

### 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.*



# Foundry Lane

## Primary School

### Safeguarding and Child Protection

### Appendix to Gateway Policy

## 2025/2026

(Updated in line with KCSiE guidance 2025)

Document number:	
Responsibility:	DSL
Adopted in:	
Scheduled Review Date:	September 2026

Resilience

Creativity

Kindness

Community

Critical Thinking

Independence

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## KEY CONTACTS

Foundry Lane Primary School Contacts
<p><b>Designated Safeguarding Lead:</b> Sean Taylor</p> <p><b>Deputy Designated Safeguarding Leads:</b> Helen Aldred, Em Ervine and Jacqui Dowdell.</p> <p><b>DSLs can be contacted by phone: 023 80774814 or email: <a href="mailto:DSL@foundrylaneprimary.co.uk">DSL@foundrylaneprimary.co.uk</a></b></p> <p><b>Prevent Lead:</b> Sean Taylor and Helen Aldred</p> <p><b>Out of hours care Designated Safeguarding Lead:</b> Sarah Hodgkinson and Claire Dear</p> <p><b>Designated Teacher for Children Looked After:</b> Em Ervine</p> <p><b>Nominated Governor for Safeguarding:</b> Cathy Baggott <a href="mailto:cathybaggott@foundrylaneprimary.co.uk">cathybaggott@foundrylaneprimary.co.uk</a></p> <p><b>Chair of Governors:</b> Linda Hayes <a href="mailto:lhayes@foundrylaneprimary.co.uk">lhayes@foundrylaneprimary.co.uk</a></p> <p><b>Mental Health Lead:</b> Em Ervine</p>
Southampton Safeguarding Contacts & Numbers
<p><b>Head of Family Safeguarding is</b> Matt Jenkins</p>
<p><b>Southampton Local Authority Designated Officer (LADO):</b> Jemma Swann / Jo Williams Email: <a href="mailto:lado@southampton.gov.uk">lado@southampton.gov.uk</a> Tel: 023 8091 5535 Mobile: 07500952037</p>
<p><b>CRS – Children’s Resource Service</b> Tel: 023 8083 2300 Mon – Thurs 8.30am – 5.00pm; Fri 8.30am – 4.30pm Duty: 023 8083 2122 Out of hours emergency duty team: 023 8023 3344 Public Phone Number: 023 8083 3004 (Office hours) 023 8023 3344 (outside Office hours) E-mail: <a href="mailto:childrensresourceservice@southampton.gov.uk">childrensresourceservice@southampton.gov.uk</a></p>
<p><b>Prevent Officer for Hampshire and Southampton:</b> Wendy Steward <a href="mailto:Wendy.steward@hampshire.pnn.police.uk">Wendy.steward@hampshire.pnn.police.uk</a> Tel: 07796191771</p>
<p><a href="mailto:childrenmissingeducation@southampton.gov.uk">childrenmissingeducation@southampton.gov.uk</a> Tel: 023 80833666</p>
<p><b>Virtual Head teacher for Children Looked After:</b> Maria Anderson <a href="mailto:Maria.anderson@southampton.gov.uk">Maria.anderson@southampton.gov.uk</a> Tel: 023 8083 2058</p>
<p><b>Children and Families First:</b> Dan Buckle Email: <a href="mailto:Dan.buckle@southampton.gov.uk">Dan.buckle@southampton.gov.uk</a> Tel: 02380 8254 5322</p>
<p><b>Education Welfare Officer:</b> Samantha Dabreo Tel: 023 8254 5866; Mobile: 07721813140 <a href="mailto:Samantha.Dabreo@southampton.gov.uk">Samantha.Dabreo@southampton.gov.uk</a></p>

**FLOWCHART FOR CHILD PROTECTION PROCEDURES**



## **DEALING WITH DISCLOSURES**

### **All staff should:**

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

Additional consideration will be given to children with communication difficulties and for those whose preferred language is not English. It is important that we communicate with them in a way that is appropriate to their age, understanding and preference.

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

### **Guiding principles, the seven R's**

#### **Receive**

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

#### **Reassure**

- Reassure the pupil, but only so far as is honest and reliable .
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'.
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

#### **Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

#### **Report**

- Share concerns with the designated safeguarding lead as soon as possible.
- If you are not able to contact the designated safeguarding lead, and the child is at risk of immediate harm, contact children's Social Care directly.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

## **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file on CPOMS.
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the exact words used by the child. If the child has used sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

## **Remember**

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

## **Review** (led by Designated Safeguarding Lead)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff will be informed by the Designated Safeguarding Lead what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Safeguarding Headteacher of the school and/or may ultimately contact the Children's Social Care.

Receiving a disclosure can be upsetting for a member of staff and the school has a procedure for supporting them after the disclosure. This will be assessed on a 'needs basis' for each member of staff. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they will be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. Foundry Lane Primary School will provide written reports for each meeting. Our school will also send a representative to the meeting to share this report and hear the wider picture.

# HOW TO

# Record safeguarding Concerns on CPOMS

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Child Protection Online Management System

## 01 RECORD ACCURATELY AND IN TIMELEY MANNER

As soon as possible record the incident on CPOMS. This should be done completed out of the view of children. The school must also be proactive in responding to concerns as early as possible. Depending on the nature of the concern the class teacher needs to share the concern with the parent face to face or by phone. If the concern is a high risk concern then the person reporting needs to seek advice from the DSL or DDSL on what actions are appropriate.

ACTIONS NEED TO BE TIMELEY.

Categorisation - if a child shares something of concern and they do not have a social worker then record as Cause for Concern.

## 03 BE MINDFUL OF THE AUDIENCE

The concern is a record of a concern. This could be read by staff within the school, within the The Gateway Trust, or, externally by Children's services or the Police. Records may be used in court so we need to ensure that if we record a concern the parents / carers are aware of our concerns. If you feel uncomfortable talking to the parent / carers yourself then come and seek advice from DSL or DDSL.

## 05 SCAN ANY RELEVANT INFORMATION

All staff, and visitors, are responsible for recording any safeguarding concerns. Not all staff have CPOMS and therefore the CT may be handed concerns written on the formal safeguarding concern record form. These must be scanned onto CPOMS. Please do not type up the transcript as the incident needs to be recorded in the first person. It cannot be a third person account. Please only scan official recording forms. Be aware that parents may see any record if they submit a FOI request. So don't record a concern that you haven't shared (unless it places the child at higher risk).

## 07 ACTIONS TAKEN

Who in the school has more information that can add to your understanding? SENCo, AHT, Previous Teacher, Support staff, ELSAs. Does the concern need to be referred to an external agency - MASH, Police?

What actions are taken? By whom? Why? What was the rationale? Include timeframes as relevant.

What measures have been taken to ensure the child is safe? If the plan needs monitoring - **Who** will do this? **How often** will it be reviewed? The review needs to be recorded on CPOMS.

**Never go home with a gut instinct. It could happen here.**

## 02 USE OF LANGUAGE: ACCURATE, ADEQUATE, COMPREHENSIVE, FACTUAL AND RELEVANT

Record the full names of all the people involved in the incident. Do not use job roles e.g. Support staff. Lunchtime supervisor etc. Do not use initials for other children involved. Full names can be redacted from any report provided by CPOMS.

Keep the record factual with sufficient detail - Who was involved, Where did it happen? When did it happen? What was happening before?

Use a body map if the concern relates to a part of the body and describe the injury. Use neutral language. Include the voice of the child using their exact words or phrases. Please do not include any information which is not relevant.

## 04 ALERT DSL AND OTHER RELEVANT STAFF

Please ensure that for High risk concerns for any pupils you record the incident as soon as possible but when you are not working directly with children.

Please also come and speak to the DSL or DDSL as soon as you can so that necessary actions can be agreed and it is clear who is responsible for what action. If you have reported a concern and you have taken an action as an outcome it is important that you record the actions that you have taken and these must be completed in a timely manner.

## 06 ANALYSING A CONCERN

Consider all pieces of information you have available:

1. Attendance and punctuality
2. Family members and relationships
3. Previous CP / Welfare concerns
4. Any behaviour / bullying concerns
5. Relationships between those involved in the concern.
6. Peer group and influences
7. Environmental factors
8. Other relevant factors inside or outside of school - consider online media / social media.
9. Other children in the school if there has been child on child behaviour.

DSL - Sean Taylor, DDSL Helen Simpson  
DDSL - Jacqui Dowdell, DDSL - Em Ervine

# REPORTING A CONCERN / DISCLOSURE

## CHILD PROTECTION REPORTING CONCERNS FORM 2025/2026



<b>Child's name:</b>	<b>DOB:</b>	<b>Class:</b>	
<b>Name and role of person raising / recording concern</b>			
<b>Date and time of incident being reported</b>			
<b>Date and time information was shared</b>			
<b>Details of concern (Where? When? What? Who? Behaviours? Use the child's words)</b>			
<b>Any relevant background</b>			
<b>ACTIONS TAKEN</b>			
<b>DATE</b>	<b>Person taking action</b>	<b>Action taken</b>	<b>Outcome of action</b>

When was all of this information first reported to the DSL?

Name: \_\_\_\_\_

Role: | \_\_\_\_\_

Record given to: \_\_\_\_\_

Time and Date: \_\_\_\_\_

## **BODY MAP**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. **Always use a black pen** (never a pencil) and do not use a rubber.

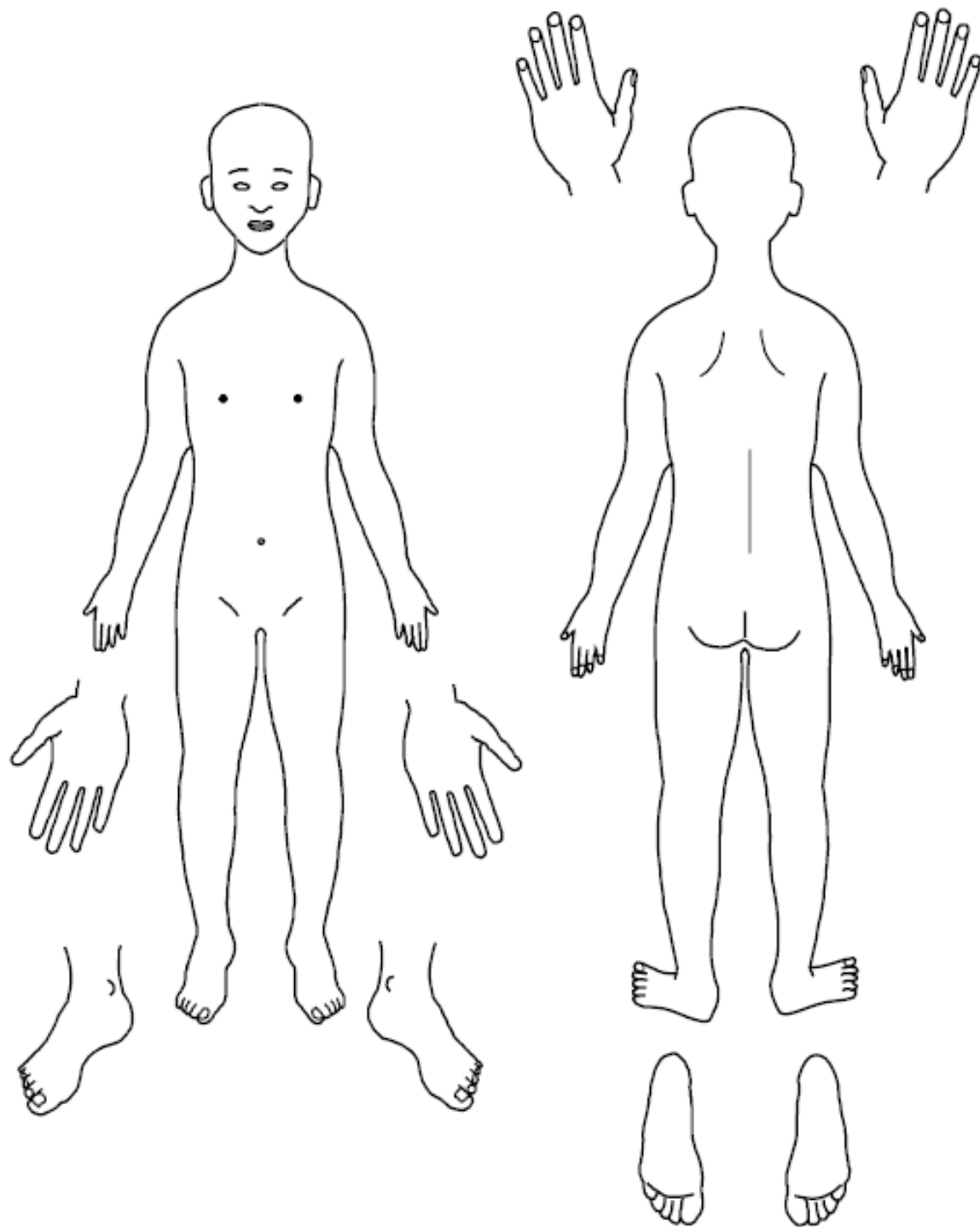
**Do not remove clothing** for the purpose of the examinations unless the injury site is freely available because of treatment.

**At no time should an individual adult take photographic evidence of any injuries or marks** to a child's person, the body map should be used.

Any **concerns should be reported and recorded without delay to the DSL** or appropriate safeguarding person e.g. social care or social worker if already an open case.

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

- Exact site of injury on the body e.g. upper outer arm / left cheek.
- Size of injury – in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round / square or straight line.
- Colour of injury – if more than one colour, say so. Colour bruise.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab / any blistering / any bleeding?
- Is the injury clean or is there grit / fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed / are they holding themselves differently?
- Importantly the date and time of the recording must be stated as well as the name and role of the person making the record.
- A copy of the body map should be scanned into the child's confidential file on CPOMS.
- If the person recording has access to CPOMS then please use the Body Map on CPOMS.



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



## **MANAGING ALLEGATIONS AGAINST OTHER PUPILS**

### **The Safeguarding Implications of sexual activity between young people.**

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgements. Some situations are statutorily clear – e.g. a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power balance, or some form of exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case-by-case basis, based on an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children.
- Any disability or special needs of the children.
- Their social and family circumstance.
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed.
- Any evidence of pressure to engage in sexual activity.
- Any indication of sexual exploitation.

There are also contextual factors – Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator can be either male or female.

At Foundry Lane Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Relational behaviour policy.

### **PREVENTION**

As a school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHE syllabus which effectively helps students understand acceptable behaviour and keeping themselves safe.
- Having systems in place for any student to raise concerns with staff, and staff to raise concerns about pupils knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk.
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to others.

## **ALLEGATIONS AGAINST OTHER PUPILS WHICH ARE SAFEGUARDING ISSUES**

Occasionally, allegations may be made against other students by others in school, which are of a safeguarding nature.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. They may include sexual violence or sexual harassment. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found. If the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or where there may be a coercion/ power imbalance, or a more vulnerable pupil.
- Is of a serious nature, possibly criminal offence.
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this pupil.

Examples of safeguarding issues against a pupil could include:

### **PHYSICAL ABUSE**

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

### **EMOTIONAL ABUSE**

- Blackmail or extortion.
- Threats and intimidation.

### **SEXUAL ABUSE**

- Indecent exposure, indecent touching or serious sexual assaults.
- Forcing others to watch pornography or take part in sexting.

### **SEXUAL EXPLOITATION**

- Encouraging other children to engage in inappropriate sexual behaviour, e.g. having an older boyfriend / girlfriend, associating with unknown adults or other sexually exploited children, staying overnight.
- Photographing or videoing other children performing indecent acts.

### **PROCEDURE**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the multi-agency safeguarding hub to discuss the case.
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, once referred to MASH, the police will become involved.
- Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcomes and keep a copy in the files of both pupils on CPOMS.

- It may be appropriate to arrange alternative education provision for a short period for either, or both, pupils as the allegation is an allegation and will need to be fully investigated.
- Where neither social services nor the police accept a complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

# Brook sexual behaviours traffic light tool

## Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls.</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online.</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play.</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul>	<p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul>
<p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>

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## **ALLEGATIONS AGAINST STAFF**

### **PROCEDURE**

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors, Linda Hayes who will then contact the Local Area Designated Officer (LADO).
- Once an allegation has been received by the Headteacher, or Chair of Governors, they will contact the LADO as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- The allegation will be recorded securely on CPOMS Staff Safe which is confidential.
- Inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and / or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel / HR provider in following procedures set out in 'Keeping Children Safe in Education 2025' and the LSCB procedures.

If it is agreed that suspension is required, the school will provide the employee facing any allegation with a named school contact.

**Southampton Local Authority Designated Officer (LADO):** Jemma Swann / Jo Williams

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

Tel: 023 8091 5535 Mobile: 07500952037

## **BRIEFING SHEET FOR TEMPORARY AND SUPPLY STAFF**

For supply staff and those on short contracts in Foundry Lane Primary School

While working in Foundry Lane Primary School, you have a duty of care towards the children/pupils/students here or visiting the school. This means that you should always act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (Sean Taylor) and can be found in the main school building. If Sean Taylor is not available you should share it with one of Deputy Safeguarding Leads (Helen Simpson, Em Ervine or Jacqui Dowdell)

This is not an exhaustive list, but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental;
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for;
- observing behaviour that leads you to be concerned about a child or young person;
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account using a concern form, (attached), and give it to the Designated Safeguarding Lead. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

- If a child talks to you about abuse, you should follow these guidelines:
- Rather than directly questioning the child, just listen and be supportive;
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish;
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect;
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the Designated Safeguarding Lead, who will contact Children's Social Care if appropriate; and
- If you are a teacher and have information that an act of Female Genital Mutilation has occurred it is your duty to report this to the police. You may wish to ask for advice from the Designated Safeguarding Lead. The Designated Safeguarding Lead must be informed in all circumstances. If you are not a teacher report the information to the Designated Safeguarding Lead.

**Remember, if you have a concern, discuss it with the Designated Safeguarding Lead, or deputy.**

## **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: