours activities for all children.</p>
<p>Children are collected by parents from a specified location.</p> <p>Parents must inform school, in writing, giving details of the person authorised to collect the child.</p> <p>The child remains with the named member of staff until handover.</p>	<p>Children are collected by parents from a specified location.</p> <p>Parents must inform school, in writing, giving details of the person authorised to collect the child.</p> <p>The child remains with the named member of staff until handover.</p> <p>Permission for children to walk home alone at the end of any after school activity is sought from all parents and signed copies of the letters are kept within the office and staff informed. A permission list is sent to the named member of staff.</p>

Parents / carers are also asked to inform the School where children are subject to court orders or legal changes of status that limit contact with a named individual. This information will be shared with the Designated Safeguarding Lead, Class Teacher and Administration Team.

The School also has a procedure in place to deal with situations where a child is uncollected at the end of the School day:

- The School will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent / carer or other family members, and wait with the child until someone comes to collect them.
- Children should not be released into the care of another parent even where they offer to take the child home until confirmation can be gained from the child's parent / carer.
- If no contact can be made with the parent by 3.40pm, if the child is not attending after School clubs, or 5pm if they have been, the School will place the child into the Children's Centre Provision which commences at 5.30pm. If contact has been unsuccessful the Designated Safeguarding Lead will contact the duty social worker who may come to collect the child or make arrangements for the child to be transported to the Children's Social Care office.
- The School will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this will result in an invoice being sent to Parents with a potential meeting with the parent to ascertain any circumstances that the School can support to eliminate this issue, and a period of tracking, logged on CPOMS, to monitor any changes.
- A Brief Intervention Assessment to access Educational Welfare support may also be completed if no changes are seen within the coming weeks. If there are also child protection concerns, a referral will be made to Children's Social Care.

Off Site Visits

Some activities, especially those happening away from the School and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks will be carried out. The School has one Educational Visits Coordinator (EVC – Helen Aldred) who liaise with the local authority's outdoor education adviser and helps colleagues in School to manage risks. The EVC will complete training or refresher training every five years. The EVC will also provide in house training, or arrange external training, within School for those who run regular off site visits as well as staff new to off site visits.

OEAP (Open Education Advisors Panel) has produced national guidance to support School's with educational visits and risk assessments. Hampshire's Outdoor Education site, Evolve, also offers local and national guidance:

<http://oeapng.info/evc/>

www.hampshireoutdoors.com

Behaviour and Safety

The School has arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place outside of the normal School day. In addition Foundry Lane Primary School has a behaviour policy in place which can be found on the School website and meets requirements laid out by the DfE for behaviour and discipline within the School. This policy forms part of all staff induction in addition to the staff code of conduct which is published on the School website. Within the School, systems for monitoring systems and volunteers can be found in our School onsite security procedures. These also will include lockdown procedures that can be implemented in an emergency.

We have sought assurances from users of the premises in line with the Association of Chief Police Officers regarding speakers, that can be applied to groups <http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-Guidance.pdf> and that they have appropriate policies and procedures in place related to safeguarding of children, are aware of preventing extremism and how to report concerns to the multi-agency safeguarding hub (CRS). As a School we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable by discussing their observations with other staff e.g. Attendance Leads and Designated Safeguarding Lead's.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_The_Schools_-_A_guide_for_headteachers_and_The_School_Staff.pdf

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

PART 2 – Specific Safeguarding Issues

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 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.

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)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017) 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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues. Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form SERAF and associated guidance to identify pupils who are at risk and the Designated Safeguarding Lead will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form. The government has issued further guidance on what to do if you have concerns that a child is being sexually exploited:

- <https://www.thinkuknow.co.uk/parents/articles/Are-you-worried-your-child-is-being-sexually-exploited/>
- <http://paceuk.info/> <https://ceop.police.uk/>
- <https://www.barnardos.org.uk/what-we-do/protecting-children/cse>
- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

Female Genital Mutilation (FGM)

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

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 years and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM

- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

On the 31 October 2015, it became **statutory for teachers to report known cases of FGM** to the police (section 74 of Serious Crime Act, 2015). In these situations, the Designated Safeguarding Lead and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened. Staff have been given a checklist of indicators of FGM and a flowchart for reporting any cases. All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life. The School are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and Honour Based Violence (HBV) cases.

Where there is a disclosure of FGM **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Below is a very short summary and must be read in conjunction with the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>)

The mandatory reporting procedure:

- Make a report orally by calling 101, the single non-emergency number.
- Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.
- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.
- The procedures also set out what information is needed, in order to make a report. Please see here for more details: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

At no time will staff examine pupils to confirm FGM concerns. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the

staff will inform the Designated Safeguarding Lead who will report it as with any other child protection concern.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

Breast Ironing

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law. Breast ironing also known as Breast Flattening is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely.

Breast Ironing is a harmful cultural practice and is child abuse. The girl generally believes that the practice is being carried out for her own good and she will often remain silent.

Young pubescent girls usually aged approximately 9 to 15 years old and from practising communities are most at risk of breast ironing. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from the School or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

As with all concerns, staff must inform the Designated Safeguarding Lead immediately if there are indicators that breast ironing may have occurred.

Mental Health

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

Mental health issues for children and the impact of parental mental health can include:

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

All staff at Foundry Lane Primary School 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. School staff are not expected, or trained, to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or deputy. Staff can use CPOMs to record the concern and ensure that all DSLs are alerted or they can write a note on the reporting form and directly hand this to a DSL. Class teachers see their pupil's day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

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

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- life changes – such as the birth of a sibling, moving house or changing School's or during transition from primary to secondary School, or secondary School to sixth form; and
- traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the Designated Safeguarding Lead to consider a referral to children's social care. When concerns are identified, staff will provide opportunities for the child to talk or receive support within the School environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement. Representatives of Foundry Lane Primary School Em Ervine and Alex Stammers both attend the Southampton Primary's Mental Health Forum on a half termly basis and adopt best practice in line with guidance from Southampton Child and Adolescents Mental Health Service.

The government has produced a Mental Health Strategy for England which is used to support professionals and the School is committed to working alongside the Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf

Child on child Abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms both inside and outside of school. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sharing nudes or semi-nudes and initiating/hazing type violence and rituals. It is important for staff to recognise the indicators and signs of child on child abuse and report this to the DSL. If there are no reports within school, it does not mean it is not happening, it may be the case that it is just not being reported.

Staff are aware of the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence, sexual harassment, physical violence, intimidation and racism are not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh', or 'boys being boys'; and
- Challenging physical, verbal and intimidating behaviours in an age-appropriate way, taking account of reasonable adjustments for vulnerable pupils e.g. those with identified SEN.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating behaviour risks normalising them.

Child on child abuse is a rapidly increasing problem across the country and is defined as: *"the exploitation, abuse or theft from any vulnerable person by those they consider being their friends. Those that commit such abuse or theft are often referred to as 'fake friends'." Mate crime is most prevalent when the victim suffers with a mental disability and is especially common when that disability is Autism or Asperger's.*

At Foundry Lane Primary School, we follow strict procedures to minimise the risk of child on child abuse, such as

- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and / or encourages physical abuse);
 - verbal or physical intimidation, or threatening behaviour;
 - sexual violence and sexual harassment;
 - consensual and non-consensual sharing of nudes or semi-nude images and / or videos;
 - causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - upskirting (Voyeurism Act 2019) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation / hazing type violence and rituals.

Hampshire Police have produced advice to support School's with child on child abuse:

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

<http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf>

Bullying – a pattern of persistent physical and, or, verbal abuse over a period of time.

At Foundry Lane Primary School, we seek to create a climate in our School whereby no member of the School community accepts bullying behaviours. Everyone within our School community will therefore be expected to treat others with the greatest respect and to value the differences, as well as the similarities that exist between people. Section 89 of the Education and Inspections Act 2006 provides that School's must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are documented in our Behaviour Policy which can be found on the school website. We are aware that safeguarding issues may manifest themselves via child on child abuse. Staff are clear as to the School's policy and procedures with regards to child on child abuse.

Bullying is:

- deliberately hurtful behaviour
- repeated over a period of time
- where the bullied find it difficult to defend themselves

It can be in the form of:

- physical bullying (hitting, kicking and taking belongings)
- verbal bullying (name calling, insults and racist remarks including through electronic means)
- Cyber-bullying (virtual bullying through use of technology)
- Upskirting (Voyeurism Act 2019)
- indirect bullying (the spreading of nasty rumours)

Upskirting is a criminal offence. It is defined as “taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (DfE, 2019a) Teachers also have the power to discipline pupils for misbehaving outside the School premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the School premises. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, staff should report their concerns to their designated safeguarding lead, who will make a referral to the CRS.

Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Incidents where bullying occurs will always be dealt with seriously and in line with our Anti-bullying Policy. The bully will be made solely accountable for his/her actions. A copy of all bullying incidents will be recorded on CPOMS. The government has produced advice to support School's with bullying:

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

Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that children, students and staff are supported and protected as appropriate considering confidentiality and anonymity.

Policy

We believe that all children have a right to attend the School and learn in a safe environment. Children should be free from harm by adults and other children at the School. We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSI (2022). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

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

Prevention

- Taking a whole School approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the School's behaviour policy, ethos and pastoral support; and by a planned programme of evidence based content delivered through the PSHE curriculum.
- Engaging with specialist support and interventions.
- Responding to reports of sexual violence and sexual harassment. As a school we have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable.
- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

If a report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for Schools (DfE 2022) guidance.

Staff taking a report will inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead immediately. Staff taking a report will never promise confidentiality. Parents or carers should usually be informed (unless this would put the child at greater risk). The report should include the time and location of the incident. If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the CRS as appropriate.

Risk Assessment:-

Following a report the Designated Safeguarding Lead will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- their support needs and any discipline action
- all other children at the School
- the victim and the alleged perpetrator sharing classes and space within the School
- the risk assessment will be recorded and kept under review
- Identify necessary support for siblings following incidents of sexual violence and sexual harassment

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

Action: The Designated Safeguarding Lead will consider:-

- The wishes of the victim.
- the nature of the incident including whether a crime has been committed and the harm caused.
- ages of the children involved.

- developmental stages of the children.
- any power imbalance between the children.
- any previous incidents.
- ongoing risks.
- other related issues or wider context (Contextual safeguarding).

Options: The Designated Safeguarding Lead making the decision regarding will consider the following possible options:-

- manage internally
- Brief Intervention

Refer to CRS

- report to the police (generally in parallel with a referral to CRS)

Ongoing Response:

The Designated Safeguarding Lead will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care. Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator will be removed from any classes they share with the victim. The Designated Safeguarding Lead alongside the Head teacher and Chair of Governors will consider how best to keep the victim and perpetrator a reasonable distance apart on School premises and on transport where appropriate.

If a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the School will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the School would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the School will, if it has not already, consider any suitable sanctions in light of our behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the School, the Head teacher will continue to keep the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on the School premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The School will take any disciplinary action against the alleged perpetrator in accordance with the School's behaviour policy.

The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary. The government has provided support for Schools.

KCSiE 2022, Part Five (Page 103) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Cyberbullying

At Foundry Lane Primary School we seek to create a climate in our School whereby bullying of any form is always wholly unacceptable. Everyone within our School community will therefore be expected to treat others with the greatest respect as everyone in the School community has a right not to be bullied.

Teachers also have the power to discipline pupils for misbehaving outside the School premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the School premises. This includes incidents of cyber-bullying.

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.” By cyber-bullying we mean:

- By cyber-bullying, we mean bullying by electronic media;
- Bullying by texts or messages or calls on mobile phones;
- The use of mobile phone cameras to cause distress, fear or humiliation;
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites;
- Using e-mail to message others;
- Hijacking/cloning e-mail accounts; and
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums.

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Incidents of cyberbullying will be thoroughly investigated in accordance with the School’s Behaviour Policy and Anti-Bullying Policy. The School will also need to consider each case individually as to any criminal act that may have been committed. The School will pass on information to the police if it feels that it is appropriate or are required to do so.

The government and Hampshire Police have produced guidance to support School’s with cyberbullying: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Centre_Governors_and_School_Staff_121114.pdf
<http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying>

Prejudice Based Abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person’s real or perceived:

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

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic language;
- hate graffiti (e.g. on School furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic;

- verbal abuse;
- inciting hatred or bullying against pupils who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others; or
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the School;
- taking preventative action to reduce the likelihood of such incidents occurring, including a curriculum which celebrates diversity and difference;
- recognising the wider implications of such incidents for the School and local community;
- providing regular reports of these incidents to the Governing Body ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes;
- dealing with perpetrators of prejudice based abuse effectively; and
- supporting victims of prejudice based incidents and hate crimes.

Faith Abuse

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the School becomes aware of a child who is being abused in this context, the Designated Safeguarding Lead will follow the normal referral route in to children’s social care.

The government has produced advice to support School’s with faith abuse:

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Hate Crime

These are incidents or offences which are motivated by hostility, prejudice or hatred towards someone’s actual or perceived:

- colour of skin, race, ethnicity, nationality and/or national origin
- disability
- sexual orientation
- faith, religion or belief

- gender or gender identity
- age

In instances of Hate Crime, the School will follow procedures outlined in the School's Anti-bullying Policy. The School will also refer to the Police and CRS if appropriate.

Youth Produced Sexual Imagery (sharing nudes or semi-nudes)

'Sharing nudes or semi-nudes' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. Young people may see 'sharing nudes or semi-nudes' as harmless activity but there are risks. Taking, sharing or receiving an image, even voluntary, can have a long-lasting negative impact.

While sharing nudes or semi-nudes may take place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes or semi-nudes can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sharing nudes or semi-nudes is an issue that requires awareness raising across all ages. The School will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the School for advice.

A number of organisations, including Hampshire Constabulary, have produced guidance to support professionals with sharing nudes or semi-nudes:

- <https://www.thinkuknow.co.uk/Teachers/Resources/>
- [http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sharing nudes or semi-nudes%27](http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sharing%27nudes%27or%27semi-nudes%27)
- [https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sharing nudes or semi-nudes-mean/](https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sharing-nudes-or-semi-nudes-mean/)

Domestic Abuse

The Domestic Abuse Act 2021 (part 1) defines domestic abuse is any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour; controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partner. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see, hear or experience the effects of, the abuse; or they are related to the abusive person.

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

As a school we are part of 'Operation Encompass'. Information about this can be found at: https://www.operationencompass.org/SM4/Mutable/Uploads/resource_file/OE-Booklet--Supporting-Schools-Experiencing-DVA--Web.pdf

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a 0808 2000 247.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. Children witnessing domestic abuse are recognised as at 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:

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

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. We ensure that our planned PSHE and RSE curriculum includes relationship education and is differentiated so as to be developmentally appropriate for pupils.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

- http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Pippa-pack_tcm59-3268751.pdf
- <https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>
- https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-and-resources/research/findings/understandingthelinks_wda48278.html
- <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet>

Children and the Court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. At Foundry Lane Primary School we support such children with sharing age appropriate guides to support them. These can be on the School website and in the office of the Designated Safeguarding Lead and help children to understand each step of the process as well as further support / special measures that are available to them.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families which can be stressful for children. Through the Ministry of Justice there is an online child arrangements information tool with clear information on the dispute resolution service which may be useful for parents and carers. Foundry Lane Primary School will work with the relevant agencies and families to ensure that the child feels supported through this process and after through assessment on a case by case basis.

Missing, exploited and trafficked children (MET)

Within our local area, the acronym MET is used to identify all children who are missing; believed to be at risk of, or are being, sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed. SSCP has produced protocol to support School with children who are MET and Foundry Lane Primary School will complete a SERAF (Sexual Exploitation Risk Assessment Form) in line with local arrangements to help identify the risks and ensure that appropriate support is accessed in a timely manner. All concerns will be reported through the relevant CRS for further support and guidance.

<http://southamptonlscb.co.uk/wp-content/uploads/2018/06/4LSCB-MET-Information-Guide-2017-FINAL-June-18.pdf>

http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf

<http://southamptonlscb.co.uk/wp-content/uploads/2014/05/MET-Plan-2016.pdf>

Children missing in Education

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

Designated Safeguarding Leads and staff will consider:

Single missing days:

- Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
- Is the parent informing the School of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is it possible that the child is being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil is?

Continuous missing days:

- Has the School been able to make contact with the parent?
- Is medical evidence being provided? Are siblings attending the School (either our or local Schools)?
- Are there any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Are there any concerns about physical or sexual abuse?

Foundry Lane Primary School's Attendance Policy clearly states who needs to be notified and what action should be taken and all relevant timescales. We will view absence as both a safeguarding issue and an educational outcomes issue. The School may take steps that could result in legal action for attendance, or a referral to Children's Social Care, or both. We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will advise the parent/carer to report this matter to the

police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a case of emergency.

Local guidance can be found in the Southampton City Council's Improvement website (Dec 2016) within the documents titled "CME guidance for The Schools" published by SCC, "CME procedures" published by SCC: Southampton's "Children Missing Education, statutory guidance for local authorities" September 2017.

At Foundry Lane Primary School we are aware of the steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns.

<http://www.youngsouthampton.org/images/2017-cme-guidance-for-the-Schools.pdf>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

The government has also produced advice to support the School with attendance and missing children:

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

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

Children missing from home or care

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

The association of chief police officers has provided the following definitions and guidance:

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

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

- Conflict with parents/carers;
- Feeling powerless;
- Being bullied/abused;
- Being unhappy/not being listened to; and
- 'The Trigger Trio'.

Pull factors include:

- Wanting to be with family/friends;
- Drugs, money and any exchangeable item;
- Peer pressure; and

- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker.

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

If we are repeatedly worried about a child or young person who is thinking about running away, a referral may be made for the child to the Barnardo's project on 020 7700 2253 for support to help them to deal with issues and stop them running away.

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

<http://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

Children with family members in prison

It is estimated that approximately 200,000 children have a parent who is sent to prison each year. These children become at risk of both poor educational outcomes and life chances including poverty, stigma, isolation and poor mental health. At Foundry Lane Primary School we will work together with the relevant agencies to ensure that the child and other family members are fully supported by offering Emotional Literacy Support for the child specifically adapted to work through such issues which may be confusing to them.

In addition to internal programs, NICCO provides information designed to help mitigate negative consequences for children and their families.

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

Multi-agency Public Protection Arrangements

If the School is made aware of a parent or person who will visit the School who has a conviction that is subject to MAPPA, both the Designated Safeguarding Lead and the Head teacher will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. At Foundry Lane Primary School the Designated Safeguarding Lead (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

For children who attend the School, we usually consider homelessness in the context of our children who live with their families, and intervention will be on that basis. However, we also recognise that in some cases older sibling or family members who remain classed as children could be living

independently from their parents or guardians, for example through their exclusion from the family home, therefore our pupils may require a level of intervention and support. Our School acknowledge that Children's Services provide the correct support for these young people and the Designated Safeguarding Lead (or a deputy) will ensure appropriate referrals are made and support is available based on the child's circumstances.

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

County Lines

Foundry Lane Primary School recognises how vulnerable some of our children may be and could be at risk of criminal exploitation. We understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. All staff are aware that key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Any person in our the School who has concerns that may include criminal exploitation of a child will report their concern to the Designated Safeguarding Lead without delay who will follow Foundry Lane Primary School Child Protection procedures and contact the multi-agency safeguarding hub for advice.

Honour Based Abuse

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.

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture;
- convert to a different faith from the family;

Women and girls are the most common victims of honour based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse;
- threats of violence;
- sexual or psychological abuse;
- forced marriage;
- someone being held against their will or taken somewhere they don't want to go; or
- assault.

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 HBV, or already having suffered HBA.

If staff believe that a pupil is at risk from honour based violence they should report this to the Designated Safeguarding Lead who will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child. Hampshire Police and SSCP have published advice and guidance for School's:

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

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

Forced marriage

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*

The School acknowledges that forced marriage is different to arranged marriage. Forced marriage is not a problem specific to one country or culture: since it was established in 2005, the Forced Marriage Unit has handled cases relating to over 90 countries across Asia, the Middle East, Africa, Europe and North America. In 2018, the Forced Marriage Unit (FMU) gave advice or support related to a possible forced marriage in 1,196 cases. Of the cases, that FMU provided support to 355 cases (29.7%) involved victims below 18 years of age. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in our School reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and School leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers. The family should not be notified or approached in anyway. Concerns will be shared with the designated safeguarding lead and information will be shared with the appropriate child services.

Characteristics that may indicate forced marriage

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

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

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage. The government has produced guidance to support Multi-Agencies:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730155/2017_FMU_statistics_FINAL.pdf

Gender Based Violence / Violence against Women and Girls

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

Modern Slavery / Trafficked and Exploited Children

There are a wide number of offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude, forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence. Human trafficking is defined by the UN Refugee Agency in respect of children as a process that is a combination of:

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

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

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

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;

- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

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

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

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

The government and Barnardo's have issued advice to help agencies and their staff safeguard and promote the welfare of children who may have been trafficked:

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

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

Preventing Radicalisation and Extremism

The Single Points of Contact for Prevent is: Helen Aldred

The Counter-Terrorism and Security Act (2015) places a duty on specified authorities, including education and children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (the 'Prevent Duty'). The prevent duty

requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

Staff will receive annual Prevent WRAP training and undertake Home Office e-learning in order that they can identify the signs of children being radicalised. This is recorded as a part of the School's monitoring of the reading and understanding of policies.

There is no place for extremist views of any kind in our School, whether from internal sources – pupils, staff or Governors – or external sources – School community, external agencies or individuals. Our pupils see our School as a safe place where they can explore controversial issues safely and where staff encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy.

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 making a referral to the Channel programme.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable could include:

- Spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause; attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Verbal cues include clearly identifying with another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. For these reasons, the School will:

- Provide a broad and balanced curriculum which promotes British Values, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

- Raise awareness that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet.
- Ensure that network/internet filtering is in place to protect users from inappropriate material.
- Ensure that any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Safer Working Practices.
- Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.
- Risk assess to understand the general risks affecting children in the context of locality and to identify specifically vulnerable individuals at risk and the appropriate support.

Reporting Procedures:

All concerns should be reported immediately to the School's Prevent Leader or Head teacher.

Any child who is considered vulnerable to radicalisation will be referred by the Designated Safeguarding Lead to Southampton Children's Social Care, where the concerns will be considered in the CRS process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the School will attend and support this process.

The Department for Education has also published advice for School's on the Prevent duty:

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

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

Internet and On-line Safety

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them. The School has provided all pupils with a clear set of values and standards, underpinned by the School's online safety policy, behaviour policy and pastoral support; and by a planned programme of evidence based content delivered through the PSHEe curriculum. Safer Internet Day is planned and taught on an annual basis.

The DfE has produced guidelines for the teaching of on-line safety which can be found at:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Safer Internet has produced advice to support professionals with online safety:

<http://www.saferinternet.org.uk/professionals-online-safety-helpline>

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

- unwanted contact
- grooming
- online bullying including sharing nudes or semi-nudes
- digital footprint

The School will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and Governors;
- Curriculum activities involving raising awareness around staying safe online;

- Information included in letters, newsletters, website;
- Parents evenings / sessions;
- High profile events / campaigns e.g. Safer Internet Day; and
- Building awareness around information that is held on relevant websites and or publications.

Online safety is about not putting yourself at any sort of risk through on-line activity, whether that is through use of a mobile phone, PC, laptop or internet linked game console. New and emerging technologies offer wonderful opportunities for communication, learning and enjoyment. But these technologies are also potentially damaging, giving risk of access to harmful and inappropriate materials, and allowing the possibility of individuals being harmed or exploited.

Foundry Lane Primary School uses appropriate filters and monitoring systems to do all we reasonably can to safeguard children from potentially harmful and inappropriate online material. We will ensure that “over blocking” by use of filters and monitoring systems does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by School rules, or the staff member has good reason to suspect the device may be used to:

- cause harm;
- disrupt teaching;
- break the School rules;
- commit an offence; and
- cause personal injury, or damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the School's behaviour policy. The School follows DFE 'Searching, screening and confiscation at the School' guidance. As a school we follow the guidance set out in the UKCIS 'Sharing nudes or semi-nudes'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Children at Foundry Lane primary school are taught about how they can keep themselves safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Through a carefully planned e-safety curriculum, all children will be taught the knowledge and skills to keep themselves safe in an on-line world. Teachers plan lessons **to empower pupils to think critically, behave safely, and participate responsibly in our digital world**. In the event of school closure the school uses a learning platform for children to complete learning tasks. We provide half termly on-line safety update for parents to read and put in place at home. We also complete regular on-line safety learning tasks with the children. The KS2 Digital leaders and Computing leads complete annual online safety surveys with all pupils and we use the analysis of these to design the online safety curriculum we teach.

Social Media

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

- unwanted contact;
- grooming;
- online bullying including sharing nudes or semi-nudes; and
- digital footprint.

The School will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and Governors;
- Curriculum activities involving raising awareness around staying safe online;
- Information included in letters, newsletters, website;
- Parents evenings / sessions;
- High profile events / campaigns e.g. Safer Internet Day;
- Building awareness around information that is held on relevant web sites and or publications; and
- Social media policy.

Southampton Safeguarding Children Partnership (SSCP) has produced guidance to support School's locally with social media, together with a number of other organisations who have produced advice to support School's:

<http://southamptonlscb.co.uk/professionals/policies-and-guidance/>
<https://www.thinkuknow.co.uk/Teachers/Resources/>
<https://360safe.org.uk/>
<http://www.childnet.com/search-results/?keywords=social%20networking>
<http://www.kidsmart.org.uk/socialnetworking/>
[https://www.lqfl.net/SearchResults.aspx?find=social media](https://www.lqfl.net/SearchResults.aspx?find=social%20media)

Online Reputation

'Online reputation' is the term given to the opinion others form of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

A number of organisations have produced guidance to support professionals with managing their digital footprint and their professional reputation:

- <http://www.childnet.com/resources/online-reputation-checklist>
- <http://www-w.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation>
- <http://www.kidsmart.org.uk/digitalfootprints/>

Gaming

Online gaming is an activity that the majority of children and many adults get involved in. The School will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate;
- By support parents in identifying the most effective way of safeguarding their children by using

parental controls and child safety mode;

- By talking to parents about setting boundaries and time limits when games are played; and
- By highlighting relevant resources.

A number of organisations have produced guidance to support professionals with gaming:

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals>

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

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

<http://www.lgfl.net/esafety/Pages/Primary-resource-matrix.aspx>

Grooming

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The School will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life; and
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online.

The School will support parents to:

- Recognise the signs of grooming;
- Have regular conversations with their children about online activity and how to stay safe online;
- Understand the age restrictions in place for social networking sites; and
- Closely monitor online activity.

The School will raise awareness by:

- Running sessions for parents;
- Include awareness around grooming as part of their curriculum; and
- Identifying with both parents and children how they can be safeguarded against grooming.

If we are concerned that a child is being groomed, we will refer to CRS. A number of organisations have produced advice to support professionals:

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

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

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

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary education is increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within School to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and work with local partners to prevent anti-social behaviour or crime.

The government has produced advice to support School's with gang violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Teenage Relationship Abuse

Foundry Lane Primary School recognises the role that teenagers play in our community and within our children's families and as such feel that it is our responsibility to teach a broad and healthy relationship and sexuality curriculum that is age appropriate and developmentally appropriate for our pupils. We have developed our own PSHE / RSE policy which reflects the School's ethos and is available on the School website, which explains how we address Relationships and Sexuality Education (RSE) within the curriculum.

It is important to recognise that often teenagers don't understand what constitutes abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse can often be prevalent within teen relationships.

Research shows that in addition, teenagers often don't have an understanding of what consent means within their relationships. They often hold the common misconception that rape can only be committed by a stranger down a dark alley and don't understand that it could happen within their own relationships. This behaviour can lead to abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

In response to this, Foundry Lane Primary School will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within future relationships. Relationships education will be included in all year groups at our the School and will be differentiated so as to be developmentally appropriate for pupils.

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships>

<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

Parenting

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

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm. In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

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

- providing parenting courses with our Parent Partnership Worker – Incredible Years, SENSational families, Emotional First Aid, Strengthening Families, Anger Management as well as 1:1 meetings with parents;
- providing details of community based parenting courses;
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>);
- referring to the School Parent Partnership Worker;
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes); and
- considering appropriate early help services.

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the School recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The School will:

- make parents and carers aware of the School's statutory role in safeguarding and promoting the welfare of pupils,
- make parents and carers aware of the duty to refer pupils on where necessary, by making relevant School policies available on the School website and printed on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of School policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers; and
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Working with aggressive and violent Parents

Foundry Lane Primary School follows the guidelines from the DFE Advice on security: Access to and barring persons from premises.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/295978/the_School_security_advice_181212_2_.pdf

The School may consider that aggressive, abusive or insulting behaviour, or language from a parent presents a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened.

In such a circumstance, the School does have a power in common law to bar the parent from the premises. The School will discuss this decision with the Chair of Governors prior to imposing the ban to ensure that they are acting reasonably. All attempts to discuss the behaviour with the parent/ carer will be undertaken and a warning letter issued unless the incident has been deemed extreme.

The School will write to the parent / carer in writing, giving the person concerned a formal opportunity to express their views to them and the Governors, where appropriate.

Letters relating to barring should usually be signed by the Head teacher though in some instances the Governors may wish to write instead. If an immediate ban is placed it should be provisional until parents have been given the opportunity to make formal representations. The bar can then be confirmed or removed. Alternatively, the School can serve notice of intent, invite the parent to make representations within a certain deadline and then decide whether or not to bar. Any bar should be subject to review within a reasonable timescale to be stated by the School. Allowing the parent a reasonable opportunity to make representations is an essential part of the process and has been upheld as necessary in Court.

Parental substance misuse

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

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

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead, in line with the School's Child Protection Policy and a referral will be considered for Children's Social Care.

Substance Misuse Including Alcohol and Drugs

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them. The misuse of drugs not only damages individual drug takers directly but also impacts on many others, such as their families and the wider community around them. For the user, drugs can cause underachievement, ill-health, even death, whilst families and friends can experience extreme stress and distress. Drug misuse is often associated with crime in the local community. It extends across socio-economic boundaries. Foundry Lane Primary School cannot afford to be complacent or to think our pupils are not at risk.

In the event of a pupil being discovered to be in possession of, using, sharing or selling an illegal substance, psychoactive substance (formerly known as legal highs) or solvent intended for use as a stimulant whilst on site, or involved in a school activity anywhere, or on the way to or from the School:

- The drug/solvent will be immediately confiscated;
- The pupil will be immediately withdrawn from associating with other pupils and the Designated Safeguarding Lead and Head teacher will be informed;

- If the student is clearly suffering from the effects of the illegal substance or solvent, appropriate emergency care will be sought, firstly, through the School's first-aiders and, secondly, where necessary through professional medical services. Where either is involved every attempt will be made to contact parents immediately; and
- If the incident occurs whilst off site but during the School day, the member of staff will contact the School immediately so that parents can be asked to collect their child/repatriation can be arranged.

The Head Teacher will launch an investigation into the facts of the incident. Once the Designated Safeguarding Lead and Headteacher are reasonably convinced of the facts of the case the police may be informed that a drugs incident is under investigation at the School. Once the initial investigation is complete and the essential facts of the incident are clear, parents will be informed that a full investigation is under way, that their child will be excluded, whilst the matter is reviewed and they will be asked to come to collect their child from the School before the end of the School day. If the incident occurs at the end of the day, parents should be consulted about the best way to get their child home safely. If the parents cannot be contacted and there is no immediate medical assistance required, the child will be expected to take their usual mode of transport home.

Before deciding an appropriate sanction for a pupil, the Head teacher, alongside the Designated Safeguarding Lead and class teacher will examine the pupil's record whilst in the School, to consider his/her age and to explore any mitigating factors. In deciding on the sanction, the Head teacher will be guided by the desire of the Governing Body to treat any involvement in illegal substances or psychoactive substances as a matter of the utmost seriousness. Sanctions should be proportionate to the offence. Possession, use or supply of illegal substances are criminal offences and rank highly in comparison with other behavioural misdemeanours. Consideration of the educational needs of the pupil must be balanced against the imperative to send an unequivocal message both to the pupil and School at large that involvement with illegal substances is unacceptable to the whole School community.

The Governors guidelines to the Head teacher, therefore, are that:

- Any instance of supplying (whether or not money is involved) an illegal substance, psychoactive substance (formerly known as legal highs) or solvent for solvent misuse whilst on site or involved in a school activity should result in permanent exclusion or a managed move;
- Where possession or use has been established, a first offence would usually result in an exclusion of between 5 and 10 days or a managed move;
- Knowingly associating with a pupil whilst involved in a drugs or solvent misuse incident may result in an exclusion of between 3 and 5 days;
- Where a pupil is found to have been in possession of, or used, an illegal substance or psychoactive substance on a second occasion, permanent exclusion, or a managed move, is appropriate;

<https://www.gov.uk/government/collections/psychoactive-substances-bill-2015#documents>

Foundry Lane Primary School has a separate Drugs and First Aid Policy which incorporates the administration of medicines and can be found on the School website. The School has an awareness that hazing can be linked to substance misuse through child on child abuse.

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

Substance misuse including alcohol and drugs – children

The School recognises that young people need good quality education about lawful and unlawful substances. We will ensure that pupils are given accurate information, understand the consequences

of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

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

- Illegal substances; and
- Substances which are legal but can be misused.

The government has produced some guidance to support School's with substance misuse:

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/> <https://www.gov.uk/government/publications/drugs-advice-for-Schools>

Children with Special Educational Needs, Disabilities or certain health conditions.

Children with Special Educational Needs or disabilities (SEND) or certain health conditions can provide additional safeguarding challenges due to the extra barriers that can exist when recognising abuse and neglect in this group of children. At times, children with Special Educational Needs, disabilities or certain health conditions may be less able to verbally communicate their needs or concerns. They may have communication barriers and difficulties in managing or reporting. These children may be more prone to peer group isolation or prejudice bullying than other children. They may also be more vulnerable to actions from others - such as bullying. Children with Special Educational Needs, disabilities or certain health conditions may exhibit very individual behaviours and as such knowing when a child's behaviour is related to a Special Educational Need, and when it is not, can be challenging. It is important that all those who work with children and young people, including those with Special Educational needs, disabilities or certain health conditions, are alert to changes in an individual's behaviour, any emerging difficulties they may be having and respond early – reporting and recording any concerns. It is also key that staff remember that if a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through physical direction, play, drawings etc., especially if the child has Speech and Language or Communication difficulties.

The seeking and acknowledgement of pupil voices and views is paramount in safeguarding all children in the School. When pupils know their voices are heard it reinforces to them that their opinion and experiences will be listened to and are valued. The participation of children with Special Educational Needs, disabilities or certain health conditions, in decision making processes (such as annual reviews of support, applications for support from external agencies or review meetings) and the seeking of their views alongside those of other pupils is a vitally important part of ensuring they are fully involved in their own provision and feel safe and happy. This also encourages pupils to speak out, ensuring they know they can tell or show an adult when they are unhappy. Where a pupil is unable to supply their views verbally, alternative provision will be provided (such as choice boards, picture communication systems or physical communication systems) to ensure that as far as possible their contributions can be noted and acted upon.

Pupils with medical conditions including emergency evacuation.

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs. The government has produced some guidance around supporting pupils with medical conditions:

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

Pupils with Medical Conditions (Out of School)

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

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

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

As a school we will make sure that sufficient staff members are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition in order to best support the child and will be aware of procedures and possible risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs. As with all other plans and interventions, children with medical conditions will be involved in the formation and review of these and their views and opinions will be sought.

Children with Special Educational Needs or disabilities (SEND) or certain health conditions can provide additional safeguarding challenges due to the extra barriers that can exist when recognising abuse and neglect in this group of children. All those working with children with medical conditions must again be alert to changes in an individual's behaviour, any emerging difficulties they may be having and respond early – reporting and recording any concerns.

Intimate Care

These intimate care guidelines regarding children have been developed to safeguard children and staff. They apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs. Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded on CPOMS. Staff will log whenever they have had to carry out intimate care activities. This log will be stored securely in the School's main reception.

Intimate care can include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Feeding • Oral care • Washing • Dressing/undressing • Toileting • Menstrual Care | <ul style="list-style-type: none"> • Photographs • Treatments such as enemas, suppositories, enteral feeds • Catheter and stoma care • Supervision of a child involved in intimate self-care |
|---|--|

Principles of Intimate Care

- | | |
|---|---|
| <ul style="list-style-type: none"> • Every child has the right to be safe. • Every child has the right to personal privacy. • Every child has the right to be valued as an individual. • Every child has the right to be treated with dignity and respect. • Every child has the right to be involved and consulted in their own intimate care to the best of their abilities. | <ul style="list-style-type: none"> • Every child has the right to express their views on their own intimate care and to have such views taken into account. • Every child has the right to have levels of intimate care that are as consistent as possible. |
|---|---|

As a school, we will:

- Involve the child in their intimate care wherever possible
- Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation
- Make sure practice in intimate care is consistent
- Be aware of own limitations
- Report any concerns to the Designated Safeguarding Lead.

Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Parents should always be notified first if intimate care will need to be provided regularly. A care plan will be produced; which is signed by parents.
- When accidents or one off incidents occur, parents should always be notified if intimate care has been provided. This should also be logged in the medical records.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the Designated Safeguarding Lead.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help. In this instance, two members of staff should be present to ensure the safety of the child and the staff member.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

Fabricated or Induced Illness

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Where there are concerns around a child in whom illness may be fabricated or induced, the staff member raising the concerns should discuss these with the Designated Safeguarding Lead. The School will then follow the established procedures of the Southampton Local Safeguarding Children Board.

A number of organisations have produced advice to support School with safeguarding children in whom illness is fabricated or induced:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

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

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Looked After Children

All staff have a responsibility to keep all children safe and the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Teacher will promote the educational achievement of Looked After Children. At Foundry Lane Primary School, the Designated Teacher is **Em Ervine**.

The Designated Teacher will liaise with Southampton's Virtual School Head to discuss how the allocated Pupil Premium funding is best used to support the progress of looked after children in our School and meet the needs identified in the child's Personal Educational Plan (PEP). A copy of all PEPs is securely shared with the Virtual School and quality assured.

Staff need to be aware of the Looked After Child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead has all details of the child's social worker, the name of the Virtual School Headteacher in the authority that looks after the child. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

At Foundry Lane Primary School, the Designated Teachers have appropriate training and responsibility to promote the education of Looked After Children and previously Looked After Children. We prioritise working with other agencies to secure prompt action necessary to safeguard our children. We will work alongside Independent Reviewing Officers to ensure that our Looked After Children's care plan meets their needs and ensure that professionals actually do what they agreed to do. The reviews are important opportunities to make sure that the Independent Reviewing Officer knows how each child feels and their wishes are shared and heard.

Private Fostering

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

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt. The law requires that the carers and parents must notify the children's services department of any private fostering arrangement. If the School becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

PART 3 – School Procedures

Supporting Pupils

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him / herself, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

We accept that research shows that the behaviour of a child in circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our School will support all pupils by:

- Maintaining an ethos, that is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to;
- Encouraging the development of self-esteem and resilience in every aspect of School life including through the curriculum;
- Promoting a caring, safe and positive environment within the School;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Ensuring and providing that all children know there is an adult in the School whom they can approach if they are worried or in difficulty;
- Ensuring and providing, across the curriculum, opportunities, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; and
- Ensuring all staff recognise the importance of pupil voice, and all pupils will understand that their views will be listened to and heard.

The Role of Foundry Lane Primary School

We recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children. The School's staff and Governors have a full and active part to play in protecting our pupils from harm, and ensuring that the child's welfare is our paramount concern.

At Foundry Lane Primary School, staff members are advised to maintain an attitude of 'it can happen here' where safeguarding is concerned. Our staff play a particularly important role as we are in a position to identify concerns early and provide help for children, preventing concerns from escalating.

The School has a Designated Safeguarding Lead, who is a member of the Senior Leadership Team and has undertaken appropriate training for the role, as recommended by the LA within the past year. Our Designated Safeguarding Lead attends local area network meetings on a regular basis to update them on current issues within the local area as well as receiving other updaters to ensure up to date knowledge of the national agenda so it is adhered to.

In this School, anyone who has a concern about a child's welfare should ensure a referral is made to CRS. In the first instance staff should generally discuss any potential referral with the Designated Safeguarding Lead who in most instances, would make any referral. Staff may be required to support social workers and other agencies following any referral.

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment

and, in some cases, acting as the lead professional in undertaking an early help assessment. They should be aware of the process for making referrals to Southampton Brief Intervention Team and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

When concerned about a child's welfare, staff members should always act in the best interests of the child. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015 and updated in 2018. We believe that our School should provide a safe, caring, positive and stimulating environment that promotes the academic learning of all, alongside the social, physical, emotional and moral development of the individual child.

Reporting and Recording

Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns. This report is given to the Designated Safeguarding Lead who will analyse risk and refer onwards as necessary and appropriate.

Since 25th May 2018 Foundry Lane Primary School demonstrates that we are compliant with the General Data Protection Regulations (GDPR) and accompanying Data Protection Act 2018 (DPA). However we are clear that our fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. When sharing information without consent, we will keep a record of which basis we are relying on for each processing purpose, and a justification for why we believe it applies on CPOMS alongside the finer detail of the information.

Referrals where urgent action is required should never be delayed in order for a full record to be written within 48 hours. **Anybody can make a referral.** Child Protection records will be stored securely and electronically on CPOMS and away from the main pupil records.

Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working Together' guidance, General Data Protection Regulations (GDPR) and accompanying Data Protection Act 2018 (DPA).

- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the School who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.
- The Designated Safeguarding Lead will ensure the information received is clearly written documenting their concerns regarding the risk identified and dated. The form will be scanned and stored electronically using a secure database (CPOMS). The original form will be kept in a confidential file away from the pupil's everyday information.

Reporting

- Staff will notify the Designated Safeguarding Lead of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

- Staff will report to the Designated Safeguarding Lead any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- This advice includes considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Referral

- The Designated Safeguarding Lead will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the Designated Safeguarding Lead will contact CRS for further advice.
- Generally the Designated Safeguarding Lead will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

A Designated Safeguarding Lead will ensure that a report is always sent to every meeting. They or another appropriately informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

How to notify the Local Authority of Removal from Roll

The School has adopted the recently re-issued detailed operational guidance from the Local Authority. We ensure that all the steps that must be taken prior to removal from roll are followed to ensure that where we do remove a pupil from our roll, we have acted lawfully and that steps are taken to highlight any safeguarding concerns.

Role of Children's Social Care

Children's Social Care is responsible for carrying out Southampton's statutory duty to safeguard and promote the welfare of children in the city by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by Children's Social Care is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by Children's Social Care are explained in the division's eligibility criteria for services.

Early Help

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home. Staff who are concerned that a pupil may require extra support and services from Children's Social Care because they are in need should inform one of the Designated Safeguarding Leads to discuss their concerns. If it is felt appropriate, a Brief Intervention Assessment will be made to the relevant duty and assessment team in conjunction with Parents and Carers.

Should the Designated safeguarding Lead feel that a Parent / Carer's consistent refusal for support for their child is impacting on that child's needs and welfare, and where evidence of communication and meetings have reported this, a referral will be made without consent.

Staff should use the School's secure CPOMs database to record and monitor any concerns and / or monitor the pupil's progress.

The Children's Resource Service

Foundry Lane Primary School may decide to call the Advice and Duty Service, who provide support and advice to professionals when a safeguarding concern has been raised to a Designated Safeguarding Lead. All information shared will be reviewed together with any existing departmental records and a manager with the children's resource service is consulted before a decision is reached within a 24hr period.

All safeguarding referrals are made to the CRS in the area in which they live.

The Children's Resource Service (CRS) is the single point of contact for all safeguarding concerns regarding children and young people in the area in which they live. It brings together expert professionals, called "navigators", from services that have contact with children, young people and families, and aims to make the best possible use of their combined knowledge to keep children safe from harm.

It does this by:

- Acting as a "front door" to manage all safeguarding referrals;
- Researching information held on professional databases;
- Providing a secure and confidential environment for professionals to share information;
- Identifying low-level repeat referrals which taken in isolation may not appear concerning;
- Prioritising referrals using a BRAG (Blue/Red/Amber/Green) rating;
- Referring cases to other agencies; and
- Activating "first response" social work services to provide immediate protection for a child.

CRS Partners:

The CRS comprises a Team Manager, screening officers, social workers and a number of staff, known as navigators, from different core teams and agencies. The navigators are supervised by their own agencies, but the CRS Manager coordinates their contributions to CRS and oversees the day to day activity within the CRS.

The CRS Manager has the final say in all safeguarding decisions. There will also be a newly created post entitled Universal Help Advisor to co-ordinate and support work at the universal level. The core partners represent the following agencies/bodies:

- | | |
|---------------------------|----------------------|
| • Children's Social Care | • Family Matters |
| • Police | • IDVA Service |
| • Health | • Voluntary Services |
| • Education | • Probation |
| • Youth Offending Service | • Adult Services |
| • Housing | |

All core partner agencies will have signed an Information Sharing Agreement.

Children in Need of Protection

At Foundry Lane Primary School we will be supporting children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures. If a referral is made, Children's Social Care will then make enquiries to determine whether any of the children involved are in need of protection or other services. The Designated Safeguarding Lead encourages and promotes a culture of listening to children and taking account of their wishes and feelings.

At Foundry Lane Primary School the system to ensure the child's wishes are taken into account include either by using the School Emotional Literacy Support Assistant to give each child an opportunity to talk in a safe environment or by using either the Cafcass resource 'Say it your own way.'

<https://www.cafcass.gov.uk/download/6769/>

or the resource 'All about me.'

http://www.acu.edu.au/_data/assets/pdf_file/0008/352961/All_About_Me_booklet.pdf

High Risk Domestic Abuse (HRDA)

As a priority for Southampton, Children's Services have created a specialised referral and support for people who are at High Risk of Domestic Abuse. Referrals will be made through CRS initially which will be passed immediately on to the HRDA team. A decision regarding the referral will be made within 24 hours and support, allocation of support or strategy meetings will be scheduled as appropriate.

'High Risk' indicates the victim is at risk of 'serious physical harm or death'. This risk must be current. The level of risk is assessed using the SafeLives (DASH) Risk Assessment, with 15 or more (of 24) yes 'ticks' considered to be 'high risk'. However, professional judgement or victims own assessment of risk may escalate a DASH risk assessment level or identify 'significant harm' that should trigger an immediate 'high risk' response. 'Honour-based Violence' is always considered high risk DVA.

Other indicators include;

- A child living with domestic abuse and those concerns are likely to meet safeguarding thresholds, always refer to CRS :
- An adult known to be experiencing HRDA can make one referral to CRS for the adult and children; or
- If the Adult is not known by the school or your adult contact is not able to complete the form and/or the DA risk is below high (and you still have concerns about the child) contact CRS.

Referrals in this situation will be for a child. At Foundry Lane Primary School, when making a referral our Designated Safeguarding leads use the guidance provided by the Local Safeguarding Children Board which can be found here:

<http://southamptonlscb.co.uk/wp-content/uploads/2016/06/Identifying-and-responding-to-High-Risk-DVA-in-Southampton-Guidance-for-Professionals.pdf>

<http://southamptonlscb.co.uk/childrens-advice-and-duty-service-CRS/making-a-referral-to-CRS-for-high-risk-domestic-abuse/>

<http://southamptonlscb.co.uk/wp-content/uploads/2016/06/DVA-pathways-Guidance-for-Professionals.pdf>

<http://southamptonlscb.co.uk/wp-content/uploads/2016/06/Identifying-and-responding-to-DVA-in-Southampton-Guidance-for-Professionals.pdf>

For advice and support for families considered below high risk, recommendation may be made to PIPPA or IDVA .

Staff and Recruitment

Safer Recruitment Procedures

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

- The Governing Body of a maintained School is required, under the School Staffing (England) Regulations 2009, to ensure that safer recruitment procedures are applied. This includes making sure that at least one member of any appointment panel has completed 'safer recruitment' training.
- The process checks the identity, criminal record (enhanced DBS), mental and physical capacity,

right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. It must include barred list checks and prohibition checks for teachers. A Disqualification under the childcare act declaration where appropriate.

- The Governing Body will also take up references from the applicant's current or former employer (a minimum of two references); and
- Consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

The document 'Keeping Safe in Education, Sept 2022' details the checks which will be carried out by the Governing Body.

Teacher Status Checks

This includes prohibition from teaching checks. These are carried out via the DfE secure access portal <https://sa.education.gov.uk/idp/Authn/UserPassword>. This information will be recorded and dated on the School's Single Central Register. We check all qualified teachers that are appointed to positions in our School.

Disclosure and Barring Service Checks (DBS Checks)

For the majority of work in Schools, the Governing Body is required to obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before, or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' (September 2016) provides a chapter on the checks required.

The Governing Body is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK through the UK Visas and Immigration Department. The Governing Body will reassure itself that all appropriate suitability checks have been undertaken and that the School keeps a single central record, detailing the range of checks it has carried out on its staff and volunteers

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

Unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their Carers /escorts;

The School **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

The Governing Body will ensure compliance with statutory guidance Keeping Children Safe in Education and ensure they effectively monitor implementation as part of their accountability framework.

All Governors at Foundry Lane Primary School are required to have an enhanced criminal records certificate from the DBS.

Single Central Register

The Single Central Register is fully compliant with current guidance as of September 2016 in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" August 2016.

<https://www.gov.uk/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015#history>

Disqualification under the Childcare Act

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

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

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

The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act. Where appropriate, all staff members who have contact with children and young people, aged 8 and under, will be informed of their obligation to make declarations about household members, in line with Disqualification under the Childcare Act 2006.

As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the Head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware.

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

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

Induction and Training

The Designated Safeguarding Lead or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy / code of conduct, Part one and Annex A of Keeping Children Safe in Education, September 2022.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

All staff at Foundry Lane Primary School should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole School annually with separate training to all new staff, on appointment.

Visitors, including volunteers and supply teachers will be made aware of where to find child protection referral forms. Posters around the School building with photographs of the Designated Safeguarding Leads clearly signpost to whom they should report any concerns.

The Designated Safeguarding Lead will attend initial training for their role and then refresh this every two years. This is by attending training, as well as demonstrating evidence of continuing professional development through the a variety of means.

A record of staff training will be kept within the Single Central Register.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole School training. A Safeguarding folder has been set up on the internal staff server providing all staff with access to key documents and professional reading.

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

At Foundry Lane Primary School, any individual can contact the Designated Safeguarding Lead if they have concerns about a child. The School has a Designated Safeguarding Lead known who is a member of the Senior Leadership Team and has undertaken appropriate training for the role, as recommended by the LA, within the past year. Our Designated Safeguarding Lead attends local training and meetings on a regular basis to update them on current issues within the local area as well as receiving regular updates from national agencies to ensure we receive the most appropriate and up to date knowledge.

The School Staff and Governors Behaviour Policy - Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in The School Code of Conduct. This can be found in staff areas and is easily accessible to parents / carers on the School website.

Training

All School staff are aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole School annually with separate training to all new staff on appointment. The Designated Safeguarding Lead will attend initial training for their role and then refresh this specific training for Designated Safeguarding Lead's every two years in addition to regular updates. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole School training. A record will be kept and policy updated if necessary.

Staff Responsibilities

Staff have a key role to play in identifying concerns early and provide help for children and regular training is shared with staff on the importance of identifying children in need of early support services in order to provide effective early help, to promote their welfare, and to keep children safe from harm.

Listening and responding

- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification. Appropriate guidance is also offered to staff to attach to the lanyard which is easily accessible.

Record keeping

- Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead.
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the Designated Safeguarding Lead who will analyse risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written within 48 hours.
- CP records will be stored securely and electronically on CPOMS, away from the main pupil records.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working Together' guidance. This advice includes considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the School who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret.
- Disciplinary action will be considered for any breach of confidentiality.

Reporting

- Staff will notify the Designated Safeguarding Lead of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.
- Staff will report to the Designated Safeguarding Lead any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Further information and procedures can be found in Foundry Lane Primary School Child Protection Policy, Procedures and Guidance.
- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working Together' guidance. This advice includes considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

How to Escalate

At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed to senior staff.

Allegations against Staff

Southampton City Council's Designated Officer is: Jemma Swann

Phone: Tel: 023 8038693 Mobile: 07500952037

E-mail: LADO@southampton.gov.uk

Allegations or concerns about an adult working within the school whether as a teacher, supply teacher, other staff, volunteers or contractors.

At Foundry Lane Primary School we recognise the possibility that adults may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted in writing (via the school office) or by email: chair@foundrylaneprimary.co.uk.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child. Parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The headteacher has to decide whether the concern is an allegation or low-level concern. The term low-level concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

If the matter is investigated internally, the LADO will advise the School to seek guidance from local authority colleagues in following procedures set out in 'Keeping Children Safe in Education' (2018) and the SSCP Safeguarding Partnership procedures.

Duty to Act: Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it. A copy of this policy can be found in the Designated Safeguarding Leads office in the main School building.

Where a staff member is removed or resigns from the School following the upholding of an allegation against that person, and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS. The DBS referral form and guidance for completing the form can be accessed on line via the DBS website: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Allegations

It is an allegation if the person (*) has:

- Behaved in a way that has harmed child, or may have harmed a child and / or;
- Possibly committed a criminal offence against or related to a child and / or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and / or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside of school)

(*) Person could be anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.

- Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.
- Allegations should be reported to the LADO 'without delay'.

- The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

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

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also Developing and implementing a low-level concerns policy (Farrer & Co)

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

Management

It is the responsibility of the Designated Safeguarding Leads to maintain an overview of new developments, and they will attend local network meetings in order to do this updating staff and policy as necessary. In line with Keeping Children Safe in Education 2022 staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared.

Leadership and Management

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

In this School any individual can contact the Designated Safeguarding Lead (Designated Safeguarding Lead) if they have concerns about a young person. The School has a Designated Safeguarding Lead, who is a member of the Senior Leadership Team.

The Chair of Governors will receive reports of allegations against the Head teacher and act on the behalf of the Governing Body.

The Chair of Governors is: David Higlett who can be contacted through the School.

Monitoring and reviewing policies

To enable the School to monitor the safety of the premises and the School environment, as well as the implementation of policies, the Head teacher will ensure that:

- All School policies are regularly monitored by the designated leader and annually reviewed by the Head teacher and Governing Body.
- The School keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- The Head teacher has an overview all accidents/incidents
- Racist incidents are recorded and dealt with in accordance with DfE guidance
- Serious accidents and incidents are reported to the Governing Body
- The Designated Safeguarding Lead and Designated Teacher ensures a high standard of recording of child protection concerns
- All accidents and incidents are reviewed on a regular basis by the Governing Body to identify any problems or weaknesses around the School safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

APPENDIX 1: DECLARATION FORM

Safeguarding statement

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

The School may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

All drivers must:

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

Insurance:

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

Safety:

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

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

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

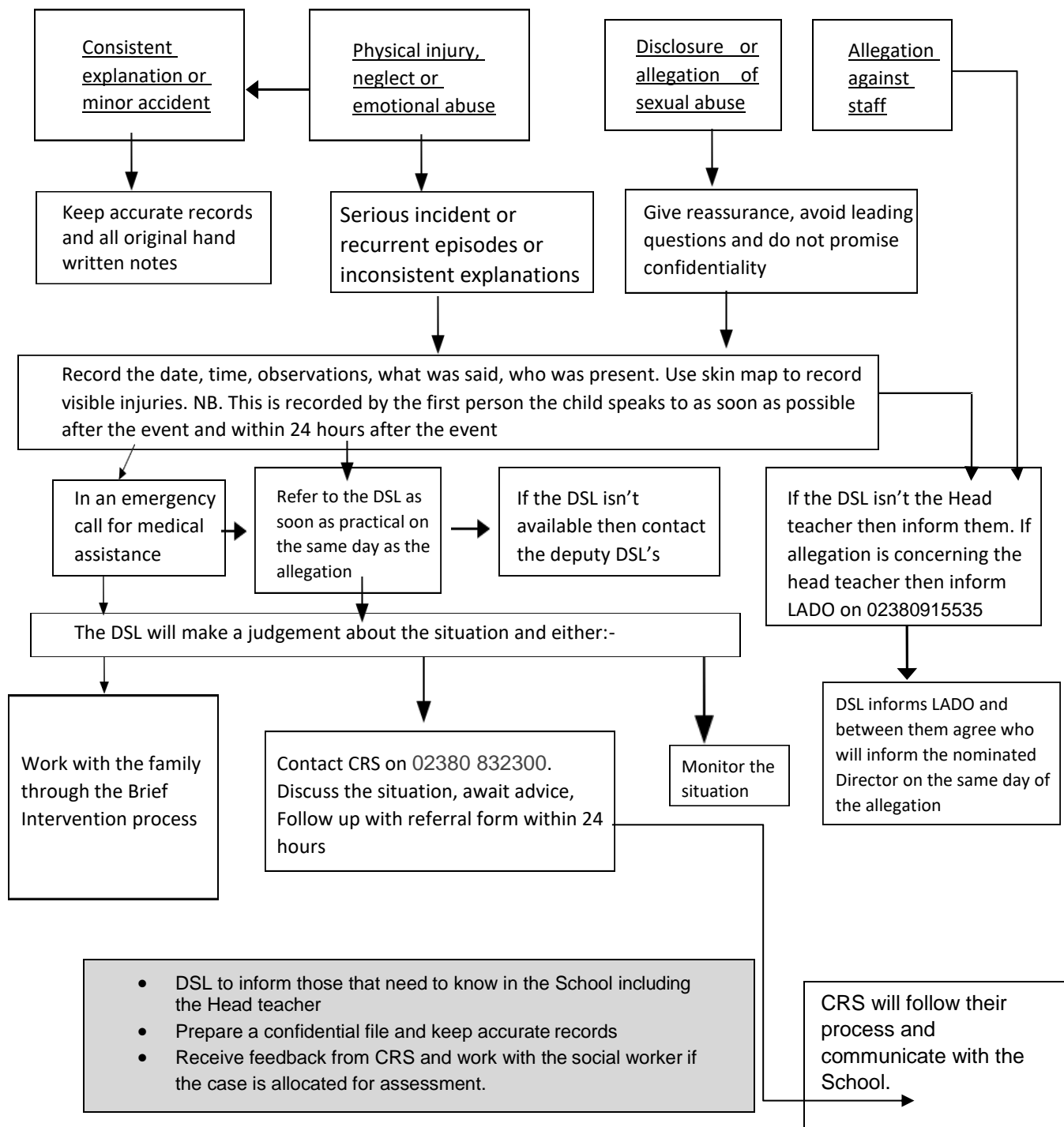
Signature:

Date:

Name (Please print)

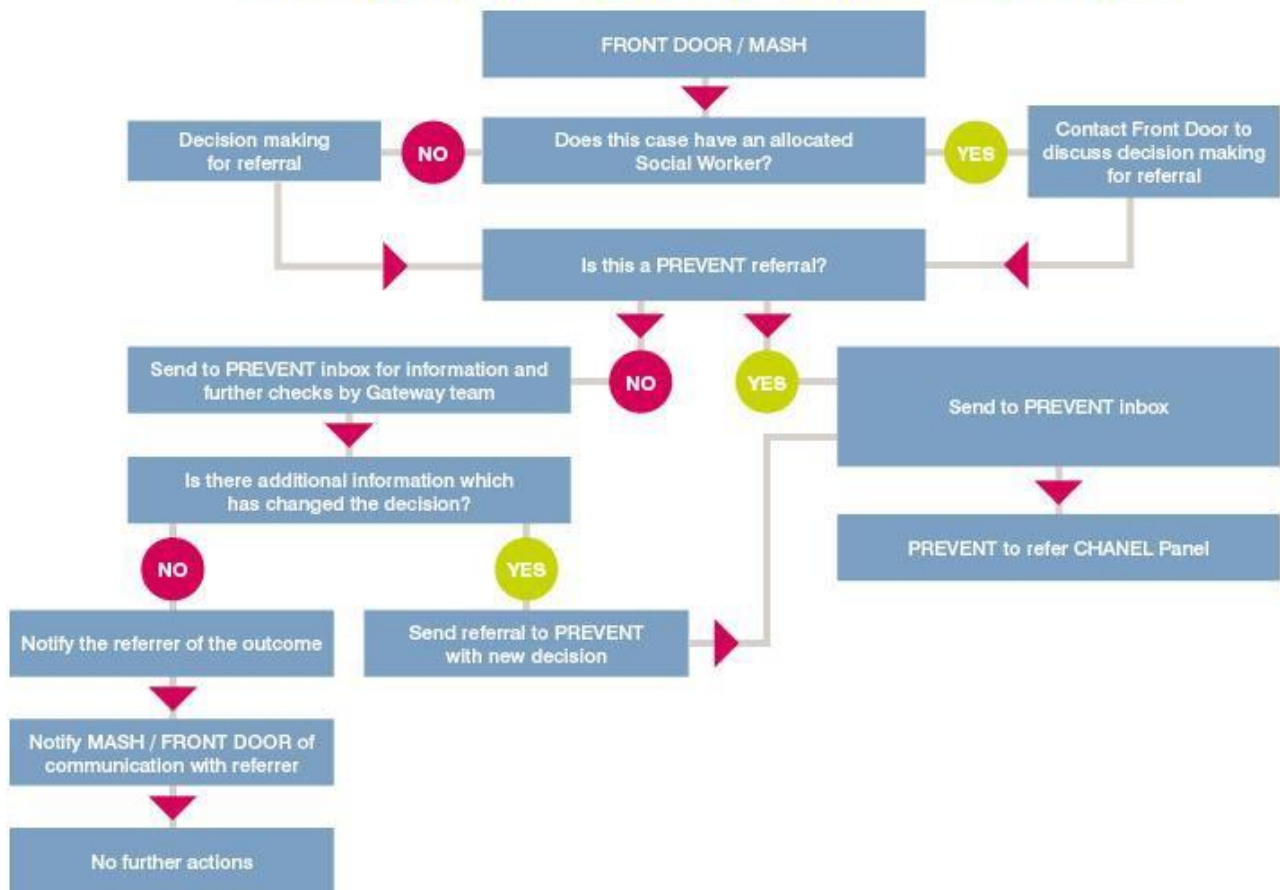
Number of seats in vehicle:

APPENDIX 1: FLOWCHART FOR CHILD PROTECTION PROCEDURES



APPENDIX 3: PREVENT FLOW CHART

PREVENT Flow Chart for Children's Services



APPENDIX 4: FIRST AID / EVAC CHAIR TRAINED STAFF

Clouder	Catherine	Administrator	Emergency First Aid at Work
Stevens	Diane	Administrator	Emergency First Aid at Work
Alarakhia	Sajida	Midday Assistant	Paediatric First Aid at Work
Carstairs	Christine	Teaching Assistant	Paediatric First Aid at Work
Dear	Claire	Teaching Assistant	Paediatric First Aid at Work
Hawkins	Claire	Teaching Assistant	Paediatric First Aid at Work
Hayward	Lydia	Learning Support Assistant	Paediatric First Aid at Work
Hill	Jane	Learning Support Assistant	Paediatric First Aid at Work
Humby	Carolyn	Learning Support Assistant	Paediatric First Aid at Work
Kaur Bhatti	Gurnam	Learning Support Assistant	Paediatric First Aid at Work
Kaur-Potiwal	Kieran	Teaching Assistant	Paediatric First Aid at Work
Lambert	Jennifer	Teaching Assistant	Paediatric First Aid at Work
Loughlin	Shelley	Midday Supervisor	Paediatric First Aid at Work
Mabey	Donna	Finance Officer	Paediatric First Aid at Work
Marshall	Sarah	Learning Support Assistant	Paediatric First Aid at Work
Masters	Davinia	Midday Supervisor	Paediatric First Aid at Work
Porter	Claire	Learning Support Assistant	Paediatric First Aid at Work
Simpkin	Nicola	Learning Support Assistant	Paediatric First Aid at Work
Solle	Zoe	Teaching Assistant	Paediatric First Aid at Work
Spicer	Wendy	Learning Support Assistant	Paediatric First Aid at Work
Whitehead	Nicola	Learning Support Assistant	Paediatric First Aid at Work
Whitely	Michelle	Teaching Assistant	Paediatric First Aid at Work
Bailey	Elizabeth	Midday Assistant	Schools First Aid
Batten	Nigel	Teaching Assistant	Schools First Aid
Begum	Ruma	Teaching Assistant	Schools First Aid
Channon	Maxine	Receptionist	Schools First Aid
Clouder	Catherine	Administrator	Schools First Aid
Cowley	Paula	Teaching Assistant	Schools First Aid
Dewey	Carolyn	Midday Assistant	Schools First Aid
Ferretti	Anna-Maria	Learning Support Assistant	Schools First Aid
Green	Kaitlin	Casual Learning Support Assistant	Schools First Aid
Hodgkinson	Sarah	Teaching Assistant	Schools First Aid
Homary	Nazifa	Midday Assistant	Schools First Aid
Kaur	Dharampal	Teaching Assistant	Schools First Aid
Kennett	Jennifer	Learning Support Assistant	Schools First Aid
Moreno	Katie	Learning Support Assistant	Schools First Aid
Norris	Paulette	Midday Assistant	Schools First Aid
Purse	Kirsty	Learning Support Assistant	Schools First Aid
Ruddy	Amy	Learning Support Assistant	Schools First Aid
Sawyer	Natasha	Learning Support Assistant	Schools First Aid
Sharp	Leanne	Learning Support Assistant	Schools First Aid
Shave	Sarah	Teaching Assistant	Schools First Aid
Simm	Beth	Learning Support Assistant	Schools First Aid
Singh	Radha	Teaching Assistant	Schools First Aid

Soffe	Lesley	Teaching Assistant	Schools First Aid
Spicer	Wendy	Learning Support Assistant	First Aid Annual Refresher
Spring	Joanne	Learning Support Assistant	Schools First Aid
Stammers	Alex	Business Manager	Schools First Aid
Stevens	Diane	Administrator	Schools First Aid
Stratford-Evans	Zowie	Learning Support Assistant	Schools First Aid
Tindall	Diane	Teaching Assistant	Schools First Aid
Waldron	Mary	Midday Assistant	Schools First Aid
Webster	Anne	Learning Support Assistant	Schools First Aid
Whitfield	Lorraine	Teaching Assistant	Schools First Aid
Whybrew	Vanessa	Teaching Assistant	Schools First Aid
Zachara	Ewelina	Midday Assistant	Schools First Aid
Warrener	William	Learning Support Assistant	Schools First Aid
Moreno	Katie	Learning Support Assistant	Evac Chair Training
Sawyer	Natasha	Learning Support Assistant	Evac Chair Training
Porter	Claire	Learning Support Assistant	Evac Chair Training
Whitehead	Nicola	Behaviour Manager	Evac Chair Training

Employee Declaration

I _____ have read the above and agree to abide by Foundry Lane Primary School Safeguarding and Child Protection Policies.

I have read and understand information about the School's safeguarding arrangements, the School's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, Keeping Children Safe in Education part 1 and annex A.

I understand the role and names of the Designated Safeguarding Lead and the deputies.

I agree to ensure that I follow the Social Media guidelines and understand that this may lead to the Head teacher initiating disciplinary processes if these are not adhered to.

Signed

The Head teacher and the Governing Body of Foundry Lane Primary School thank you for your support of the arrangements made for the safety and care of young people and adults in our community.

Head teacher 

Chair of Governors 