

Forres Sandle Manor (Non-Academic) Policy

Policy Title	Safeguarding and Welfare Policy
Policy Lead (Appointment (& Initials))	Deputy Head Pastoral & DSL (LM)
Date of Last Review	September 2024
Date of Next Review	September 2025

POLICY STATEMENT

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail. FSM will operate safeguarding procedures in line with multi-agency safeguarding arrangements put in place by the safeguarding partners.

This policy must be read in conjunction with the **Staff Code of Conduct and Part 1 & Annex B of the most recent version of the DfE's publication, 'Keeping Children Safe in Education'**

Within 'Keeping Children Safe in Education' (2024), 'Working Together to Safeguard Children' (2023) and the ISI inspection guidance, there are a number of safeguarding areas directly highlighted or implied within the text.

As a school, we review this policy annually or in line with DfE, HSCP, HCC and any other relevant guidance. This policy and its associated procedures are reviewed at least annually by the Board of Directors.

Areas of safeguarding have been separated into the following;

Part 1 - Issues that are emerging or high risk issues

Part 2 - Those related to the pupils as an individual

Part 3 – Promoting awareness

Part 4 - Those related to the running of the school.

AREAS OF SAFEGUARDING

Additionally, further policies also contribute to the FSM aim of total care:

- Lifeskills and RSE policy
- Attendance Policy and Procedure
- Staff Code of Conduct
- Whistleblowing Policy
- E-Safety Policy
- Use of Mobile Phones and Cameras Policy
- Use of Reasonable Force policy
- Pupil Behaviour Management Policy
- Responses to Alcohol, Smoking and Substance Abuse policy
- Anti-Bullying Strategy
- Health and Safety policy
- First Aid Policy
- EYFS Administration of Medicine Policy
- Supervision of Pupils (inc. after school care)
- Supervision of EYFS Pupils
- Trips, Policy and procedures
- Missing Child Policy
- Staff Induction, Training and Development Programme
- Risk Assessment Policy
- Safer Recruitment Policy
- Use of Social Media
- Equal Opportunities Policy
- Statement of Boarding Principles and Practice

All employees will be made aware of and be introduced to these policies as part of their induction process. Staff are also invited to comment and add to these policies.

KEY SCHOOL CONTACTS

Designated Safeguarding Lead (DH Pastoral & DSL)	Lauren Marks	lmarks@fsmsschool.com
DDSL (Headteacher)	Mark Howe	mhowe@fsmsschool.com
DDSL (Deputy Head Academic)	Will Peak	wpeak@fsmsschool.com
DDSL (Assistant Headteacher & Head of Boarding)	George Scott	gscott@fsmsschool.com
DDSL (Head of Pre-Prep)	Tracy Spottiswood	tspottiswood@fsmsschool.com
DDSL (Nursery Manager)	Bev Kendall	bkendall@fsmsschool.com
DDSL (KS2 Coordinator)	Clare Dixon-Clarke	cdixonclarke@fsmsschool.com
DDSL (Head of Science)	Harriet Young	hyoung@fsmsschool.com
DDSL (Head of Digital Learning) (Completing training)	Ross Fairbairn	rfairbairn@fsmsschool.com

The nominated Director with responsibility for safeguarding is Catriona Stone
cstone@fsmsschool.com

KEY HAMPSHIRE CONTACTS

When a professional working in Hampshire, Isle of Wight, Portsmouth or Southampton assesses that a child/family requires additional support, they need to complete an inter-agency referral or contact form as per local processes and share this with the relevant Multi-Agency Safeguarding Hub (MASH) or Childrens Resource Centre (CRS). The use of the Threshold Guidance will assist this process and help inform the practitioner's decision-making.

If a professional believes that a child may be at risk of significant harm, they should both telephone the MASH/CRS (or out of hours children's services) and fill in an interagency form.

Telephone:

- Hampshire MASH: 0300 555 1386
- Out of hours: 0300 555 1373

Inter-agency referral/contact form:

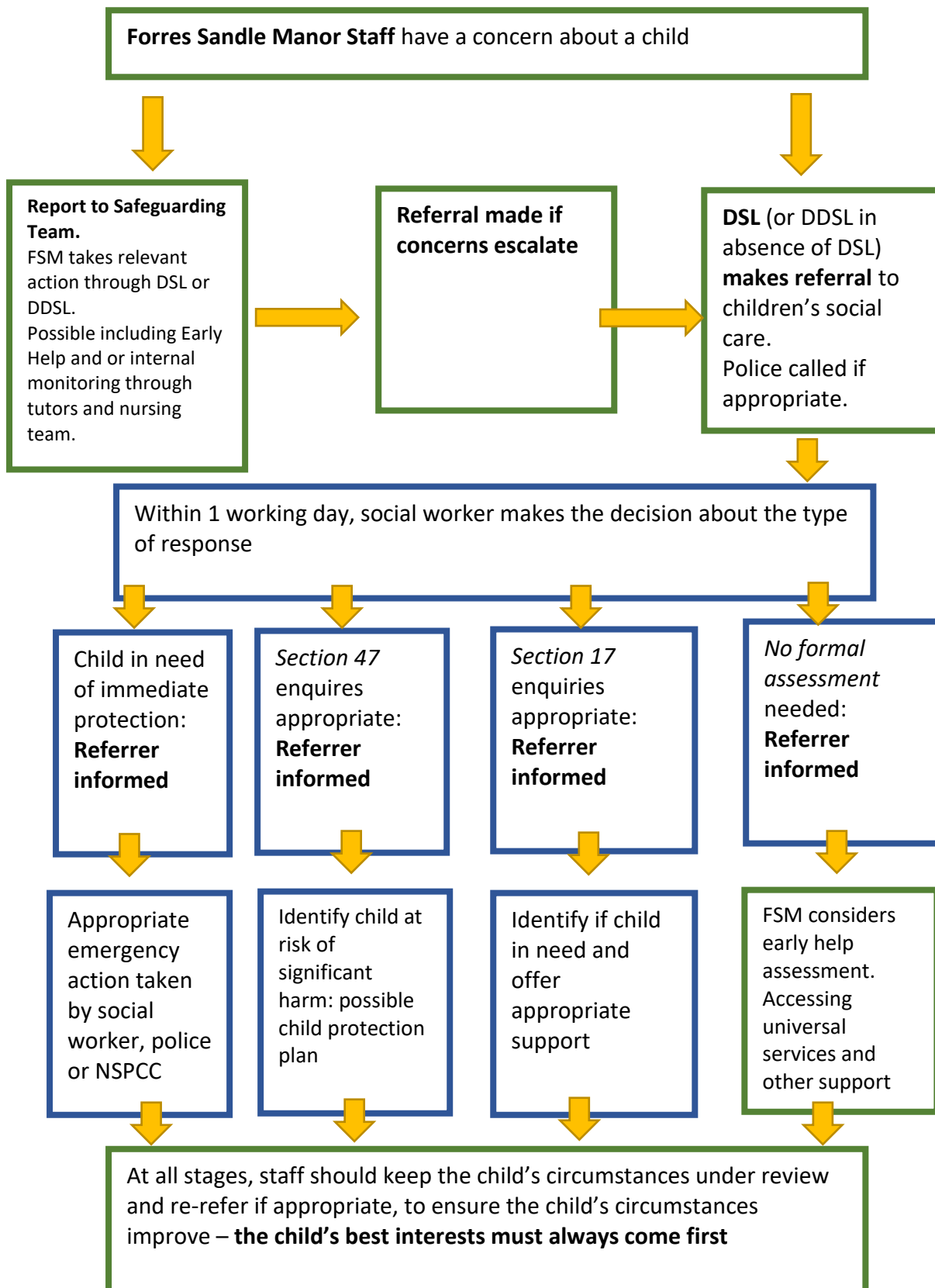
- [Hampshire and Isle of Wight](#)

Threshold guidance:

- [Hampshire and Isle of Wight](#)

REPORTING FLOWCHART

--- FSM --- External agencies



AIMS

To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.

To ensure consistent good practice across the school.

To demonstrate our commitment to protecting children.

PRINCIPLES AND VALUES OF SAFEGUARDING AT FSM

Safeguarding is everyone's responsibility. As such, it does not rest with the Designated Safeguarding Lead (DSL) and their deputies to take a lead and/or responsibility in all of the areas covered within this policy. If staff have any concerns about a child's welfare, they should act upon them **immediately**. They should also inform the DSL or one of the deputy DSLs.

Safeguarding processes are intended to put in place measures that minimise harm to children. There will 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.

All pupils at FSM are encouraged to talk to any member of staff to share concerns or talk about situations which are causing them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead. In addition, we provide pupils with information of who they can talk to outside of FSM both within the community and with local or national organisations who can provide support or help.

TRANSPARENCY

FSM prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting FSM. Copies of this policy, together with our other policies relating to issues of safeguarding are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with policy. Open communication is essential.

Reviewed by DSL:

September 2024

Approved by Directors:

September 2024

Next Review Date:

September 2025

DEFINITIONS

Within this document:

Safeguarding and promoting the welfare of children is defined 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; and
- Taking action to enable all children to have the best outcomes (Working Together to Safeguard Children 2023)

Child Protection: Child Protection is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

The term **Staff** applies to all those working for or on behalf of FSM, full time or part time, including supply teachers, Peripatetic and support staff in either a paid or voluntary capacity. This also includes parents, Directors and our Proprietor.

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.

Safeguarding team: The DSL, DDSLs, and school nursing service.

Prevent Duty guidance (England and Wales): the school is committed to its duty to have due regard to the need to prevent children becoming involved with or supporting extremism, whether violent or non-violent. The school aims to be a place where extremist thinking can be discussed, and children may learn how to challenge extremist ideas.

Channel: the multi-agency approach to protect people at risk from radicalisation. It aims to: identify individuals at risk of becoming involved with or supporting terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned. Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported: See Annex B KCSIE 2024

- Anti-terrorist hotline: 0800 789 321
- Crime stoppers: 0800 555 111
- The local police force 999
- Relevant police force: 101
- www.gov.uk/report-suspicious-activity-to-mi5
- The DfE dedicated telephone helpline for non-emergency advice for staff and governors: 020 7340 7264 To report any online terrorist-related material: www.gov.uk/report-terrorism

LEGISLATION AND OTHER REFERENCES

Keeping Children Safe in Education (September 2024) (KCSIE) Incorporates additional statutory guidance; Disqualification under the Childcare Act 2006 (Feb 2005)

Working Together to Safeguard Children (December 2023)

Prevent Duty Guidance; for England and Wales (December 2023)

The Prevent Duty of the Counterterrorism and Security Act 2015; Departmental advice for schools and childminders and the use of social media for on-line The Children Act 1989, and 2004 amendment.

Childcare Disqualification Regulations 2018, and Childcare Act 2006, which set out who is disqualified from working with children under age 8.

Serious Crime Act 2015, explaining duty to report FGM.

Human Rights Act 1998 (see KCSIE 2024 para 80-83)

Equality Act 2010 (see KCSIE 2024 para 84-88)

Public Sector Equality Duty (see KCSIE 2024 para 89-91)

UKCIS guidance (Council for Child Internet safety document covering sexting/ online abuse)

DfE guidance on 'Teaching about relationships, sex and health.' Promoting and supporting mental health and well-being in schools and colleges (2021)

Every Mind Matters campaign resources (Public Health England)

Home Office documents 'preventing youth violence and gang involvement' and 'criminal exploitation of children and vulnerable adults: County Lines' Alternative Provision – DfE statutory guidance DfE 'Education for children with health needs who cannot attend school'.

PART 1 – HIGH RISK AND EMERGING SAFEGUARDING ISSUES

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of FSM. All staff, but especially the designated and deputy safeguarding leads should consider whether children are at risk of abuse or exploitation in situations outside their families. Risk and harm outside of the family can take a variety of different forms and children can be vulnerable to sexual exploitation, criminal exploitation, and serious youth violence in addition to other risks.

As a school, we will consider the various factors that can impact the life of any pupil about whom we have concerns. We will consider the level of influence that these factors have on their ability to be protected and remain free from harm, particularly around child exploitation or criminal activity.

More in depth information about each of the High Risk and Emerging Safeguarding Issues can be found by clicking on the subtitles.

PREVENTING RADICALISATION AND EXTREMISM

The Prevent Duty requires that all staff are aware of the signs that a child may be susceptible to extremist ideology and radicalisation. The government defines extremism as ‘the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to;

- 1 – Negate or destroy the fundamental rights and freedoms of others; or
- 2 – undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights or;
- 3 – intentionally create a permissive environment for others to achieve the results in (1) or (2).

The risks will need to be considered for political; sexuality, environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received Prevent duty training and all SLT and Directors have undertaken e-learning ‘Channel’ awareness training in order that they can identify the signs of children being radicalised.

Protecting children from the risk of radicalisation should be seen as part of FSM’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with managing 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. As part of the preventative process, resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children’s social care, where the concerns will be considered in the MASH

process. If the police Prevent officer considers the information to be indicating a level of risk a “channel panel” will be convened and FSM will attend and support this process.

Additional Support

The Department for Education has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

<http://www.elearning.prevent.homeoffice.gov.uk/>

- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

Educate Against Hate, (<https://educateagainsthate.com/>) is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism.

GENDER BASED VIOLENCE/VIOLENCE AGAINST WOMEN AND GIRLS

The UK government has a strategy concerning 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 abuse and teenage relationship abuse all fall under this strategy.

Female Genital Mutilation (FGM)

There is a **statutory duty upon teachers to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In these situations, the DSL should be informed and the member of teaching staff **MUST** call the police to report suspicion that FGM has happened. It will be rare for teachers to see visual evidence. **At no time will staff examine pupils to confirm this.** Those failing to report such cases will face disciplinary sanctions.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Breast Flattening

Breast flattening, also known as breast ironing, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically carried out by the girl's mother, who will say she is trying to protect the girl from sexual harassment and rape to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education, rather than be forced into early marriage.

Forced Marriage

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.

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, 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.
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home.

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

Honour Based Abuse

Honour based abuse is a 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 abuse 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.
- Being held against your will or taken somewhere you don't want to go.
- Assault.

If staff believe that a pupil is at risk from honour-based abuse the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour-based abuse 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.

Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Within our school all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

As a school we will follow the guidance in the [KCSIE 2024](#) on Sexual Violence and Sexual Harassment between children, provided by the DfE.

THE TRIGGER TRIO

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological.
- Physical.

- Sexual.
- Financial.
- Emotional.

Domestic abuse can happen in any relationship regardless of age, sexuality, gender identity, race or religious identity.

Research indicates that living within a home where domestic abuse takes place, including where they see, hear or experience its effects. It is harmful to children and can have a serious, long lasting emotional and psychological impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive, display anti-social behaviours, suffer from depression or anxiety, or fail to reach their educational potential.

Operation Encompass

Operation Encompass operates in most police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Parental Mental Health

Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

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

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

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

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 DSL for referral to be considered for children's social care.

Missing, Exploited and Trafficked Children (MET)

Missing

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing 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.

DSL/DDSLs and staff should consider:

- Missing lessons
- Single missing days
- Continuous missing days

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

Both CSE & CCE are forms of abuse that occur 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 or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or other advantage or increased status of the perpetrator or facilitator.

Child Sexual Exploitation

CSE is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Indicators a child may be at risk of CSE include:

- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part in education.
- Appearing with unexplained gifts or new possessions such as clothes or mobile phones.
- Associating with other young people involved in exploitation.
- Relationships with controlling or significantly older individuals or groups
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Gang association and/or isolation from peers/social networks.
- Excessive receipt of texts/phone calls.

- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being
- Be involved in petty crime such as shoplifting
- Displaying inappropriate sexualised behaviour for age or suffering from sexually transmitted infections or become pregnant.
- Frequenting areas known for sex work.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim. **Staff should not rely on ‘checklists’ alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance *Working Together 2023*.**

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the [Child Exploitation Risk Assessment Form](#) (CERAF) to identify pupils who are at risk and the DSL 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.

Child criminal exploitation (CCE): county lines

Child Criminal Exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

Children under the age of criminal responsibility, or young people who have increased vulnerability due to push/pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

We will treat any child who may be criminally exploited as a victim in the first instance and refer to children’s social care. A referral to the **National Referral Mechanism**, should be considered. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

Cybercrime

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or becoming involved in, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Serious Violence

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

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.

Trafficked Children and modern slavery

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK).
- Control, through harm / threat of harm or fraud
- 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.

If staff believe that a child is being trafficked, this will be reported to the DSL for referral to be considered to children's social care.

TECHNOLOGIES

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.

Filtering and monitoring

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. FSM will ensure appropriate filters and appropriate monitoring systems are in place whilst being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. At FSM we use 'lightspeed' to ensure we are keeping the children safe. The DSL (Lauren Marks) is responsible for online safety and will work with Sense IT (IT provider) and the Head of Digital Learning and DDSL (Ross Fairbairn) so that specialist knowledge in both safeguarding and technological aspects of filtering are being deployed.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; unwanted contact, online bullying including sexting, sexual predation: technology often provides the platform that facilitates harm.

FSM will do all that it reasonably can to limit children's exposure to the above risks from its IT system through having appropriate filters and monitoring systems in place. There will also be regular reviews of our IT, e-safety and social media policies.

Staff also undergo regular e-safety training.

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 sexting
- digital footprint

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

- Acceptable use agreements for children and teachers 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 websites and/or publications.
- Social Media policy

Remote Learning

Where children are being asked to learn online at home, FSM maintains its safeguarding responsibilities.

[Cyberbullying](#)

Central to the FSM's anti-bullying policy should be the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'. FSM will take note of bullying perpetrated outside school which spills over into the school, therefore once aware we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

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."

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. FSM will pass on information to the police if it feels that it is appropriate or are required to do so.

[Youth Produced Sexual Imagery \(YPSI\) or Sexting and Upskirting](#)

All staff should be aware that government guidance has been updated on responding to the sharing of nude and semi-nude imagery.

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and require an immediate referral to police/social care through the MASH or equivalent. However, as adult-involved incidents can present themselves as child-on-child nude/semi-nude sharing, the safeguarding team may find it difficult to initially assess adult involvement.

Youth Produced Sexual Imagery (YPSI) or sexting often refers to the sharing of 'nude' or 'semi-nude' pictures or video through mobile phones and the internet. It also includes underwear shots and sexual poses as well 'pseudo-images, which are computer generated images that otherwise appear to be a photograph or video'. This is also often called 'Sexting' which might also include explicit text messaging. Incidents of YPSI will be responded to in accordance with the advice given by the Department for Digital, Culture, Media and Sport.

[Upskirting](#)

This also includes upskirting (covered by The Voyeurism (Offences) Act 2019), which typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual

gratification, or cause the victim humiliation, distress or alarm; It is a criminal offence. Anyone of any gender, can be a victim.

If this is between pupils, we will follow the child-on-child abuse procedure.

If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

Any confiscated technology will be passed to the DSL to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation. If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. All incidents of sexting will be dealt with as safeguarding concerns and should be passed to the DSL. The police and Children's Services will not however, always be involved. This will be decided on a case by case basis following review.

Gaming

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

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

Online reputation

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

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.

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

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

Parents should:

- Recognise the signs of grooming.
- Have regular conversations with their children about online activity and how to stay safe online.

FSM will raise awareness by:

- Running cyberbullying sessions for parents.
- Include awareness around grooming as part of the school's curriculum.
- Identifying with both parents and children how they can be safeguarded against grooming.

PART 2 – SAFEGUARDING ISSUES RELATING TO INDIVIDUAL PUPIL NEEDS

Support for Children in Need or At Risk

● A child in need is defined under the Children Act of 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for the children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children potentially at greater risk of harm than others

Children who need a social worker (Child in Need and Child Protection Plans)

● Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

● Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- 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. The school nursing service has systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. See: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

FSM recognises that young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Children with SEND and certain medical or physical health conditions

The School is mindful of the fact that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline (being more prone to peer group isolation than other children) and Looked After Children are particularly vulnerable to abuse and staff should be mindful of this. Additional barriers may include cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/ behaviours in school or the consequences of doing so). Any reports of abuse involving children with SEND will therefore require close liaison with the DSL or DDSLs and the SENCO. To address these additional challenges FSM will consider extra pastoral support for children with SEN and disabilities.

Looked after children

A previously looked after child potentially remains vulnerable, staff at FSM should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

Appropriate staff should have access to the information they need, in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent as parents or on an interim or full care order). Children who have been or who will be educated at home may be less visible to the services that are there to keep them safe. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher will work with the school Head to promote the educational achievement of previously looked after children.

Children missing in education

Attendance is monitored daily to ensure that patterns of missing education are identified early as this can be a potential indicator of abuse, exploitation and neglect. The school will endeavour to support the student through:

- The content of the curriculum (particularly through a comprehensive lifeskills curriculum that includes a programme of e-safety lessons to increase resilience in this area as well as sessions on sexual health, body image and mental health)
- The school's Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Services, Education Welfare Service and Educational Psychology Service
- Close monitoring and support by the school's pastoral team, including the school nursing and matron team and the school's independent listener.

Alternative Provision

Statutory guidance DfE 'Education for children with health needs who cannot attend school' Elective home education can mean some children are less visible to the services that are there to keep them safe and supported. FSM will inform the LA of all deletions from the admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school to educate them at home, the school will convene a meeting with parents/ carers before a final decision has been made to ensure that the parents/ carers have considered what is in the best interests of the child. This is particularly important where a child has SEND, is vulnerable or has a social worker.

LGBTQ+ children

Please note that the section of KCSIE 2024 on gender questioning is still under review but we now refer to the term gender questioning rather than trans.

Children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBTQ+ inclusion is part of the school's lifeskills curriculum.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

Children with a parent or carer in custody

Children who has a parent or carer in custody are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

This school aims to:-

Understand and respect the child's wishes

- We will respect the child's wishes about sharing information. If other children become aware the school will be vigilant to potential bullying or harassment.

Keep as much contact as possible with the parent and caregiver

- We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

Be sensitive in lessons

- FSM will consider the needs of any child with a parent or carer in custody during lesson planning.

Provide extra support

- We recognise that having a parent or carer in custody can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

Alongside pastoral care FSM will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances.

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 conditions linked with Autism or 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.

At FSM we will support parents in understanding the parenting role and where appropriate provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate [early help](#) services

Part 3 - PROMOTING AWARENESS

FSM's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to relationships, health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour and Disciplinary policy and in enforcing our Anti-Bullying policy.

Time is allocated in Life Skills (PSHE) and Circle time to Relationships & Health Education (RSHE) (Primary) and Relationships, Sex and Health Education (RSE) (for all secondary pupils). Discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right, on assessing and managing risk, understanding their rights, appropriate forms of punishment and chastisement, the nature of different relationships with other people, managing pressure from peers and adults and what physical contact is acceptable and what is not. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn if they are worried, including the Independent Listener and the medical staff. If FSM has concerns about a child there is

always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Every classroom and public place has notices displayed informing pupils how to seek help and advice, including confidential telephone help lines and web addresses for external specialists such as Child Line, NSPCC and the Children's Commissioner.
- Our boarding areas display advice on where pupils can seek help.
- We provide leadership training to our heads of school, prefects and heads of houses which specifically covers safeguarding issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to FSM's guidelines in this area. They are taught to identify the dangers and risks they may face on-line and how to deal with these issues if they arise. For more details on cyber-bullying please refer to FSM's anti-bullying policy and cyber bullying policies.

Our positions of responsibility system is regularly supervised by staff. They have been trained to ensure that they are suitable for their duties and do not abuse their roles, which are specified clearly in writing. In particular, pupils in positions of responsibility are given induction on appointment which includes how to contribute to FSM's anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse.

Part 4 – Safeguarding processes

STAFF RESPONSIBILITIES

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

All FSM employees and volunteers therefore have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults at FSM whom they can approach if they are worried about any problems.
- Have the skills they need to recognise, assess and manage risk (including online safety) appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse, exploitation and neglect.
- Be aware of what to do if a child tells them he/she is being abused, exploited or neglected.

- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Attend training on child-on-child sexual violence and sexual harassment.
- Reassure children disclosing that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk (including online safety) appropriately and keep themselves safe.
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children outside of these environments. Staff (especially the DSL & DDSLs) should consider whether pupils are at risk of abuse or exploitation outside of their families i.e. sexual and criminal exploitation
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSLs are and know how to contact them.
- Be aware and have an understanding of Early Help and be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately, a DDSL should be informed. All incidents need to be logged on CPOMS.
- Be prepared to refer directly to social care, and the police if appropriate if there is a risk of significant harm and the DSL or DDSL is not available.
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures.
- Follow the procedures set out by HSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL or DDSL of any child on a child protection plan or Child in need plan who has unexplained absence.
- Have an awareness of the Child Protection Policy, the Safeguarding and Welfare Policy, The Staff Code of Conduct and Behaviour Policy, Attendance Policy and procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

HAMPSHIRE SAFEGUARDING CHILDREN PARTNERSHIP

Hampshire Safeguarding Children Partnership will work to ensure that all local agencies work together to safeguard children. They can be contacted on 01962 876230

HAMPSHIRE CHILDREN'S SERVICES

Hampshire Children's Services has primary responsibility for the protection of children from abuse and can be contacted on csprofessional@hants.gov.uk - (01329 225379 or 0845 6035620) and the Local Authority Designated Officer can be contacted on (01962 876364) (or 0845 6004555 out of hours).

I.S.I.

From September 2011 Independent Schools Inspectorate (ISI) has been inspecting both standards in education and children's care as regulated by the Department of Education. I.S.I. can be contacted on 020 7710 9900. Their address is: Independent Schools Inspectorate, Ground Floor, CAP House, 9-12 Long Lane, London. EC1A 9HA.

Safeguarding concerns involving our EYFS setting can also be raised with OFSTED. They can be contacted on 0300 123 1231. Their address is Ofsted, Piccadilly Gate Store Street Manchester M1 2WD or enquiries@Ofsted.gov.uk

THE BOARD OF DIRECTORS

The Board of Directors fully recognises its responsibilities with regard to safeguarding and to safeguarding and promoting the welfare of children.

The Board of Directors ensures that:

- They comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and regularly updated safeguarding training in the school are effective and comply with the law at all times.
- FSM contributes to Multi-agency working in line with statutory guidance Working Together to Safeguard Children and Information Sharing. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to multi-agency plans to provide additional support to children subject to Safeguarding plans. They should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, to conduct an assessment.
- Their safeguarding arrangements take into account the procedures and practice of HSCP as part of the Multi-agency safeguarding procedures set up by the HSCP.
- All members of the Board of Governance are fully trained in safeguarding and the Prevent Duty.
- FSM follows safe recruitment, selection and induction procedures including appropriate checks (see Safer Recruitment, selection and Disclosures policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
- The Chairman of the Board of Directors is nominated to liaise with the designated officers from the local authority and/or partner agencies in the event of allegations of abuse made against the Head or member of the Board of Directors or Board of Governance.
- They appoint a member of staff of the school's management team to the role of Designated Safeguarding Lead who will take lead responsibility on safeguarding and child protection matters. This is explicit in the role-holder's job description. This person has the appropriate authority and should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and safeguarding

matters, to take part in strategy discussions and Multi-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

- There are effective safeguarding policies and procedures in place including a Safeguarding and Welfare Policy, a Behaviour Management policy, a Missing Children Policy together with a Staff Code of Conduct which, amongst other things, includes staff/pupil relationships and communications, including the use of social media. These are all provided to all staff – including temporary staff and volunteers – on induction. This should be updated annually and be available publicly via the FSM website.
- The Director with responsibility for safeguarding will also meet annually with the DSL prior to the Board of Directors' AGM meeting, in order to discuss recent events and remain fully informed and up to date with any recent events or updates in this area.
- Safeguarding is discussed as an agenda point at the termly governance meeting. Minutes should be sufficiently detailed to demonstrate a depth of review.
- An annual report about the discharge of duties is made to the Board of Directors on safeguarding matters including an update and review of procedures and the HSCP is informed annually via the HSCP safeguarding audit.
- There are procedures in place to manage safeguarding concerns, including a Behaviour Management policy and a response to children who go missing from education.
- There are procedures in place to handle allegations against staff, volunteers and contractors. Allegations against staff are dealt with by the Head. Such allegations are referred to the Local Authority Designated Officer (LADO). There are also procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- There are procedures in place to handle allegations against other children.
- There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- The child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
- Staff have been trained appropriately and this is updated in line with guidance
- Staff members do not promise confidentiality to the child and always act in the interests of the child.
- Children are taught about safeguarding, including online, through teaching and learning opportunities.
- Appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material.
- Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.
- Opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy so recognising the experience and expertise of their staff.
- All staff read at least Part One of Keeping Children Safe in Education and Annex B.
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.
- Relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR – See Annex 16 – Data Sharing/Withholding
- Any safeguarding deficiencies or weaknesses are remedied without delay.

THE DIRECTOR WITH RESPONSIBILITY FOR SAFEGUARDING

Catriona Stone, Chair of the Board of Directors is responsible for all matters concerning safeguarding, child protection and FSM's Prevent duty. The Board of Directors formally consider safeguarding issues once a year, with day to day issues being delegated to the Head.

Catriona Stone oversees:

- Reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged.
- The scrutiny of training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution FSM has made to multi agency working.
- Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- Approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

THE HEAD AND SENIOR LEADERSHIP

- The Head will ensure that the policies and procedures adopted by the Board of Directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure all staff understand the role of the DSL and are aware of systems within FSM which support safeguarding.
- Contribute to Multi-agency working in line with guidance (Working together 2023)
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with children's social care, support their assessment and planning processes including the FSM's attendance at conference and core group meetings.
- Safer Employment Practices: FSM follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent Schools Standards Regulations. All members of the teaching and non-teaching staff at FSM, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) before starting work. All members of the Board of Governance, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site are also vetted. Our policies are reviewed annually by the Board of Governance. If any outside agencies are involved in the care of our pupils, we will always check compliance of their safeguarding arrangements as appropriate.
- Carry out tasks delegated by the Board of Directors such as training of staff; safer recruitment; maintaining a single central register.

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within FSM.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children Partnership (HSCP) and Hampshire County Council (HCC).

DSL responsibilities

MANAGE REFERRALS

- Refer cases of suspected abuse to the local authority children's social care and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk. This may involve both Hampshire and the local authority of the child's home address.
- That where allegations are made against members of staff the Head is informed and that they contact the local authority designated officer (LADO).
- Where an allegation is made against the Head, inform the Director with responsibility for safeguarding, without the Head being informed and ensure that they contact the local authority designated officer (LADO).
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases, where a person is dismissed or left due to risk/harm to a child, to the Disclosure and Barring Service as required.
- Refer cases, where a crime may have been committed, to the Police as required.
- Ensure that all parties (child, staff and parents) receive adequate information and support in the event of an allegation of abuse.
- Liaise with relevant local agencies and co-operate with enquiries as required including attendance at case conferences.
- Notify Hampshire Children's Services if there is an unexplained absence of more than two days of a pupil who is in receipt of a Child Protection Plan, or sooner if there is significant concern.
- Put in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

WORK WITH OTHERS

- Assist the Board of Directors in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

- The designated safeguarding lead and any deputies should act as a point of contact with the three safeguarding partners (the local authority; a clinical commissioning group within the local authority; and the chief officer of police within the local authority area) and work with other agencies in line with Working Together to Safeguard Children.
- NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up a Multi-agency assessment as appropriate.
- As required, liaise with the 'case manager' and the LADO for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Work closely with senior mental health leads
- Act as a source of support, advice and expertise for staff.

UNDERTAKE TRAINING

- Attend initial training for the role and update this at least every two years by attending the initial refresher training and then demonstrating evidence of continuing professional development and regular safeguarding and child protection updates as required but 'at least' annually.
- Undertake Prevent Awareness Training and complete Channel General Awareness module.
- Understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a Safeguarding Case Conference and a Safeguarding Review Conference, and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs including the additional online risks, for example, from online bullying that carers and children with special educational needs or disabilities (SEND) may face
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support FSM with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.

RAISE AWARENESS

- Ensure policies and records are updated in the light of experience and new information. The DSL will ensure that any deficiency in FSM's Child Protection Policy, including amendments to legislation, will be remedied without delay.
- Ensure this policy will be updated at least annually but also during the year to reflect any changes brought about by new guidance.

- Ensure any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of FSM in this.
- Ensure all staff have access to, understand and use FSM's Safeguarding and Welfare policy and Child Protection policy and procedures appropriately. That they know who the DSL is, are aware of their role and how to contact them and who to go to in their absence.
- Ensure all FSM employees and members of the Board of Governance including part time, and temporary staff working in FSM are aware of and have had the opportunity to read and understand the most recent summary of the document 'Keeping Children Safe in Education' Part 1 (KCSIE 2024) - All staff sign to confirm they have read and understood this document.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs and symptoms of abuse, have an awareness of child sexual & criminal exploitation, forced marriage, female genital mutilation, children missing from education, child on child abuse, including upskirting and their responsibility for referring any concerns to the DSL without delay.
- Ensure that whole school training occurs every three years but that staff also receive regular safeguarding and child protection updates as required but 'at least' annually so that staff and volunteers can fulfil their responsibilities.
- Provide training to staff on the *Prevent* duty.
- Ensure any members of staff joining FSM outside of this training schedule receive induction on, Safeguarding, Child Protection, the Staff Code of Conduct, the most recent summary of the government document 'Keeping Children Safe in Education,' Part 1 (KCSIE 2024), Preventing Radicalisation and Behaviour and Discipline and understand FSM's Policy and procedures, prior to commencement of their duties.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures FSM may put in place to protect them.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT. Ensuring that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Liaise with the teacher i/c Life skills (PSHE) to ensure that children are given appropriate education about safeguarding matters inc. Relationship and Health Education . (Primary) and Relationship, Sexual, Health Education (Secondary).

- Ensure children know that there are many adults at FSM whom they can approach if they are worried or that they can address concerns independently to the FSM Independent Listeners.
- Ensure that senior children know how to respond to concerns and allegations.
- Work within EYFS so that they are known to children.
- Give consideration to individuals who may have specific requirements for safeguarding their health or welfare and draw up individual health or welfare plans as required.

RECORDS

Ensure that all incidents that give cause for concern are recorded accurately with the appropriate information, dated, signed and stored confidentially, separately and securely, even if there is no need to refer the matter immediately. All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

- 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. This should be done securely and confirmation of receipt should be obtained.
- Consider liaising with a pupil's new school if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Develop, implement and review procedures at FSM that enable the identification and reporting of all cases, or suspected cases, of abuse.

REVIEW

- Monitor safeguarding awareness at FSM.
- Liaise with the designated Director with responsibility for safeguarding at least annually and require the Board of Directors to conduct an annual review.
- Meet any other expectations set out for DSLs in KCSiE 2024

FSM CHILD PROTECTION PROCEDURES

OVERVIEW

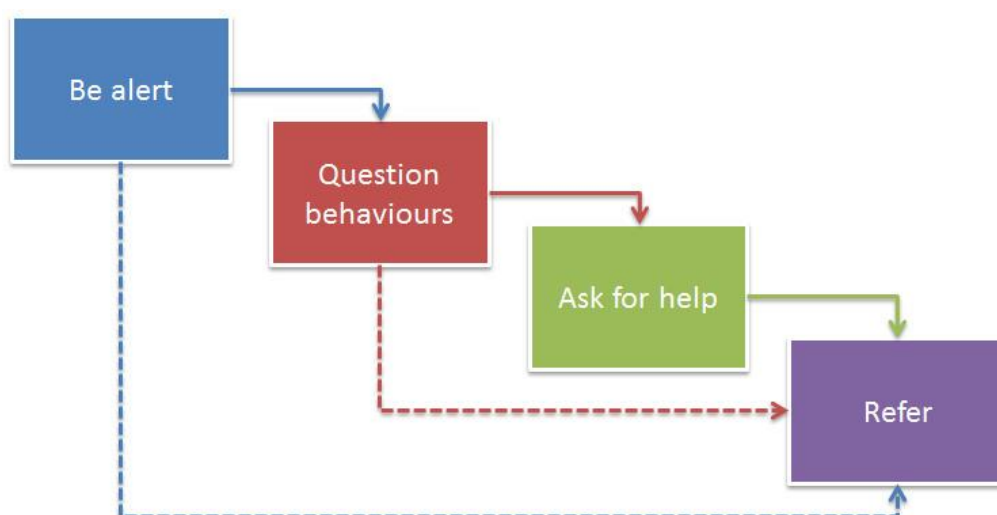
The following procedures apply to all staff working at FSM and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is in need or suffering or likely to suffer significant harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

Staff are aware that very young children with disabilities, special needs or with language delay may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility, which will include children visiting the site as well as those who are pupils.

PROCEDURE FOR REPORTING CONCERNS

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police.** Before doing so, you should try to establish the basic facts. However,

it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

- A child, parent or member of staff “disclosing” abuse.
- Bruising or evidence of physical hurt; which may or may not be accompanied by.
- Unusual behaviour by a child.
- The conduct of a member of staff.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

- Make an initial record of the information on CPOMS.
- Report it to the DSL immediately (in person or by telephone). **Delay could prejudice the welfare of a child.** If the concerns relate to the conduct of a member of staff these should be reported directly to the Head; there is an obvious need to act immediately and with utmost discretion.
- The Head will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if Head is not immediately available (see point 6 below).
- Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations.
 - Dates and times of any discussions they were involved in.
 - Any injuries.
 - Explanations given by the child/adult.
 - The wider environmental factors affecting the child’s life that may pose a threat to their safety and/or welfare
 - What action was taken?
 - Any actual words or phrases used by the child.

The records must be signed and dated by the author or / equivalent on electronic based records.

- In the absence of the DSL or their Deputy, be prepared to refer directly to Children’s Social Care (and the police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children’s Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL on the FSM Safeguarding Concern Form.

2. Normally FSM will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the Inter -Agency Referral Form (IARF) making a clear statement of:
 - a. the known facts
 - b. any suspicions or allegations
 - c. whether or not there has been any contact with the child's family.
4. If there is indication that the child is suffering significant harm, a call will also be made to Children's Reception Team (CRT) on 01329 225379.
5. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
6. When a pupil needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
7. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.

In the event that such suspicions involve the Head, the suspicion should be referred to the Director with responsibility for safeguarding (Catriona Stone), without the Head being informed.

The member of staff should pursue the matter if he or she does not feel that it has been recorded and dealt with adequately. **It is your responsibility to take action.**