Porchester Junior School

Child Protection and Safeguarding Policy to promote the welfare of children.
2024/2025

INTRODUCTION

Policy statement and principles

Safeguarding is everyone's responsibility.

Porchester is a junior school within the middle of Carlton, educating children from 7 – 11 years only. The school's vision and ethos are at the heart of everything we do. This has enabled us to create a child-focussed learning environment which promotes a love of learning and excellent behaviours. This policy is directly linked to our school vision and PRIDE values.

Porchester Junior School recognises its responsibilities for safeguarding children and protecting them from harm. We are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead (Vicki Welsby) on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term and provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2024

Date of next review: September 2025

Role	Name	Contact Details
Headteacher/Principal	Vicki Welsby	0115 9520920 headteacher@porchester.net
Senior Leader(s) available for contact in the absence of the DSLs	Natasha Green Natalia Thomas Lauren Mintey	0115 9520920 safeguarding@porchester.net
Designated Governor for Child Protection/ Safeguarding	Geoff Tucker	geoff.tucker@porchester.net
Senior Designated Safeguarding Lead	Vicki Welsby	0115 9520920 headteacher@porchester.net
Deputy Safeguarding Leads	Natasha Green Natalia Thomas Lauren Mintey	0115 9520920 safeguarding@porchester.net
FHP Safeguarding Lead (Schools)	Karen Jagger	0115 9891915
FHP Inclusion Lead (Schools)	Grant Worthington	0115 9891915

FHP Whistleblowing Officer	Paul Goodman	0115 9891915
FHP Trustee for Safeguarding	Ann Cruickshank	0115 9891915
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO.	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line	Office hours	0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Porchester Junior School

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Child Protection policy, and the duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 (published 15th December 2023, updated February 2024), which are incorporated into this policy.

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.
The procedures contained in this policy apply to all staff, supply staff, volunteers, *governors and members of the* Flying High Trust and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at Porchester Junior School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.
We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding children is defined as: The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the 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.

   NB Definition: Children includes everyone under the age of 18.

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- We have a responsibility to provide a safe environment in which children can learn, we will regularly review our 'safeguarding arrangements', to ensure these remain effective and all children and staff are safe.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved, in being alert to, or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, health and NCC early help service, where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
- Where a child receives elective home education and has an EHCP, we will ensure the LA is provided with details of the plan and letter of decision from the child's parents and carers.
- The use of 'reasonable force' and inclusive behaviour management strategies.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including <u>filtering and monitoring</u> in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and networks, including home use.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or may be going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.

- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the designated safeguarding lead, or a deputy at the earliest opportunity.

All our staff are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, and which can occur between children outside of our school environment.

All staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

We have an online safety policy which informs of the filtering and monitoring arrangements on ICT devices and networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraphs145 to146.
This will include:
- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

At Porchester Junior School, we work alongside LEAD IT, who provide and support our filtering and monitoring systems. DSLs receive daily reports of online activity in school and have access to SENSO programming that monitors the devices and online access in school. This system sends urgent emails to DSLs if there is a concern in content being accessed or typed in school. DSL's review the SENSO system in DSL meetings and record any concerns and actions following this. As part of our Online Safety processes the DSL team and Computing Lead work together to complete an annual LGFL audit and to ensure processes and procedures are reviewed and actions implemented where required.

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, pupils, parents, carers and visitors to the school, who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.
We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

We make clear in all our policies that all forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by DfE KCSiE (statutory guidance).

Should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged**

perpetrator(s)' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

All our staff and volunteers have received safeguarding training to ensure they are able to recognise the indicators of child abuse, harm, or neglect, and will always speak to the designated safeguarding lead or deputy should they become alert or be informed (directly or indirectly) of an incident or concern.

Indicators of Abuse and Neglect

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

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or 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 and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware

that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic Abuse
Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

Mental Health
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

Serious violence
All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Online Safety
Porchester Junior School considers the additional requirements KCSiE 2024 places on schools which informs of the greater responsibilities to ensure wherever possible, children can access and use different media platforms safely (see KCSiE 2024 paragraph 142). In particular, making further reference to on-line abuse which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers.

Our Online Safety curriculum has specific units on online safety and is taught to all year groups several times throughout the academic year. Parent workshops on online safety at home are run regularly at school. Child

and parents courses from the National Online Safety organisation are used to proactively teach about being safe online, but can also be used as a teaching too where further support is needed or specific issues are identified.

Our Child and Family Support Worker is available to offer proactive and reactive support when issues are identified or concerns raised.

A whole school approach

We have put in place an open and positive culture for safeguarding which is embedded into the way everyone works together, is effective in sharing information in timely manner and meets local thresholds with safeguarding partners, to ensure what is 'best to keep the child/children safe. It includes an environment where everyone feels safe, well cared for, and knows they will be listened to and provided with help and support.

Our ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system, where we listen to children and hear what they say. Every individual within Porchester Junior School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Children know that they have a voice and that they will be taken seriously, and that staff have their wellbeing and safety as their number one priority at all times. This can be seen through the roles of Head Girl and Boy, the Leadership Temas, the School Council, dedicated pastoral support led by the Child and Family Support Worker, themed safeguarding assemblies, worry boxes, pupil voice opportunities within and beyond the curriculum, pupil questionnaires and Class Dojo.

At Porchester, we pride ourselves on giving our pupils the opportunity to be heard by giving them a voice. We have a dedicated Pupil Leadership Team that supports the senior leaders and governing body to drive school improvement. Pupils work alongside senior leaders to focus on curriculum developments (including safeguarding and e-safety) and also mental health and well-being. Our curriculum and ethos puts children at the centre and pupil voice is imperative to the safe and happy environment in which they learn. Through regular PSHE, RSE, computing & assemblies, children are taught the mechanism of raising concerns and queries, alongside opportunities to strengthen resilience.

At Porchester Junior School we do the following to ensure that we listen to and hear the child's voice, putting them at the centre of our safeguarding arrangements:

- Ensure all staff receive appropriate training and safeguarding updates.
- Ensure children are aware of where and how they can report their concerns (Childline contact, dedicated One to One time for especially vulnerable pupils)
- Our SEND Provision includes an emphasis on wellbeing and nurture activities which give pupils a range of small group opportunities to express concerns and significant worries and fears.
- Give pupils ample opportunity to express 'Pupil Voice' through groups such as School Council, Pupil Parliament, Pupil Leadership Teams, Pupil Surveys.
- Our Pupil Leadership Teams across school work with senior leaders on school improvement plans and their pupil voice is fundamental to our school curriculum and ethos.
- We regularly engage the services of the NSPCC to deliver workshops to inform children on appropriate touch and staying safe.
- Where necessary we engage the services of the Tackling Emerging Threats Team to deliver learning in areas such as risky behaviour, consent and friendship.
- Our PSHE Curriculum includes regular and age appropriate content that ensures pupils have the necessary knowledge to keep themselves safe
- We have an annual 'Online Safety week' so our pupils know how to stay safe online.

- We have regular visitors to school to deliver assemblies/workshops.
- We have a dedicated Mental Health Leader who develops whole school mental health initiatives.
- During the first term we hold a Mental Health Awareness Week.
- Our children are supported in their mental health through our Year 6 Personal Development/ Wellbeing Leaders.
- We have 1 trained ELSA who offer children support for their mental wellbeing.
- During our annual Safeguarding update staff explore the indicators that a child has suffered or at risk of suffering abuse, neglect or exploitation. Safeguarding is a weekly agenda item for our Staff Briefing and SLT meetings.

This whole school approach to promoting good mental wellbeing is underpinned by our clear behaviour expectations. There is a graduated response system in place, supported by a restorative justice approach.

As a school, we have a dedicated Child and Family Support Worker. Early intervention for any concerns aims to create a safe, calm environment and strengthen resilience. Those children who require support have an individual development plan and the Child and Family Support Worker works in partnership with parents/carers. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

DSLs in school work closely with other agencies including statutory safeguarding partners to support vulnerable children in various ways. For example, the school will hold regular safeguarding meetings in school for vulnerable children and DSLs ensure that they keep themselves up to date with communication from other agencies by taking part in partnership forums and accessing multi-agency training.

At Porchester, we frequently facilitate meetings for individual children and families to support easier local access and increase involvement by children, parents and carers. We take part in a range of meetings led by Senior Leaders including the DSL team; we also ensure the SENDCO is a part of Team Around the Child Meetings for children on the SEND register. Our Child and Family Support Worker also facilitates meetings and represents the school at a range of safeguarding meetings to discuss any pastoral needs and support. All meetings held with parents and outside agencies are recorded on CPOMs and any further or completed actions reported. This is then monitored in DSL meetings, where CPOMs is reviewed ensuring any actions required are completed and reported.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. We will ensure up to date contact details for the professionals working with the child and family are provided to the designated safeguarding leads as required.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

School will agree the Alternative Provision with the Flying High Partnership, parents/carers and relevant external agencies. School completes the FHP Alternative Provision checklist and the Alternative Provision Transition Plan as part of Due Diligence ensuring written confirmation from the provider that appropriate safeguarding checks have been carried out. Senior school staff including members of the school safeguarding team will regularly visit to monitor the provision in place including the effective safeguarding arrangements within the provision.

The Senior Designated Safeguarding Lead (DSL)/headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The School's Snr DSL and DSLs recognise the importance of information sharing both between themselves and with outside agencies when appropriate. We also respect the need for confidentiality and for information only to be passed on a 'need to know' basis.

Agencies that we work with and may share information with include:
- Nottinghamshire MASH (Social Care)
- Nottinghamshire Safeguarding Children Partnership
- Regional Social Care services.
- Early Help Unit
- Health Services
- Youth Offending Services,
- Police
- Relevant Local Authority Officers (LADO)

In sharing information between ourselves updates will be given during briefing meetings to ensure that the whole team are aware of significant concerns where the sharing of information may help to keep that child safe from harm.

To ensure all staff (including supply staff and volunteers) receive appropriate safeguarding information, the school will do the following:

- Ensure all staff receive face to face Safeguarding Training every 3 years and online training annually
- Complete the National Online Safety accreditation
- Carry out a rigorous induction process for all new staff and volunteers which emphasises the importance of safeguarding as everyone's responsibility and the names of the school's Safeguarding Leads.
- The Senior Leadership of the school will carry out unannounced checks and 'tests' throughout the year to make sure this information has been retained
- Posters will be displayed throughout the school and in key locations which detail names and
- photos of Safeguarding Leads,
- New supply staff will be reminded upon their arrival of their responsibilities to report concerns and their attention drawn to the aforementioned poster.
- All staff are required to read and sign to say they have understood both the most recent KCSiE (part 1)

- Weekly Q+A on safeguarding for all staff in briefing
- Weekly strategic DSL meetings held

Porchester Junior School's site is used by outside organisations in line with KCSiE 2024 paragraph 169 to 170 Part Four). School conducts due diligence checks to ensure safeguarding arrangements in place for community use of facilities including service level agreement and safeguarding checks carried out. As with any safeguarding allegation, the school will follow the safeguarding policies and procedures, including informing the LADO.

We ensure that all supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. This includes informing them of how to raise a concern or notify the designated safeguarding lead of a disclosure. Due Diligence checks are made by the Admin Team and School Office Manager including booking details and letters of assurance. All supply staff and volunteers receive a school induction before entering the classroom including being made aware of the DSL team, how to report concerns, SLT supervision and support throughout the day.

We ensure the safe recruitment of all staff and maintain ongoing vigilance to ensure a culture which considers matters inside and outside the workplace including online. The Headteacher, Deputy Headteacher, School Office Manager and Chair of Governors are all Safer Recruitment Trained.

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains working links with the Virtual School Head to promote the educational achievement of looked dafter children and those who have been previously looked after children. The virtual school head collaborates with us to identify and engage other key professionals, such as social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers to help improve outcomes for children.

We work closely with CLA social workers, virtual school and foster carers to ensure that CLA progress and attainment is shared every term and ideas to remove any barriers to learning are generated to ensure that the individual needs of CLA are met. We attend all termly LAC reviews and termly PEP meetings. Additional transition (particularly between key stages) is put in place for CLA.

The school SENDCO is a member of the Senior Leadership Team and works closely with all staff – including the Child and Family Support Worker – to ensure that caseloads are distributed effectively and that provision for children with SEND remains highly effective.

SEND is a standing agenda item at the weekly DSL and SLT meetings.

Our Child Protection Policy

There are eight main elements to our policy:

- Providing a safe environment in which children can learn and develop.

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of our learning environment.
- Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment and maintain the required filtering and monitoring arrangements for online safety and harms.

We recognise that because of the day-to-day contact our staff have with children they and we are well placed to observe the outward signs of abuse and report concerns in a timely manner to seek help or interventions and support the child/ children.
Locally, we are particularly aware of the need to look for Signs and Symptoms of:
- Domestic Abuse
- Alcohol and Drug Abuse
- County Lines and Child Criminal Exploitation
- Mental Health
- Homelessness

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- We will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is added to the school website alongside the Child Protection Policy.

- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are added as an appendix to the Child Protection Policy.
- Work in partnership with safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm' and create a culture where children and young people can share concerns and seek support in a safe place and where children and young people can form safe and trusted relationships. Where children and young people can feel assured, they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We acknowledge the importance of working together with parents, carers, and external services to form strong and trusted partnerships, which can advocate trauma informed and trauma aware responses,
- We will help create and maintain safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of our school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

Porchester intends to embed and teach safeguarding as part of your broad and balanced curriculum. We follow the SCARF scheme of learning which is inline with the PSHE Association. We also provide additional Sex and Relationship teaching through the Christopher Winter scheme of learning. In addition to the learning inside the classroom, we also provide themed safeguarding assemblies and pupil voice opportunities. Please see our RSHE policy for full details.

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- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.
- Children's mental health and wellbeing is supported by our trained ELSA and our Mental Health Lead
- Curriculum and our Wellbeing check ins. We have an open-door approach for parents/carers to discuss any concerns they have for their children or themselves.
- Any form of discrimination is acted upon immediately.
- All of our children are aware that they have trusted adults in school that they can talk to.

Porchester Junior School has carefully considered the arrangements we have in place for children who receive off- site education or have alternative learning experiences in place to ensure appropriate checks have been carried out and continue to be managed. This is done through the Trust Alternative Provision checklist around Due Diligence using LA approved Alternative Provision providers. School work in partnership with the Trust to quality assure the AP Provider using the Trust AP checklist. Senior staff including the DSL team carry out regular visits to the provision to review the quality of the provision and the safeguarding arrangements in place. Alternative Provision Transition Plan is reviewed at least monthly with parents/carers and appropriate agencies.

Written confirmation will be completed by the Senior DSL and the AP provider as part of a site visit and completion of the Trust Alternative Provision checklist and the Alternative Provision Transition Plan. This written confirmation will determine that all appropriate safeguarding checks have been carried out on the individuals working at the establishment. These members of staff will also be added to the school single central record.

Mental Health
Schools have an important role to play in supporting the mental health and wellbeing of our pupils. In some cases mental health concerns can be an indicator that the child has or is at risk of suffering some form of abuse, neglect or exploitation. Schools should be familiar with the guidance document Mental Health and Behaviour in schools. https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, school staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff need to be aware of how past experiences can impact on mental health, behaviour and education.

As a school, we have a dedicated Child and Family Support Worker and Mental Health Lead. Early personlised intervention is put in place for any child with mental health concerns. Those children who require support have an individual development plan and the Child and Family Support Worker, Mental Health Lead and SENDCO works in partnership with parents/carers and external agencies to ensure the most appropriate support for the individual.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSLs.

LGBTGIA+
All children and young people have the right to be protected and kept safe from abuse and neglect.

LGBTQ+ children and young people face the same risks as all children and young people, but they are at greater risk of some types of abuse. For example, they might experience homophobic, biphobic or transphobic bullying or hate crime. They might also be more vulnerable to or at greater risk of sexual abuse, online abuse or sexual exploitation (Barnardo's and Fox, 2016; McGeeney et al, 2017; Xu and Zheng, 2014).

Concerns about LGBTQ+ children and young people should be dealt with sensitively, taking into consideration any complicated feelings they might have about their sexuality or gender identity.

Through our Child and Family Support Worker, Interagency partnership working to provide support, e.g. *ESHAW (Education Safeguarding, Health & Wellbeing Hub - formerly TETC/CRB)* team, pastoral team and an inclusive responsive curriculum, bespoke support can be put in place for individuals identifying as LGBTQIA+.

Child Abduction
KCSiE 2024 Annex B page 149 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
Our school operates the NCC & NSCP School Safe Alert protocol. In the case of such an event, we would take advice from the Flying High Safeguarding Team.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. This is taught throughout PHSE curriculum and through individual conversations with parents.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely using CPOMs. Access to records is restricted to DSL's.

- Ensure that we follow robust processes to respond when children are missing
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive 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 the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Porchester will endeavour to support the pupil through:

- Developing the content of the curriculum wellbeing, resilience, awareness and discussion. This is promoted through our PSHE curriculum and clearly-focused assemblies.
- Maintaining an ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- We will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by having personalised support and provision in place to meet their needs, individual profiles that clearly demonstrate the child's strength, needs, targets and pupil voice. SEND provision and progress in continually reviewed but is also discussed alongside Pupil Progress on a termly basis.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is

taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

- The staff member if not the designated safeguarding lead (Vicki Welsby) will be informed immediately, and actions taken in accordance with the school child-on -child/ sexual violence and sexual harassment between children in school policy.

School has arrangements in place where children and staff can seek support and advice:
- Child and Family Support Worker,
- Staff out at unstructured times,
- themed assemblies,
- visible SLT beginning, end and throughout the day.
- Mental Health and Well Being Team,
- briefings,
- safeguarding standard agenda item in all meetings

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three and advised by the Flying High Partnership HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NSPCC Safe Recruitment online course.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to conduct the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- Our school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. Staff can access a copy of this through the Porchester Staff Teams Folder.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by completing an induction before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors (Julie Barnard) will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and the Flying High Partnership's HR Service where appropriate to the leadership team. Further support is provided to DSL teams by the FHP Safeguarding Leader and the FHP Safeguarding Team
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

In line with KCSiE 2024 Part Two paragraph 171: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Porchester Junior School has carefully considered the arrangements we have in place for children who receive off- site education or have alternative

learning experiences in place to ensure appropriate checks have been carried out and continue to be managed. This is done through the Trust Alternative Provision checklist around Due Diligence using LA approved Alternative Provision providers. School work in partnership with the Trust to quality assure the AP Provider using the Trust AP checklist. Senior staff including the DSL team carry out regular visits to the provision to review the quality of the provision and the safeguarding arrangements in place. Alternative Provision Transition Plan is reviewed at least monthly with parents/carers and appropriate agencies.

Written confirmation will be completed by the Senior DSL and the AP provider as part of a site visit and completion of the Trust Alternative Provision checklist and the Alternative Provision Transition Plan. This written confirmation will determine that all appropriate safeguarding checks have been carried out on the individuals working at the establishment. These members of staff will also be added to the school single central record.

Links to other Local Authority policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies we have in place to safeguard and promote the welfare of children:

- Accessibility Plan.
- Anti-Bullying revised for 2024-2025
- Attendance Policy.
- Equality.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure Statement.
- Cyber–bullying and Harmful online challenges.
- Online Safety Policy.
- Cyber Security Policy and arrangements.
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan and Risk Assessments).
- Health and Safety Disability Equality Action Plan.
- Home-school Agreement Document.
- Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to 'upskirting'.
- Physical intervention/positive handling.
- Register of Pupil Attendance.
- School Access Policy.
- School Relationships and Behaviour Policy.
- Knife Crime Guidance.
- Relationships, Sex and Health Education.
- Mental and Physical Health (KCSiE 2024 Part One, Part Two and Annex A and Annex B)
- Special Educational Needs.
- CRB - Use of Reasonable Force Policy/ Guidance.
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information published on a website.
- Visitors and VIP Guidance 2024-2025.
- Whistle Blowing Policy.
- Guidance for NSPCC helpline and usage (KCSiE 2024 paragraph 47 and 74; when to call the police guidance from the NSPCC)
- New - NSPCC advice to protecting children with SEN and deaf/disabled children and young people links and help line (KCSiE 24 paragraph 204).

- NCC & NSCP Neglect Toolkit (available from the NSCP website).

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:
https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families have a role to play in safeguarding children. Our staff will always consider what is in the best interests of children.

All staff have received appropriate safeguarding training to enable them to identify concerns early and provide help to children to prevent concerns from escalating. We recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.
We may decide that the children do not require referral to statutory services but may benefit from early help.

We pride ourselves on our strong, positive relationships with parents/families. As a school community, we consider ourselves as the 'Porchester family', supporting each other in order to achieve the very best for our children. Our SLT are on the gate every morning to discuss any concerns with parents/carers, and detect any support needed for children or families. Our staff have strong relationships with the children in school and where children present differently, they will intervene as needed and inform a DSL. Our ELSA trained adult and support staff complete morning check ins with identified children every morning.

Our Breakfast Club staff are also fully safeguarding trained. They greet parents and children at the door in the morning to complete 'check ins'. Any concerns raised are reported to the relevant adults in school.

Our broad and balanced curriculum has strong subject leaders that drive safeguarding as part of the curriculum, in particular our PSHE, RSE and E-Safety leaders. They support with driving the embedded positive safeguarding culture across school by providing children with the skills and qualities to report any concerns. Our structured assembly programme embeds these whole school messages and discussions.

Early Help: is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang.
  involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home, or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from
  schools, colleges and in Alternative Provision or a Pupil Referral Unit.

- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.

- is at risk of being radicalised or exploited.

- has a parent or carer in custody or is affected by parental offending.

- is in a family circumstance presenting challenges for the child, such as drug and

   alcohol misuse, adult mental health issues and domestic abuse.

- is misusing alcohol and other drugs themselves.

- is at risk of so-called 'honour'-based abuse such as The Policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') The policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') or Forced Marriage.

- is a privately fostered child.
(Working Together to Safeguard Children 2023 and KCSiE paragraph 497)

All our staff are aware of the early help process and understand their role in this.
This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

We operate an 'open door' policy and encourage parents/ carers to come into school to seek support or advice. We have a designated Child and Family Support Worker who is employed to work outside of the classroom and engage with children, families and partner agencies. We also sign post parents/ carers to different routes of support in person, through our school website, Class Dojo and our regular newsletters.

We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health.

As a school, we recognise the importance of children and social workers meeting during the school day where required. Our DSL's work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met.

Safeguarding Training

All our staff are aware of systems and resources available within Porchester Junior School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2024.

We have an induction checklist when staff start employment or volunteering opportunities to ensure they receive the information and training required to support them and keep our children safe.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. This is provided by the senior DSL. Any local or national changes to safeguarding guidance are communicated in the annual training or as part of whole staff briefing messages. The Flying High Partnership's Safeguarding Lead also provides regular updates as required to school.

All our staff are aware of the process for making referrals to children's social care and understand the role they may have in these assessments and working in partnership with safeguarding agencies. All staff receive a three yearly update provided by Nottinghamshire Safeguarding Children Partnership (NSCP) and DSL's receive the appropriate refresher training in order to carry out their role. Staff, Governors and DSLs also

access safeguarding training through the National College. DSLs are required to carry out training on a termly basis.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst consulting with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying concerns, recognising children's vulnerability to harm and risk of abuse and provide support and early 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 in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the online safety arrangements and ensure appropriate filtering and monitoring on school devices and school networks.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- 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 Deputy DSL should be informed.
- 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 their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Work alongside other professional including NSPCC, TETC team, Police Early Interventions Officers, PCSOs, any counselling services used, Health professionals.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.

- Working with Children's Social Care, support their assessment and planning processes including the attendance at conference and core group meetings and providing reports as required.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

At Porchester, we understand the importance of working and are committed to working in partnership with social care and other agencies to address safeguarding and child protection concerns. At our school, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. We take these needs into account when making plans to support pupils who have a social worker. We work with the family and the social worker to ensure that our children receive the bespoke support required. This can include support through provision (intervention), additional provision (breakfast club), working with outside agencies, financial support (uniform, school lunches) or any other action recommended for the family.

Teachers (including NQTs) and Headteachers – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.
The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to 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.

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead (Vicki Welsby) who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.

- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to mange and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

Using the online platform of CPOMs ensures that all the safeguarding team are aware of all concerns and actions. The team meets on a regular basis to ensure that all actions are undertaken and to review all concerns and children who are subject to social care or external agency involvement. Monitoring proformas are completed by staff and resultant safeguarding case discussions are held at least every half term by the DSL team to discuss any raised concerns or actions. Consequent, appropriate support is then put in place to aid the children and families.

The DSL team includes the school's SENDCO, Child and Family Support Worker and ELSA. This ensures that the staff working directly with the children and families identified as potentially requiring Early Help Services are fully involved in DSL meetings. This, therefore, ensures the most appropriate level of Early Help or Safeguarding procedures are followed.

Should children be subject of safeguarding concerns the Senior DSL remains responsible for oversight of any child on placements or alternative education arrangements.

Work with others

- Consult with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not conducted by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, consult with the 'case manager' (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Consult with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Consult with staff on matters of safety and safeguarding and deciding when to make a referral by consulting with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children including providing and writing reports for conferences and reviews.
- Consult with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 (Updated February 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.

Undertake training.

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NCC & NSCP's Pathway to Provision, the Early Help Service, and Family Hubs.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures and any revisions/updates.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSiE 2024 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT.
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness.

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- We will ensure our management arrangements for maintaining, keeping, and storing information and records for children where a safeguarding or child protection concern has been identified for a child is managed in accordance with statutory guidance in KCSiE 2024.

Porchester Junior School uses CPOMs to record all safeguarding records for children. DSL's are automatically alerted to any safeguarding reports and staff need to record how they have actioned this concern appropriately (alerted DSL). Safeguarding actions are allocated to DSLs and through the use of the CPOMs Planner Tool actions are tracked to ensure they have been completed. In DSL meetings, the DSL team log updates and developments for children in school, and use CPOMs to ensure that cases are reviewed and actions appropriately. Only when cases are appropriately actioned and monitored will they be closed.

When a child transfers to a new school these records are sent electronically via CPOMs where a record of the school receiving these is made. If they are not sent electronically, they will either be sent recorded delivery or

hand delivered by school and the receiving school sign to say that they have received them. Where there are significant needs a member of the DSL team will contact the new school to ensure that they are fully aware of all concerns or safeguarding involvement before the child starts school, this includes alternative provision. Where a parent elects to home education their child we ensure that the Local Authority are aware of all safeguarding concerns.

Availability

- During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.
- As a school, any out of school activities remain the responsibility of the school staff to ensure safeguarding procedures are in place. We use Evolve as well as statutory checks on staff to ensure the continued safety and wellbeing of our children.
- During the school holidays, a DSL is always available. Parents/carers and children are made aware that they can contact the DSLs via Class Dojo or through the safeguarding email: safeguarding@porchester.net. The DSLs work together to ensure that weekly or fortnightly contact is made with identified families, as appropriate.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- Our Senior Leaders have oversight of our Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - our Child Protection Policy; the Staff Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors.
- If the allegation is against the Headteacher/Principal, the Chair of the Governing Body will be required to manage the allegation and consult with statutory safeguarding leads, such as the Local Authority LADO – see below. The investigation lead will liaise with the Flying High Partnership Safeguarding Lead, Safeguarding team and the Flying High Partnership HR Team.

Governing Body and Multi- Academy Trust

We recognise our governing body and Flying High Partnership has a strategic leadership responsibility for the 'safeguarding arrangements' we put in place and <u>must</u> ensure they comply with their duties from the statutory guidance informed by KCSiE 2024 and Working Together to Safeguard Children 2024, ensuring all policies, procedures and training are effective and always comply with the law.

The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for <u>appropriate</u> action to be taken in a <u>timely</u> manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring all staff, including supply teachers and governors read and fully understand at least KCSiE 2024 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is <u>collectively responsible</u> for the school's 'safeguarding arrangements,' even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring the Chair of Governors or CEO of the Flying High Partnership is able to respond if there is an allegation against the headteacher, by consulting with the LADO or other appropriate officers within the local authority.
- The Governor responsible for Managing Allegations will liaise with the FHP Deputy CEO/Whistleblowing Officer, e.g. allegation against the Headteacher, and will have attended appropriate Managing Allegations training.

- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.
- Ensure on overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.
- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Give all staff the opportunity to contribute to and shape the 'safeguarding arrangements,' and child protection policy.
- When the schools premises are used for non-school/college activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher. This will apply regardless of whether or not children who attend the prevision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' that online social media checks will be completed as part of the interview process (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

- A Designated Teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training and will collaborate with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead and SENCO will work closely together, as we recognise that children may have been abused or neglected before becoming looked after and may also have SEND. We will ensure they are fully supported, able to thrive and take the most out of their education or the learning opportunities we are able to provide by linking with the virtual school, their social worker, parents, and carers.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our pastoral support.
- We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

At Porchester Junior School we provide extra pastoral support and attention for children with special educational needs, along with ensuring any appropriate support for communication is in place, for example, a visual timetable and small group support. We have a number of additional arrangements to safeguard children with SEND, teaching and support staff work closely within the classroom and know these children well and can watch carefully for any safeguarding indicators. Weekly discussions take place in phase groups during PPA session. We also, where appropriate, put in place additional arrangements to support children including SEND support plans, 1:1 support, lifting and handling policy, intimate care plans, health care plans, management of medication, behaviour and physical intervention policies. We ensure that we meet parents regularly and our school SENCo meets regularly with staff and offers advice and signposts staff/parents to additional support.

Taking action where concerns are identified.

Our staff recognise the difference between concerns about a child and a child in immediate danger.
If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will need to take to support the child:

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.

- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- The staff will keep a full written record duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

Staff <u>should never</u> attempt to conduct an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.
Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR) should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm (KCSiE 24 paragraph 55).

Further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: https://www.nottinghamshire.gov.uk/nscp

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2023, updated February 2024).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- *DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.*
- *HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (*Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR).

Records and Monitoring (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing on our CPOMs system within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time will an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps will be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns will be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology will be kept on CPOMs prior to the commencement of a confidential safeguarding file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a confidential safeguarding/child protection file (see below) is commenced then the chronology will be transferred to the confidential safeguarding/child protection file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'confidential safeguarding or child protection' file, which will be securely stored and away from the main pupil file. The main pupil file should have a red C in the top right-hand corner to denote a separate file exists

We will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit as required by statutory guidance.

Why recording is important.

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

At Porchester Junior School, we use the electronic recording systems CPOMS.

We acknowledge without information being recorded it can be lost, miss informed, open to interpretation or change. This could be crucial information, the importance of which is not always necessarily apparent at the time. We will ensure all our recording is made in timely manner and is kept safe and signed off by one of our DSLs to evidence the reporting and information being used to safeguard the child and detail the 'child's journey through the safeguarding system.'
We acknowledge, on occasion this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures

Timely and accurate recording will take place when there are any issues regarding a child.
A recording of every incident or concern for the child will be made, including any telephone calls to other professionals and any verbal conversations. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or the early help service whenever needed. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision, made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

The Child Protection (CP), Child in Need (CiN) or Confidential file
(KCSiE 2024 Annex C pages 171 to 172 and paragraphs 101,121 to 122, 547 and 550).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be considered for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be a key factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A 'child protection' or 'confidential safeguarding' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child is open to social care or Early Help Service.
- Involved with statutory safeguarding agency.

All 'child protection' or 'confidential' files should contain the following:

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

Our school will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately, but these records will be kept on CPOMs.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The CPOMs platform has in built security to ensure the confidentiality of the files are maintained and DSLs only have access to the full file. Staff who do not have a CPOMs log in will provide the DSL with a written concerns form which will be scanned onto the CPOMs system by a DSL.

The 'confidential safeguarding or child protection' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

We will adopt the file transfer guidance and arrangements contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential safeguarding file is sent securely to their new educational setting when the child starts/ leaves the school/academy.
For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2024. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is <u>transferred within 5</u> days as required by KCSIE.

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.
(KCSIE 2024 paragraph 121 to 122 and Annex C).

Educating Young People – Opportunities to teach safeguarding
(KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

We will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems are in place <u>and regularly review their effectiveness.</u>

The education we provide for online safety will consider the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online

harms, hoaxes or harassment including involving incidents of sexual violence, sexual harassment between children and other forms of exploitation.

We will carefully consider mobile phone use and how this is managed to ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). We are aware many children have independent and unsupervised access to smart technology and could mean some children, could be vulnerable to, sexual harassment, bullying, and exploitation via their mobile and smart technology. We will use opportunities to raise awareness of risks and share this with parents and carers where able.

Our mobile phone and electronic devices policy, states that children will not use their devices in school. Any electronic devices are signed in and out of the school office at the beginning and end of the school day. Parents and children sign a mobile phone agreement in order for their child to being their phone to school.

If we are made aware of any online incidents we deal with these in line with our behaviour policy and if appropriate contact outside agencies eg social care, police for additional advice and/or support. We offer individual support to parents/carers and provide additional on-line sessions to specific groups of children where we identify it is needed. Children who are accessing education from home as a result of isolation or national lock down have been taught where to access their learning resources. Parents/carers have signed a Remote Education code of conduct and children have been given and have agreed to clear on line protocols.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

Other documentation that supplements our 'safeguarding arrangements' e.g.
- Child on Child Policy
- Online Safety Policy
- Whistleblowing Policy
- Low Level Concerns Policy
- Relationships and Behaviour Policy.
- Anti-bullying policy.
- Mobile Phone and Electronic Device policy

Advice and information for parents:
- NSPCC P.A.N.T.S Parents Booklet 42
- Advice for Parents on Cyberbullying
- Help and advice for families in a digital world
- NSPCC Talking to your child about online safety
- NSPCC Talking to your child about keeping safe online
- Protecting your child from sexual abuse
- Criminal Exploitation - A guide for parents

Resources parents could highlight to their children:
- Everyone's got a bottom by Tess Rowley
- Some secrets should never be kept by Jayneen Sanders and Craig Smith

- Let's talk about body boundaries, consent & respect by Jayneen Sanders and Sarah Jennings
- Someone should have told me by Holly-Ann Martin and Marilyn Fahie
- My underpants rule! by Kate and Rod Power

The following appendices are a part of this policy:

Appendix 1 - NCC LA Flow Chart 2024-2025 'What to do if you are worried a child is being abused or at risk of harm, neglect.
Appendix 2 -Template: Body Maps Guidance
Appendix 3- Template: Case Record and Chronology form
Appendix 4- Template: Logging a concern about a child's safety and welfare
Appendix 5- Existing Injuries Form – Tool to support reflection
Appendix 6- Child on Child Abuse Policy
Appendix 7- Online Safety Policy

Appendix 1

Porchester Junior School Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'.

Actions where there are concerns about a child's welfare in and outside of school.
- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm.
- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next.
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the**

Discuss concerns with the Snr Designated/Named Safeguarding Lead
- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care
Have child/families' personal details to hand and be clear about concern/allegations and contact, make referral.

Safeguarding concern Resolved /no longer held.
Support has been agreed, record decisions and any follow up actions.

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
 (Office Hours Monday to Friday)
Where need is identified contact the **Early Help Service**
If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures

Out of hours Emergency Duty Team 5.00pm –8.30am Tel: 0300 4564546

NSPCC Whistle blowing Tel: 0800 028 0285

Police Tel:101

Unmet needs identified.
Decide what actions are needed to support the

Consult with the child young person, family, and relevant agencies:
Agree support, refer to NSCP 'Pathway to

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047
This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

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

*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., MASH or the child's social worker if already an open case to social care.**

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

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

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

Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's child protection file.
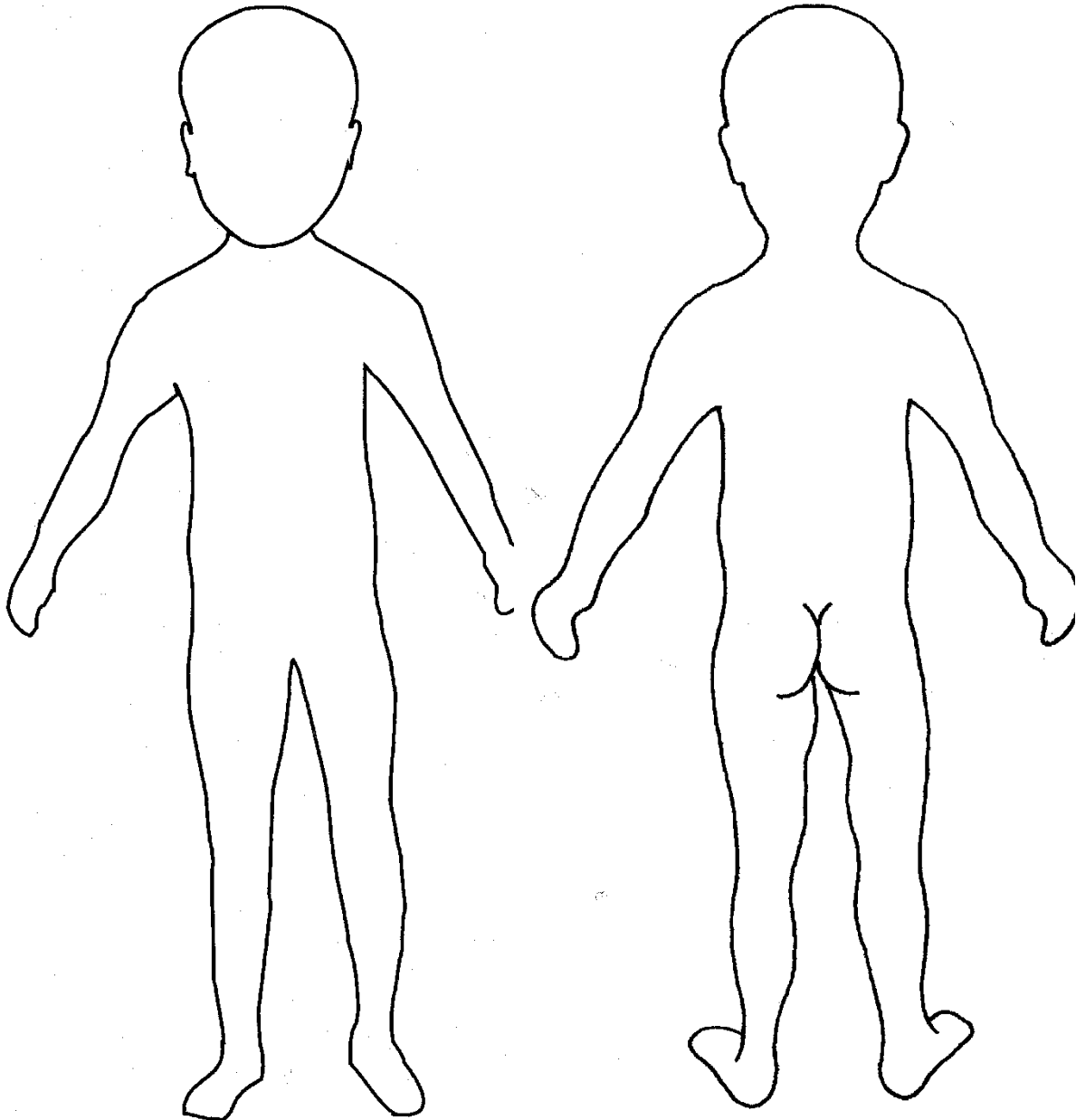
BODYMAP

(This must be completed at time of observation)

Names for
Child: _____
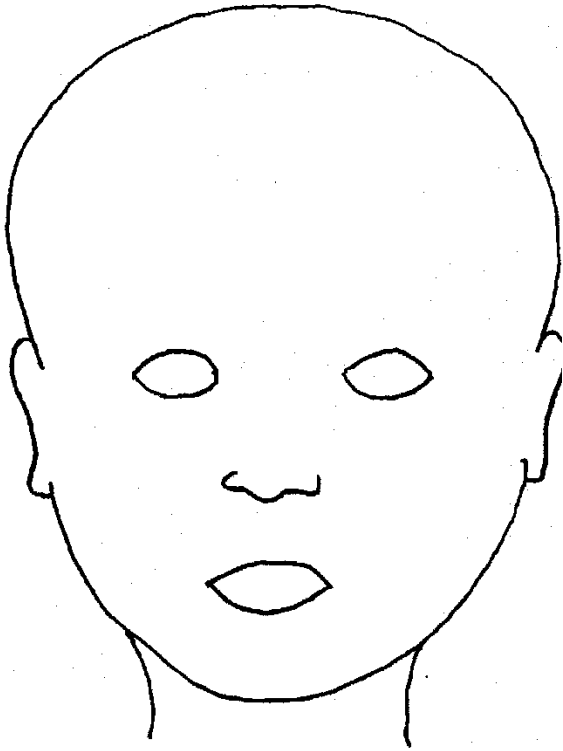
Date of
Birth: _____

Name of
Worker: _____

Agency: _____
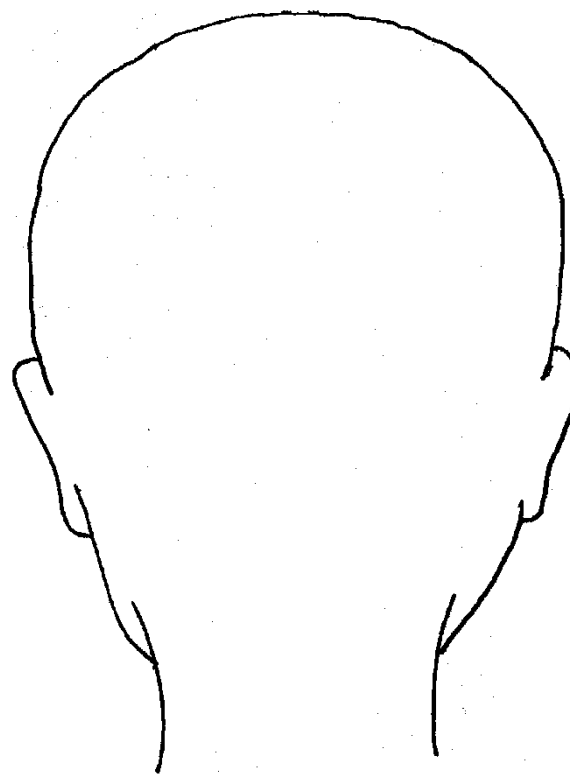
Date and time of
observation: _____

FRONT   **BACK**
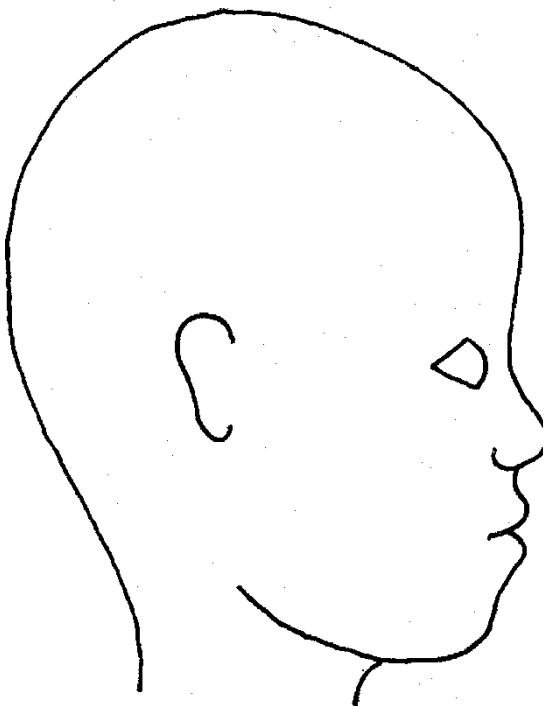
RIGHT   **LEFT**

R

L

BACK

R

L
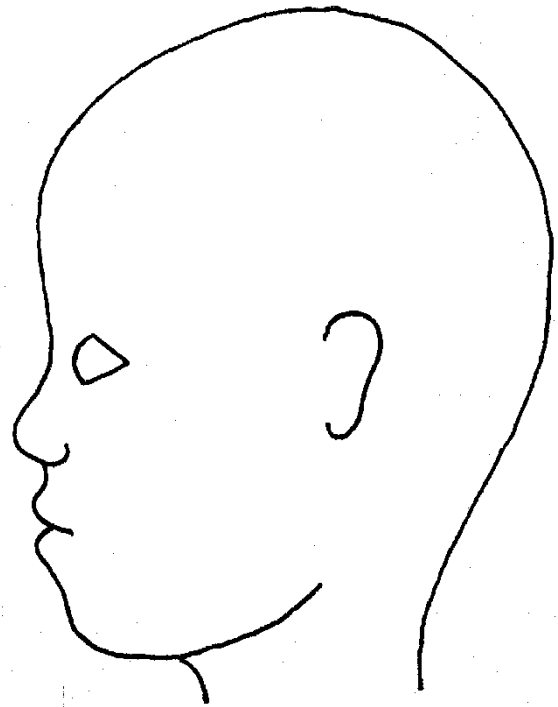
PALM

Name of
Child: ....

Date of
observation: ....
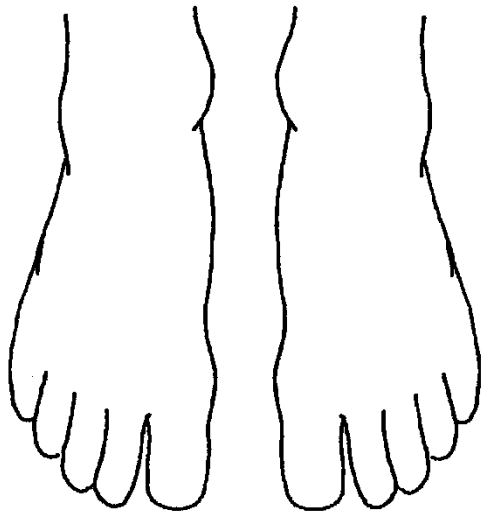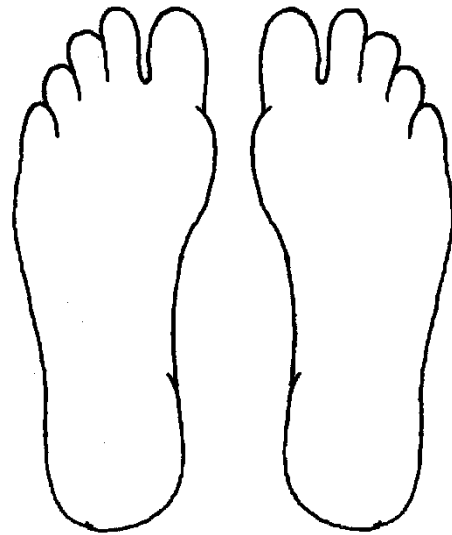
R   TOP   L   **R   BOTTOM   L**

R

L

INNER

R

L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 3

Case Record/Chronology   **CONFIDENTIAL**

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 4

Logging a concern about a child's safety and welfare
Part 1 (for use by any staff)

Pupil's Name:	**Date of Birth:**	**FORM:**
Date and Time of Incident:	**Date and Time (of writing):**	
Name: **Print** **Signature** **Job Title:**		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.
Please give this form to your Senior Designated Safeguarding Lead

Part 2 (for use by the Senior Designated Safeguarding Lead (DSL)

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. **Note time, date, names, who information shared with and when etc.**		
Parent's informed Y/N and reasons.		
Outcome **Record names of individuals/agencies who have given information regarding outcome of any referral (if made).**		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/ confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

Appendix 5

Nottinghamshire
Safeguarding
Children Partnership

Nottinghamshire
County Council

Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:

- Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
- Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. - What, By who, By when Referral to MASH Y/N	
Signed by…. Role…. Date	Reviewed by (e.g., DSL) …. Date….

Appendix 6

Porchester Junior School

Child on Child Abuse Policy
September 2024

Next Review – September 2025

Introduction

At Porchester Junior school we have a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported- – we understand that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim(s) (the child who has been, or the children who have been harmed) and alleged perpetrator (the child who has allegedly harmed a child or children).

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2024) and was formulated in consultation with the whole school community with input from: staff and Governors.

This policy is available:

- Online on the school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Aims

This policy will: -

• Set out our strategies for preventing, identifying and managing peer on peer abuse

• Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding Child on Child Abuse

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB) and children's naturally inquisitive age appropriate behaviour. We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children…that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child…or adult." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1) and the Brook Traffic Lights (appendix 2).

Roles and Responsibilities

All staff working with children maintain an attitude of **'it could happen here,'** and this is especially important when considering child-on-child abuse.

The Headteacher (Vicki Welsby) has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is everyone's responsibility- however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their Deputies in our school are: Mrs Vicki Welsby – Headteacher

> Mrs Natasha Green– Upper School Phase Leader/ SLT
>
> Mrs Natalia Thomas – Child and Family Support Worker/ ELSA
>
> Miss Lauren Mintey- Deputy Headteacher

The nominated Governor with responsibility for child-on-child abuse is Mr Geoff Tucker.

Definitions

Child-on-child abuse is most likely to include, but may not limited to:

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- Abuse in intimate personal relationships between children, (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group and may also include an online element). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Recognising

At Porchester Junior School we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.

Whist research tells is us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour.

Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Reporting and Responding

At Porchester Junior School we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim(s) (the child who has been, or the children who have been harmed), **alleged** perpetrator (the child who has allegedly harmed a child or children), and any other child(ren) who may be affected.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Children (including bystanders)

It is important to understand that a victim (a child who has been harmed) may not find it easy to tell staff about their abuse verbally - some children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim (a child who has been harmed) may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse.

We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in Keeping Children Safe in Education 2024, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box outside the Child and Family Support Worker's room where the child can put their name/a brief note about their concerns/draw a picture of their concern. These concerns will be followed-up/responded to by the school's Child and Family Support Worker, Designated Safeguarding Lead or Deputy.

Parents/Carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim (has been harmed) of or is an alleged perpetrator (has allegedly harmed a child or children) of child-on-child abuse.

In line with the statutory guidance provided in Keeping children safe in education 2024 (Part 5, page 111-142), we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead/Deputy or their child's class teacher (either in person, via telephone call or via email) to explain their concerns. The Designated Safeguarding Lead/Deputy will take an initial note of the concerns but may ask to

schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers speak directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of (are being harmed/has been harmed) or that they are perpetrating (are harming/have harmed a child or children) child-on-child abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's recording system (CPOMs.) and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system (CPOMs) and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

Responding to Alleged Incidents of sexual violence and sexual harassment

All reports of child on child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

• Porchester Junior School will take all reports seriously and will reassure the victim that they will be supported and kept safe.

• All staff will be trained to manage a report.

• Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.

• A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

• Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

• The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs' assessment should consider:

• The victim, especially their protection and support;

• The alleged perpetrator; and

• All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

 Risk assessments will be recorded on CPOMs and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider

• The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;

• The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;

• The ages of the children involved;

• The developmental stages of the children involved;

• Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

• If the alleged incident is a one-off or a sustained pattern of abuse;

• Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

• The perpetrator will be removed from any classes they share with the victim.

• We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded by the designated safeguarding leads and stored on CPOM's.

In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children.

We will consider any suitable action following our behaviour policy.

If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary.

A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings.

We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so.

In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport.

The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

• is socially acceptable

• involves a single incident or has occurred over a period of time

• is socially acceptable within the peer group

• is problematic and concerning

• involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability

• involves an element of coercion or pre-planning

• involves a power imbalance between the child/children allegedly responsible for the behaviour

• involves a misuse of power

Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in the anti- bullying policy, online safety policy and child protection policy)

Recording and evaluating

We will ensure a written report is made as soon after the disclosure as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Lead (or deputy) will be informed as soon as possible, if they were not involved in the initial report. At Porchester Junior School all concerns are reported on the electronic system CPOMS. We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' are recorded electronically and kept under review. 'safety plans' will be stored on CPOMs.

Strategies for Prevention

Porchester Junior School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

 • Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it at least annually as part of our safeguarding training with on-going training and support throughout the year. This includes:

- o All forms of abuse, neglect, or exploitation
- o Contextual safeguarding ('harms outside the home' or extra-familial harm)
- o Identification and classification of specific behaviours – SVSH, HSB etc
- o Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys."
- o Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- o Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
- o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- o Responsibilities of the Governing body / proprietors / management committee – they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
- o Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support

- o Training and regular updates regarding online risks, harms, and technology-assisted abuse, and appropriate signposting of further support and advice in relation to online safety.

- **Information for children** - this includes:
  - o Promoting our PRIDE of Porchester ethos – this includes the values of respect and responsibility through our approach to behaviour and relationships, curriculum and assemblies.
  - o Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
  - o All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
  - o They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
  - o Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RSHE curriculum, PSHE curriculum, computing curriculum and wider curriculum
  - o Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
  - o Teaching of age-appropriate information regarding online risks, harms, and technology-assisted abuse, and appropriate signposting of further support and advice in relation to online safety.

- **Information for parents/carers** – this includes:
  - o Talking to parents, both in groups and one-to-one
  - o Providing opportunities for parents to be involved in the review of school policies and lesson plans;
  - o Regularly sharing information on safeguarding and policies via newsletters, Class Dojo and information events
  - o Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
  - o Ensuring parents /carers are aware of the ethos and culture of the school
  - o Sharing of regular information regarding online risks, harms, and technology-assisted abuse, and appropriate signposting of further support and advice in relation to online safety.

- **RSHE curriculum** -
  - o The school has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum
  - o Our Personal Development programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)
  - o We will, through our RHE/RSHE/PSHE programme promote:
    - ▪ Healthy and respectful relationships
    - ▪ Boundaries and consent
    - ▪ Equality and raise awareness of stereotyping and prejudice

- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

• Ensuring that all child on child abuse issues are fed back to the School's safeguarding team and reported on CPOMs so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. This is done as a standing agenda item for SLT and staff meetings at which all concerns about pupils (including child on child abuse issues) are raised. Weekly DSL meetings ensure that all cases safeguarding concerns, including child on child abuse, are addressed on a regular basis;

• Challenging the attitudes that underlie such abuse (both inside and outside the classroom);

• Working with Governors, Senior Leadership Team, staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;

• Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;

• Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and

• Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency working

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, Nottinghamshire Safeguarding Children Partnership (NSCP), Nottinghamshire MultiAgency Safeguarding Hub (MASH), children's social care, and/or other relevant agencies, and other schools.

 The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child on child abuse.

They help the School

(a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;

 (b) To ensure that our pupils can access the range of services and support they need quickly;

(c) To support and help inform our local community's response to child on child abuse;

 (d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

The school actively refers concerns or allegations of child on child abuse where necessary to Nottinghamshire MASH or Social Care. Children resident out of county but attending a Nottinghamshire school will be reported to their home MASH or equivalent Social Care In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's

social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

Policy	How it may link
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 24

Date to be reviewed: September 25

Appendix 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework

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

Appendix 2
Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual
- behaviour

- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
-
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in

- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

Appendix 3

Further information and support can be found through the following links:

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2022) [Keeping children safe in education 2022 (publishing.service.gov.uk)](#)
- Definitions - [Keeping children safe in education 2022 (publishing.service.gov.uk)](#)
- Simon Hackett (2010) Continuum model of sexual behaviours -
    - [Sexual development and behaviour in children | NSPCC Learning](#)
    - [NSPCC Learning](#) [Understanding sexualised behaviour in children | NSPCC Learning](#)

Appendix 4

Support for Young People: Local and National

• Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. http://www.imara.org.uk/about%20us/chisva-service/

• Child and adolescent mental health services (CAMHS) www.nottinghamshirehealthcare.nhs.uk/cahms

• Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence. www.nottsssvss.org.uk

• Internet Watch Foundation (to potentially remove illegal images) https://www.iwf.org.uk/

Appendix 5

Useful Publications and Websites Government Publications Sexual harassment and sexual violence in schools

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges

Keeping Children safe in Education –

www.gov.uk/government/publications/keepingchildren-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence

Preventing and tackling bullying in schools

 www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents Sexting Sexting in schools and colleges-Responding to incidents and safeguarding young people https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

 Peer-on-peer abuse Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

Anti-bullying alliance There are some useful links on the section on sexual bullying:- Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

www.antibullyingalliance.org.uk /sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf

Preventing abuse among children and young people-guidance from Stop it Now

www.stopitnow.org.uk /files/stop_booklets_childs_play_preventing_abuse_among_children _and_young_people01_14.pdf

What is Age appropriate?

http://www.stopitnow.org/ohc-content/what-is-age-appropriate

NSPCC-Harmful sexual behaviour

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/

NCB Harmful sexual behaviour https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour

NSPCC –Is this sexual abuse?

 https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplinesreport-peer-sexual-abuse.pdf

Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

 https://www.childnet.com/our-projects/project-deshame

Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it
https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf

•Relationship Education , Relationship and Sex Education HMSO

www.gov.uk/government/news/relationships-education-relationships-and-sex

Porchester Junior School

Online Safety Policy

Reviewed September 2024

At Porchester Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. All aspects of this policy are linked to our safeguarding policies and procedures and adhere to Keeping Children Safe in Education (KCSIE latest version).

Computing (including E-Safety) Vision:

We are committed to providing opportunities that enables all pupils to achieve every day that will not only ensure our children are secondary ready, but also prepare them for life in what will be their modern Britain.

Our goal is for pupils to use technology in an appropriate and safe way to enhance their learning, resulting in a deeper understanding and enabling them to be prepared for the evolving world of technology.

Aims

The aim of this Policy is to ensure everyone understands and is clear about responsibilities when using the internet to support learning, or as part of routine working practices, and the action and strategies taken by the school to safeguard children.

Our school aims to:

> Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

> Identify and support groups of pupils that are potentially at greater risk of harm online than others

> Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

> Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

> **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

> **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

> **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

> **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory safeguarding guidance, Keeping Children Safe in Education, and its advice for schools on:
- Teaching online safety in schools
- Preventing and tackling bullying and cyber-bullying: advice for headteachers and school staff
- Relationships and sex education
- Searching, screening and confiscation

It also refers to the DfE's guidance on protecting children from radicalisation.

It also refers to the DfE's guidance on protecting children from radicalisation.

It reflects existing legislation, including but not limited to the Education Act 1996 (as amended), the Education and Inspections Act 2006 and the Equality Act 2010. In addition, it reflects the Education Act 2011, which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study.

This policy complies with our funding agreement and articles of association.

Roles and Responsibilities
The following section outlines the e-safety roles and responsibilities of individuals and groups within the school:

Governors:
The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will make sure all staff undergo online safety training as part of child protection and safeguarding training, and ensure staff understand their expectations, roles and responsibilities around filtering and monitoring.

The governing board will also make sure all staff receive regular online safety updates (via email, e-bulletins and staff meetings), as required and at least annually, to ensure they are continually provided with the relevant skills and knowledge to effectively safeguard children.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety, requirements for training, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The governing board should ensure children are taught how to keep themselves and others safe, including keeping safe online.

The governing board must ensure the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board will review the DfE filtering and monitoring standards, and discuss

with IT staff and service providers what needs to be done to support the school in meeting those standards, which include:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;

- Reviewing filtering and monitoring provisions at least annually;

- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning;

- Having effective monitoring strategies in place that meet their safeguarding needs.

All governors will:

❯ Ensure they have read and understand this policy

❯ Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 2)

❯ Ensure that online safety is a running and interrelated theme while devising and implementing their whole-school approach to safeguarding and related policies and/or procedures

❯ Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with special educational needs and/or disabilities (SEND). This is because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable

The Headteacher

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

The headteacher:

- has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day-to-day responsibility for e-safety will be delegated to the Online Safety Lead.
- as Designated Safeguarding Lead and the Deputy Safeguarding Lead are aware of the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff.
- is responsible for ensuring that the Online Safety Lead and other relevant staff receive suitable training to enable them to carry out their e-safety roles and to train other colleagues, as relevant.
- will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal e-safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles
- will receive regular monitoring updates from the Online Safety Lead.

The Designated Safeguarding Lead:

Porchester's Designated Safeguarding Lead is Vicki Welsby and the Deputies are Natalia Thomas, Natasha Green and Lauren Mintey.
The DSL takes lead responsibility for online safety in school, in particular:

- Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school

- Working with the headteacher and governing board to review this policy annually and ensure the procedures and implementation are updated and reviewed regularly

- Taking the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks

- Working with the Flying High Partnership, IT Services and Development Manager and L.E.A.D IT Services to make sure the appropriate systems and processes are in place

- Working with the headteacher, L.E.A.D IT Services and other staff, as necessary, to address any online safety issues or incidents

- Managing all online safety issues and incidents in line with the school's child protection policy

- Ensuring that any online safety incidents are logged (see appendix 3) and dealt with appropriately in line with this policy

- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy

- Updating and delivering staff training on online safety

- Liaising with other agencies and/or external services if necessary

- Providing regular reports on online safety in school to the headteacher and/or governing board

- Undertaking annual risk assessments that consider and reflect the risks children face

- Providing regular safeguarding and child protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with relevant skills and knowledge to safeguard effectively

This list is not intended to be exhaustive.

The IT Services and Development Manager

The IT Services and Development Manager is responsible for:

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material

- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly

- Conducting a full security check and monitoring the school's ICT systems on a regular basis

- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

- Ensuring that any online safety incidents are logged and reported to the DSL

- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

All Staff and volunteers:
All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy

- Implementing this policy consistently

- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 2), and ensuring that pupils follow the school's terms on acceptable use (appendix 1)

- Knowing that the DSL is responsible for the filtering and monitoring systems and processes, and being aware of how to report any incidents of those systems or processes failing by reporting an urgent issue with the L.E.A.D IT Services helpdesk.

- Following the correct procedures by logging service request with the L.E.A.D IT Services helpdesk if they need to bypass the filtering and monitoring systems for educational purposes

- Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy

- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline, and maintaining an attitude of 'it could happen here'

This list is not intended to be exhaustive.

Pupils:
- are responsible for using the school digital technology systems in accordance with the Student/Pupil Acceptable Use agreement
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking/use of images and on cyber-bullying.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the School's Online Safety Policy covers their actions out of school, if related to their membership of the school.

Parents/Carers:

Parents/carers are expected to:

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy

- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendix 1)

Parents/carers can seek further guidance on keeping children safe online from the following organisations and websites:

> What are the issues? – UK Safer Internet Centre

> Hot topics – Childnet International

> Parent resource sheet – Childnet International

Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 2).

Educating Pupils about Online Safety

Our Online Safety policy is a crucial aspect of our computing curriculum and ensures that all of our pupils use technology safely and understand the risks associated with using computers and are educated to avoid and minimise such risks to themselves and others.

Pupils in **Key Stage 2** will be taught to:

> Use technology safely, respectfully and responsibly

> Recognise acceptable and unacceptable behaviour

> Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

> That people sometimes behave differently online, including by pretending to be someone they are not

> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous

> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

> How information and data is shared and used online

> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

Our pupils will use Project Evolve, supported by National Online Safety, where they will learn about online safety through the following modules:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, well-being and lifestyle
- Privacy and security
- Copyright and ownership

To supplement this, our pupils will use CEOP's Think U Know, UK Safer Internet Centre and Be Internet Awesome by Google to develop their understanding of online safety.
In addition, we will share weekly guides from National Online Safety that alert and educate parents to current and topical online safety issues. Furthermore, we will discuss an online safety scenario at the start of each Computing lesson.

Education – parents/carers

The school will raise parents/carers' awareness of internet safety in letters or other communications home, and in information via our website. This policy will also be shared with parents/carers.

The school will let parents/carers know:

> ❯ What systems the school uses to filter and monitor online use

> ❯ What their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child will be interacting with online

If parents/carers have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

Cyberbullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers will discuss cyber-bullying with their classes.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

The school also makes available information on cyber-bullying to parents/carers so they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Examining Electronic Devices

The headteacher, and any member of staff authorised to do so by the headteacher, can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

> Poses a risk to staff or pupils, and/or
> Is identified in the school rules as a banned item for which a search can be carried out, and/or
> Is evidence in relation to an offence

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

> Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the headteacher.
> Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
> Seek the pupil's co-operation

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

> Cause harm, and/or

> ❯ Undermine the safe environment of the school or disrupt teaching, and/or

> ❯ Commit an offence

If inappropriate material is found on the device, it is up to the headteacher to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

> ❯ They reasonably suspect that its continued existence is likely to cause harm to any person, and/or

> ❯ The pupil and/or the parent/carer refuses to delete the material themselves

If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:

> ❯ **Not** view the image

> ❯ Confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the UK Council for Internet Safety (UKCIS) guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Any searching of pupils will be carried out in line with:

> ❯ The DfE's latest guidance on [searching, screening and confiscation](#)

> ❯ UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

> ❯ Our behaviour policy

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

Technical – infrastructure / equipment, filtering and monitoring

With guidance from Flying High Partnership and L.E.A.D IT Services, the school will be responsible for ensuring that the school infrastructure /

network is as safe and secure as is reasonably possible and that procedures and expectations identified within this policy are implemented. It will also ensure that the relevant people with specific responsibilities, effectively carry out their e-safety responsibilities.

School technical systems will be managed in ways that ensure that the school meets recommended technical requirements. There will be regular reviews and audits of the safety and security of technical systems. Servers, wireless systems and cabling will be securely located and physical access restricted. All users will have clearly defined access rights to school technical systems and devices.

Internet access is filtered for all users. Illegal content (child sexual abuse images and explicit or violent content) is filtered by the broadband or filtering provider. Content lists are regularly updated and internet use is logged and regularly monitored. There is a clear process in place to deal with requests for filtering changes. Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software.

An agreed policy is in place for the provision of temporary access of "guests" (eg trainee
teachers, supply teachers, visitors) onto the school systems.

Acceptable Use Policy

All pupils, parents/carers, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1 to 3). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above and restrict access through filtering systems where appropriate.

More information is set out in the acceptable use agreements in appendices 1 and 2.

Mobile technologies
Mobile phones are not permitted to be used in the school setting. Staff are permitted to use their mobile phones in the office and in the staff room area. Lockers are provided by the school for staff to use at the beginning and end of the school day. Taking video or

photographs on mobile phones is strictly prohibited anywhere within the school setting. School emails should not be set up on staff's mobile phones unless a login and security passcode is required.

At Porchester, we would prefer that no child brings a mobile phone to school. However, we recognise that some parents who allow their child to go home alone (in accordance with school policy) are reassured in the knowledge that their child has a mobile phone with them on their journey home. Therefore, in these circumstances only, we allow for selected children to bring a mobile phone to school.

The procedures and arrangements in place in these circumstances are detailed in our Mobile Phone and Electronic Device Policy.

Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

> Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

> Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

> Lock the device before leaving it unattended

> Not sharing the device among family or friends

> Allowing operating systems to be up to date by always rebooting when notified to so by administrator notifications

Staff members must not use the device in any way that would violate the school's terms of acceptable use, as set out in appendix 2.

If staff have any concerns over the security of their device, they must seek advice from Flying High Partnership, IT Services and Development Manager. This could include but not limited to ensuring their laptop is encrypted, ensuring laptop locks if left inactive for a period of time, checking antivirus is active.

How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on behaviour and ICT and internet acceptable use. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures and staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues, including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

> Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse

> Children can abuse their peers online through:

- o Abusive, harassing and misogynistic messages

- o Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups

- o Sharing of abusive images and pornography, to those who don't want to receive such content

> Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- Develop better awareness to assist in spotting the signs and symptoms of online abuse

- Develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh up the risks

- Develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL [and deputies] will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

Monitoring of policy

The DSL logs behaviour and safeguarding issues related to online safety. An incident report log can be found in appendix 3.

This policy will be reviewed every year by the Headteacher and Online Safety Lead. At every review, the policy will be shared with the governing board. The review will be supported by an annual 3rd party risk assessment that considers and reflects the risks pupils face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

Links with other policies

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- ICT and internet acceptable use policy
- Anti-Bullying and Cyber-Bullying policy

This policy is in line with KCSIE 2024.

Review Date: September 2025

Key Stage 2 Online Safety Agreement 2024– 2025

Both pupils and their parents/carers are asked to sign to show that the online safety rules on the reverse of this agreement have been understood and agreed.

Consent for internet access and related technologies

I have read and understood the school's online safety rules and give permission for my child to access the internet and e-mail and message accounts as part of the school curriculum. I understand that the school:

✓ Will take all reasonable precautions to ensure that pupils cannot access

inappropriate materials.

✓ Cannot be held responsible for the content of the materials accessed through the internet.

I agree that the school is not liable for any damages arising from use of the internet facilities.

✓ May use monitoring software to ensure that inappropriate materials are not being stored or used on school equipment.

I understand that if my child fails to follow the Online Safety rules that this may

result in them not being permitted to use computers, the Internet and other

new technologies in school.

Please print name_____

Signed by Parent/Carer _____
Date_____

Pupil Online Safety Rules 2024 – 2025
Think then click

We use computers, the internet and lots of other new technologies to help us learn. To keep us safe when using them we must:

- Ask permission before using the internet.

- Only use websites that an adult has chosen.

- Immediately minimise any website we are unsure about.

- Tell an adult if we see anything we are uncomfortable with.

- Only e-mail and message people an adult has approved. Only send emails and messages that are polite and friendly.

- Do not open e-mails that are sent by anyone we do not know.

- Never give out personal information or passwords.

- Never arrange to meet anyone we do not know.

- Do not use internet chat rooms or any social networking sites.

- Do not use any inappropriate language when communicating online.

- Always log off or shut down a computer when I've finished working on it.

Pupil's agreement:
- I have read and I understand the Online Safety rules.
- I will use the computer, network, internet access and other new technologies in a responsible way at all times.
- I know that network and internet access can be monitored.
- If I fail to follow these rules, then I may not be allowed to use the computer, network, internet or other new technologies in school.

Pupil name:_____ Class:_____
Signed by pupil_____ Date:_____

Appendix 2- Staff and Governor acceptable use agreement

<u>Acceptable Use Policy – Staff, Governor and ICT Code of Conduct</u>

ICT and the related technologies such as email, the internet and mobile devices are an expected part of our working life in school. This policy is designed to ensure all staff are aware of their professional responsibilities when using any form on ICT. All staff and governors are expected to sign this policy and adhere at all times to its contents.

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the school's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to the school's network using someone else's details
- Take photographs of pupils without checking with teachers/ parent permissions first
- Share confidential information about the school, its pupils or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to the school

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I will ensure that my online activity both in school and outside will not bring my professional role into dispute.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

• I will report any incidents of concern regarding children's safety to the online safety co-ordinator (Gemma Rolley – Online Safety Leader) or the Headteacher.
• I understand that sanctions for disregarding any of the above will be in line with the school's disciplinary procedures and serious infringements may be referred to the police.

<u>User Signature</u>:
I agree to follow the code of conduct and support the safe use of ICT throughout the school.

Full Name:_____

Job Title:_____

Signature:_____Date:_____

Appendix 3- Online Safety Incident Report Log

ONLINE SAFETY INCIDENT LOG				
Date	**Where the incident took place**	**Description of the incident**	**Action taken**	**Name and signature of staff member recording the incident**