



Safeguarding Policy

(updated from KCSiE September 2020)

RATIONALE

College Park Infant and Lyndhurst Junior Schools are committed to safeguarding and promoting the welfare of children. We recognise that being a young person makes them vulnerable. We aim to ensure that the actions of any adult in the context of the work carried out by the organisation are transparent and safeguard and promote the welfare of all young people. Everyone within our school who comes into contact with children and families has a role to play in what is in the best interests of the child at all times.

DEFINITIONS

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as

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

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Put simply **Safeguarding** is what we do for all children, whilst **Child Protection** refers to the procedures we use for children at risk of significant harm or who may have been harmed.

COLLEGE PARK INFANT SCHOOL	
Designated Safeguarding Lead(s) (DSL)	Mrs J Lathem (Head of School) Mrs E Moran (Inclusion Leader)
Designated Safeguarding Officer (DSO)	Mrs A Childs (HLTA/Learning & Welfare)

LYNDHURST JUNIOR SCHOOL	
Designated Safeguarding Lead(s) (DSL)	Mrs E Bannister-Palmer (Acting Assistant Headteacher) Mrs K Pycroft (Senior Assistant Headteacher) Ms H Merel (Inclusion Leader)
Designated Safeguarding Officer (DSO)	Mrs S Bell (Kids Club Supervisor)

PURPOSE

Key Principles

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children;
- safeguarding is everyone’s responsibility: for services to be effective each practitioner and organisation should play their full part.

In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families, including practitioners who work with parents, is aware of the role that they have to play and the role of other practitioners. They should be aware of, and comply with, the published local arrangements as set out by the local safeguarding partners. Effective safeguarding requires clear local arrangements for collaboration between practitioners and agencies.

'Working Together to Safeguard Children' HM Government July 2018

To safeguard our children we will have:

- Clear priorities for safeguarding and promoting the welfare of children explicitly stated in school policies and documentation.
- A clear commitment by senior leaders to the importance of safeguarding and promoting children's welfare.

Key local contacts

The Government's statutory guidance, "Working Together to Safeguard Children 2018" explains that the three safeguarding partners in relation to a local authority area are defined under the Children Act 2004 (as amended by the Children and Social Work Act 2017) as: the local authority, a clinical commissioning group for an area any part of which falls within the local authority area and the chief officer of police for an area any part of which falls within the local authority area

Director of Children, Families & Education – Portsmouth City Council, Local Authority
Deputy Director of Quality & Safeguarding – Portsmouth Clinical Commissioning Group
Portsmouth District Commander – Hampshire Constabulary

Portsmouth Multi-Agency Safeguarding Hub (MASH) 0845 671 0271 / 02392 688793
out of hours 0300 555 1373

PROCEDURES

- If a disclosure is made to any member of staff it is important that the Designated Safeguarding Lead is informed immediately. The disclosure is on a 'need to know' basis only, the fewer people informed the better.
- The child, when making a disclosure **must not** be questioned by the adult. Questions may only be used to clarify information and should be open and not leading.
- All incidents that cause concern must be reported and are recorded on MyConcern.
- The child concerned is then monitored closely for either further action or no cause for concern. This is of vital importance, particularly in suspected cases of neglect since obvious signs may not be apparent at first.
- The Designated Safeguarding Lead takes responsibility for monitoring children at risk and liaising with other agencies.
- Where it is felt to be necessary the Designated Safeguarding Lead will refer the case to the LA Multi Agency Safeguarding Hub (MASH). This is the first point of contact for all referrals and contacts into Children's Social Care. A team of professionals from Social Care, Health, Education and the Police decide if a situation needs a Social Care response or if it should be responded to by another agency or service. They will then make sure that happens. MASH will inform which services if any are already involved with a child and together make sure the right service is being provided quickly.
- In extreme circumstances, where it is felt that the child is at significant risk of immediate harm in the home environment, the DSL may contact the police in the first instance.

PROCESSES

1. Protecting Children from Unsuitable People

There are several aspects to this, including safe recruitment practices, disqualification by association, Section 128 checks on members of the Local Governing Board, procedures for dealing with allegations of abuse against staff, guidance about appropriate behaviour and reporting so that unsuitable people can be stopped from working with children in any setting.

2. Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (September 2020). All appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

The Executive Headteacher, Head of School, Inclusion Leader and a named governor have undertaken Safer Recruitment training and one or more is always involved in all staff and volunteer appointments and arrangements.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service as appropriate to their role (including for teachers a prohibition to teach check)
- demonstrate their mental and physical fitness to carry out their work responsibilities
- be verified that they have the right to work in the UK
- be interviewed
- make a declaration that they are not barred from working with children and that they do not live in the same household where another person who is barred lives or works (only relevant to staff who work at, or are involved in the management of Lyndhurst Kids Club which provides childcare for children of the age range that this requirement applies to).

3. Safe Practice

Our school and staff follow and comply with school agreed policies and procedures as well as those laid down by the Local Authority/Multi Academy Trust. Safe working practice helps to ensure the safety of all pupils and staff. All staff need to know that inappropriate behaviour with or towards children is unacceptable.

4. Safeguarding Information for pupils

We encourage our pupils to feel safe at school and know that all adults will listen to them. Pupil voice is given a high priority and pupils are listened to through a range of activities eg. the School Council, circle times, suggestions box, interviews, surveys and questionnaires as well as specially trained staff such as Emotional Literacy Support Assistants.

As from September 2020 Relationships Education is now mandatory (however due to disruption caused by coronavirus, schools who are unable to meet the requirements can delay teaching until the start of the summer term 2021 at the latest) and DfE guidance in teaching online safety in schools was released in June 2019). Personal, Social, Health and Economic (PSHE) Education is taught using the local programme of study established by schools working together to ensure a local context.

5. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly.

However, confidential or sensitive information will not be shared in order to protect a child. Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

6. Partnership with others

Our school recognises that it is essential to establish positive and effective working relationships with other local agencies. Signposting to other services can support our children and families. (See the above section for data protection concerns about information sharing). Information sharing is vital to good and effective safeguarding.

7. Early Help

The aim of early help is to prevent an escalation of needs into acute services including social care, special educational needs, health, the police or learning support, to the detriment of children's welfare and increasing costs to the various agencies. It requires a collaborative approach. Staff will be alert to learners who need this level of support as soon as a problem emerges at any point in a child's life and how this differs from a child in immediate danger or at significant risk of harm. This will often begin with sharing observations or initial concerns with the school's Designated Safeguarding Leads, Head of School or Executive Headteacher who have communication with and access to other services.

8. Contextual safeguarding

It is important to recognise all assessments and safeguarding procedures within the school setting must take into account all of a pupil's social sphere, not only that at school. To this end, it is important the school records and monitors incidents that happen outside the school setting as well. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to the safety and/or welfare.

9. School training and Staff Induction

The school's Designated Safeguarding Leads are responsible for organising child protection/safeguarding training and ensuring that regular updates are systematically organised (see roles and responsibilities). The Head of School provides newly appointed staff with access to the Staff Induction Handbook and the school's policies for, and linked to, Child Protection and Safeguarding. Training updates for all staff will be at least annually. The Designated Safeguarding Leads will have specific training every two years, but updated at least annually to keep up with any developments relevant to the role.

10. Children Missing from Education

Where children on roll at the school do not attend and all usual enquiries have been made, the case will be referred to the Local Authority MASH. Parents are required to inform the school for reasons of a child's absence and made aware that unexplained absences could result in contact with Social Care or the Police if there are significant concerns about the safety or welfare of a pupil. The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

11. Physical Contact with Pupils/Restraint

It is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Guidance about this can be found in the school policy and the DfE July 2013 Advice for headteachers, staff and governing bodies 'Use of reasonable force'. The DfE document 'Positive environments where children can flourish' should also be considered.

12. Allegations against staff (including supply teachers and other agency workers)

The MAT uses the services of the Browne Jacobson Human Resources services and the KGA Staff Code of Conduct and Behaviour Policy sets out procedures regarding allegations against school staff. However, there must be a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, unfounded or malicious accusations.

With regard to allegations made against a supply teacher or another person, not directly employed by the school, schools should handle the allegation as they are best placed to collect the facts and information required. They should discuss with the employing agency whether to suspend or redeploy the person whilst the investigation takes place, and liaise with the LADO to determine a suitable outcome.

13. Pupil information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The nature of this information is as follows:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details, more than one (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child
- If the child is or has been on the Child Protection Register or subject to a care plan
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child

Due regard is paid to data protection (GDPR & any relevant Privacy Policy) and the sharing of personal information. However, fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

14. Extended school and off-site arrangements (including Alternative Provision)

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policies and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and Enhanced DBS checks.

When our children attend off-site activities, we will check that effective child protection arrangements are in place. Where a pupil may be dual-registered with an Alternative Provision Provider, we will ensure that we have written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. College Park Infant and Lyndhurst Junior Schools will also make weekly contact with the setting to ensure the pupil has been in attendance. If an issue should arise, the school will follow the procedures as they would for a child that was educated on site.

15. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

16. Mobile phones

Staff are allowed to bring their mobile phones into school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members personal phones will remain in their bags or cupboards during contact time with the children. Should they be waiting for an urgent call they should direct calls to come to the school office number or alternatively leave their phone with the admin team who can answer it on their behalf if wished.

Staff will not take pictures or recordings of children on their own personal phones or cameras.

17. e-Safety (including ‘sexting’)

Most of our children will use mobile phones and computers/tablets at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school’s e-safety policy explains how we work to keep children safe in school.

Cyber-bullying by children, via texts, messages and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and we aim to warn them about the risks that using these facilities entails. We provide educational guidance and support for our children on the subject of e-safety, including ‘sexting’ e.g. regular lessons activities for pupils at an age-appropriate level.

Filtering and monitoring are important, but even more important is to teach our pupils how to manage risks and how to keep themselves safe when using IT, through a broad and balanced curriculum. Children have access to the internet during lessons. It is the school’s policy that children are not allowed to access the internet in class unless an adult is present. Pupils are encouraged to report any images or content that concerns them so staff can assess whether there has been a breach of the filtering system. Staff also need to be vigilant and monitor what appears on pupils’ monitors.

Increasingly KS2 pupils are bringing mobile phones (or smart-watches) with 3G/4G/5G capabilities onto the school site. All children’s mobile phones must be turned off on site and handed into the school office for safe keeping during the school day.

The staff code of practice also outlines good practice for staff mobile phones and staff are given regular reminders.

18. Mental Health Concerns

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

Staff will be alert to behavioural signs that suggest a child might be experiencing a mental health problem or be at risk of developing one.

In this case staff should speak to the DSL immediately.

19. PREVENT

Protecting children from the risk of radicalisation is part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. From 1 July 2015 all schools have been subject to a duty

to have due regard to the need to prevent people being drawn into terrorism. This duty is known as the Prevent duty. The statutory guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Staff training from www.saferportsmouth.org.uk and Educare helps our staff to understand this duty and when it is appropriate to make a referral to the Channel programme. (For further information see the school file on PREVENT).

The Education Against Hate website is recommended by the Local Authority for resources and guidance on extremism.

20. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a **statutory duty** upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

21. So-called 'honour-based' abuse

Honour-based abuse (HBA) is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'.

22. Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim wants and/or the financial advantage of the perpetrator or facilitator. It can involve sexual activity where young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, status, protection or affection. Similarly, child criminal exploitation (CCE) is a form of abuse where children are criminally exploited.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls

- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Staff must inform the DSL immediately if they suspect a child is at risk of CCE or CSE.

23. Children with special educational needs and disabilities (SEND)

Children with special educational needs and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children e.g. communication, potential for being a victim of bullying, assumptions that indicators of abuse relate to the child's impairment. (See school policy for children with SEND)

If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Children with SEN and disabilities will have a greater access to pastoral and emotional literacy support.

24. Children with a social worker

Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance learning behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational outcomes. For example, it will inform decisions about: responding to unauthorised absence or missing education where there known safeguarding risks.

25. Looked after children and previously looked-after children

Looked after children are a high priority as the most common reason for children becoming looked after is as a result of abuse and/or neglect. It is important that we work with all agencies together and prompt action is taken by staff, as these children are particularly vulnerable.

26. Types of abuse and neglect (including peer on peer/child on child)

All staff will be aware of different types of abuse (physical, emotional, sexual), neglect and safeguarding issues, this includes peer-on-peer abuse which should never be tolerated or passed off as "banter" or "part of growing up". This policy has clear links to many other College Park Infant/Lyndhurst Junior School policies including those on Anti-bullying and Behaviour. Staff, pupils and parents are positively encouraged to have a voice and share concerns, knowing that these will be taken seriously and acted upon by senior leaders. It is in this open climate that we aim to minimise the risk of abuse.

Allegations of abuse made against other pupils- peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We also recognise the

gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by ensuring all pupils know they can talk to any staff, and / or the DSL team
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexting

Your responsibilities when responding to an incident:

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) if it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head of School/Executive Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks. They will

hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE and Relationships and Sex Education Programmes and Computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

27. Domestic Abuse

The definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can be psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to this can have serious, long-lasting emotional and psychological impact on children.

28. Upskirting

Upskirting is defined typically as when a photograph is taken under a person's clothing without their permission and/or knowledge, for sexual gratification or to cause the victim humiliation, distress or alarm. It is now a criminal offence.

29. Sexual Violence and Sexual Harassment

Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'. Groups at particular risk include girls, students who identify as LGBTQ+, or are **perceived** by peers to be LGBTQ+, and pupils with SEND.

As with peer on peer abuse, sexual violence and sexual harassment should never be tolerated or passed off as "banter" or "part of growing up". Victims and alleged perpetrators must be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. Staff must record incidents across the whole spectrum of sexual violence and sexual harassment, so that the school leadership can understand the scale of any issue within the school and make appropriate plans to reduce it.

NSPCC whistle-blowing helpline number is 0800 028 0285

Anyone can telephone this number if they feel that their safeguarding concerns are not being responded to appropriately by the school's Designated Safeguarding Leads or senior member of staff or the named Governor responsible for Safeguarding. Staff are regularly reminded about their safeguarding responsibilities and that whistle-blowing is a part of this.

Roles and Responsibilities

Role & Responsibility of the Local Governing Board

- Accountable for the school having policies
- Monitoring compliance
- Have a link governor to liaise between the Executive Headteacher/Heads of School and Governors
- Allegations against the Executive Headteacher should be dealt with initially by the Chair of Governors or Vice-Chair if necessary and referred to the CEO of KGA MAT
- Awareness of the school's three safeguarding partners: the Local Authority, the Clinical Commissioning Group within the LA, the Chief Office of Police within the LA
- Ensure the school has:
 - all staff who have read and understood Part 1 of 'Keeping Children Safe in Education' (DfE Sept 2020)
 - an up-to-date Child Protection policy and Safeguarding policy
 - operates safe recruitment
 - checks are carried out on staff and volunteers
 - allegation procedures
 - there is a Designated Safeguarding Lead
 - the Designated Safeguarding Lead has child protection training every 2 years and is updated annually
 - all other staff who work with children have training updates annually (e.g. Educare, school provided) and other specific safeguarding training (LA or other commissioned) every 3 years
 - remedies weaknesses or deficiencies in child protection and safeguarding arrangements
 - a member who liaises with the LA/MAT if allegations are made against the Executive Headteacher
 - a review of its policies and procedures annually

Role & Responsibility of the Designated Safeguarding Lead (see specific job description)
*** at College Park Infant School the Designated Safeguarding Leads are the Head of School Mrs J Lathem and Assistant Headteacher/Inclusion Leader Mrs E Moran**
*** at Lyndhurst Junior School the Designated Safeguarding Leads are the Acting Assistant Headteacher Mrs E Bannister-Palmer, Senior Assistant Headteacher Mrs K Pycroft and Inclusion Leader Ms H Merel.**

Raising Awareness

- To ensure the school's Child Protection and Safeguarding Policies are updated and reviewed annually and work with the Local Governing Board regarding this.
- To ensure parents are aware of and have access to the school's Child Protection and Safeguarding policies, so they are alerted to the fact that referrals may be made and the role of the school in this (see the school website).
- Where pupils leave the school, ensure that child protection/safeguarding records are copied for the new school as soon as possible but transferred separately from the pupil's main file.

Training / Management

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- To ensure that each member of staff is aware of and has access to the school's Child Protection and Safeguarding policies, especially new or part-time staff who may work in different educational establishments.
- To ensure that all staff have induction training covering child protection and safeguarding and are able to recognise and report any concerns immediately they arise.
- To keep appropriately detailed accurate written records of concerns/referrals and store securely and confidentially (using MyConcern from September 2018).
- To obtain access to resources and attend any relevant training or refresher training courses at least every two years.
- To have a working knowledge of how Area Child Protection Committees (ACPCs) and Portsmouth's three Safeguarding Partners operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with our other DSLs and/or DSO(s) to inform of any issues and ongoing investigations and ensure that there is always cover for this role.

Role of the Executive Headteacher/Head of School

- To ensure that policies and procedures adopted by the Local Governing Board are fully implemented and followed by all staff.
- To manage the efficient allocation of resources and time, to enable staff to discharge their responsibilities.
- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- To liaise regularly with the senior leaders of our adjacent infant/junior school and the Multi Academy Trust to ensure continuity, consistency and the sharing of information with due regard to data protection but always in the best interests and safety of the child in question.
- To liaise with the Virtual School Headteacher who is responsible for the progress of Looked After Children so that any Looked After Children receive their entitlements and additional services are accessed promptly to ensure the best possible life chances.

Role of admin staff

- To maintain the school's Single Central Register including ensuring all staff, governors, trustees and volunteers have the relevant checks eg. DBS, Disqualification by Association declaration, Prohibition to Teach, section 128 in place.
- To oversee attendance and alert senior leaders and/or the MASH to absences or patterns of absence that cause concern, particularly with vulnerable children.
- To establish positive relationships with all parents and carers that will support the safeguarding and welfare of our pupils.
- To organise and manage staff/personnel documentation that relates to recruitment and safeguarding eg. proof of qualifications, references, police checks, section 128, prohibition to teach, disqualification by association declaration forms.

Role of the named Governor responsible for Safeguarding

- To ensure that the school follows all statutory safeguarding requirements.
- To monitor the effectiveness of our safeguarding procedures e.g. 'spot-check' the Single Central Register, observe pupils using the internet.
- To liaise with members of the school staff who have particular safeguarding responsibilities.
- To oversee the curriculum to ensure that pupils are being taught ways to keep themselves safe appropriate to the age and stage of development.

Role of all staff

- Safeguarding is everyone's responsibility! Any concerns must be reported.
- Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

Other relevant documentation / information

Child Protection policy

Health & Safety policy, Security policy

Anti-bullying policy

Internet policy, e-safety policy

PSHE policy, Sex and Relationships Education policy

Policy for Children with Special Educational Needs and Disabilities

Whistle-blowing policy

Designated Teacher policy

Staff conduct, discipline & grievance, including dignity at work

LA Manual of Personnel Practice

School Staff Induction Handbook

Working Together to Safeguard Children (HM Government July 2018)

Keeping Children Safe in Education (DfE September 2020)

What to do if you're worried a child is being abused (DfE March 2015)

Inspecting safeguarding in early years, education and skills (Ofsted/DfE Sept 2019)

Positive environments where children can flourish (Ofsted/DfE March 2018)

The Prevent duty (DfE June 2015)

When to call the Police

Safeguarding leaflet for parents

School Prospectus/Booklet

Review: Annually (or more often if Guidance is updated)

Reviewed: May 2021 (pending ratification by the LGB)

Agreed:

Management of allegations against adults who work with children

Procedure

This procedure should be used in all cases in which it is alleged a member of staff (including a supply teacher) or volunteer in a school, or another adult who works with children 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 would pose a risk of harm to children.

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

- Report any concerns about the conduct of any member of staff or volunteer to the DSL and/or Head of School as soon as possible.
- If an allegation is made against the Head of School, the concerns need to be raised with the Executive Headteacher and/or Chair of Governors as soon as possible. If neither are available then the CEO of the Multi Academy Trust should be contacted directly.
- If an allegation is made against the Executive Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available then the CEO of the Multi Academy Trust should be contacted directly.
- There may be situations when the Executive Headteacher, Head of School, Chair of Governors or CEO of the MAT will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Head of School, Executive Headteacher or Chair of Governors or CEO and the threshold has been met, they will contact the LADO on 023 9288 2500 or LADO@portsmouthcc.gcsx.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- 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 Chapter 4 of 'Keeping Children Safe in Education' (2020) and the Safeguarding Partners' procedures. The CEO of King's Group Academies will be kept informed.

King's Group Academies Multi Academy Trust have commissioned Browne Jacobson as their HR provider. As such, the procedures within the KGA Staff Code of Conduct and Behaviour Policy will be followed in any instance of an allegation made against a member of staff.



Table of useful contacts



Key Personnel	Name(s)	Contact details
DSLs	Emma Bannister-Palmer (Acting Assistant Headteacher Lyndhurst) Kerri Pycroft (Senior Assistant Headteacher Lyndhurst) Helen Merel (Inclusion Lead Lyndhurst) Jan Lathem (Head of School College Park) Emma Moran (Assistant Headteacher College Park)	Lyndhurst Junior School Tel no: 023 9266 3645 contact@kgalyndhurst.uk College Park Infant School Tel no: 023 9266 2823 office.cpi@kingsacademies.uk
Safeguarding Governor	Jo Thomson	Via the school phone numbers above
Chair of Governors	Hugh Whitaker	Via the school phone numbers above cp.chairofgovernors@kingsacademies.uk
Portsmouth MASH	(Multi Agency Safeguarding Hub) Various professionals including Social Care Services	023 9268 8793 0845 671 0271 0300 555 1373 (out of hours)
Early Help	Early Help & Prevention Service	pccraduty@portsmouthcc.gcsx.gov.uk
Local Authority Designated Officer (LADO)	Hayley Cowmeadow	023 9284 1261 lado@portsmouthcc.gcsx.gov.uk
Portsmouth Prevent Team	John Webster – Prevent Education Officer	023 9284 1235 john.webster@portsmouthcc.gov.uk
Portsmouth Safeguarding Children Partnership	Director, Children, Families & Education Deputy Director of Quality & Safeguarding Portsmouth District Commander	Alison Jeffery, Portsmouth City Council Tina Scarborough, Portsmouth Clinical Commissioning Group Hampshire Constabulary
NSPCC		0808 800 5000 help@nspcc.org.uk
Childline		0800 1111 www.childline.org.uk
CEOP	Child Exploitation & Online Protection	0370 496 7622 www.ceop.police.uk
NHS Direct / 111 Service		111 www.111.nhs.uk
Police		999 (in an emergency) 101 (non-emergency)