



# SAFEGUARDING AND CHILD PROTECTION POLICY

This GLF Policy must be customised by each individual GLF school to reflect their local context, procedures, and protocols.

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### Safeguarding Statement

Frogmore Junior School recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of our safeguarding responsibilities.

### Contacts

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For Local Safeguarding Partner contacts see appendix 1

## 1. Aims

Our school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding concerns
- A vigilant attitude of "it could happen" is maintained by all staff

## 2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), [What to do if You are Worried a Child is Being Abused 2015](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the further legislation detailed in appendix 2:

## 3. Definitions

Safeguarding and promoting the welfare of children means:

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 3 explains the different types of abuse.

**Neglect** is a form of abuse and is 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. Appendix 3 defines neglect in more detail.

**Children** includes everyone under the age of 18.

Wherever the word "**staff**" is used, it covers all staff on site, including Trust and Regional teams, ancillary, supply and self-employed staff, contractors and School Strategy Board members.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for the area within the LA

## 4. Equality statement

The welfare of the child is paramount. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We recognise that certain factors may indicate that a child could benefit from early help, therefore we give special consideration to children who:

- May experience discrimination due to their sex, race, ethnicity, religion, gender identification or sexuality
- Have special educational needs (SEN) or disabilities (see section 12)
- Are looked after or previously looked after (see section 14)
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, forced marriage, so-called honour-based violence
- Are at risk of radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are young carers
- Have a family member in prison or are affected by parental offending.
- Have English as an additional language
- Have health conditions such as diabetes

## 5. School Context

At Frogmore Junior School we respect the rights of the children and adults in our school family, community and beyond and aim for each school policy to adhere to articles from the UN's Convention on the Rights of the Child. In this policy, we are working towards the following articles:

- Article 3 - The best interests of the child must be a top priority in all things that affect them
- Article 6 - Every child has the right to survive and achieve their full potential
- Article 8 - Every child has the right to an identity
- Article 12 - We aim for all members of the school community to treat each other with respect
- Article 18 - Parents must ensure they consider what is best for the child and seek help when necessary
- Articles 19, 37 and 39 - Children have the right to be protected from being hurt or mistreated
- Articles 21 and 36 - Children have the right to be cared for and protected
- Article 28 - Every child has the right to an education

We recognise that in order for safeguarding to be effective in our schools their local context must be understood in terms of families, the wider community, and its location.

Frogmore Juniors is located on a one-way road that branches off a much busier road. It shares the same site as the feeder infants and pre-school. This poses risks in terms of traffic safety and to mitigate the dangers we remind children and parents of the importance of keeping themselves safe when coming to and from school during our PSHE curriculum. Most of our pupils walk or cycle to school and consequently, the school takes part in Walk to School week annually and year 6 are offered bikeability training each year. There is also a lolly pop person who patrols the busier road during drop off and collection times.

We have identified that many of our children have access to online devices and consequently we have a clear online safety policy, a thorough e-safety curriculum with Digital Leaders to support our work in school and we regularly remind and inform parents' current issues and new dangers in our newsletter and on our website.

We recognise that the children in our school may have experienced trauma for a variety of reasons and therefore we work closely with parents in order to support. Senior staff are visible at drop off and collections times and we encourage parents to make contact with the school if they have any concerns or questions. The school has robust and effective safeguarding systems for reporting concerns, staff have access to the PEP toolkit and we have an ELSA and nurture room to provide support.

DSLs will ensure staff at each school receive training appropriate to their context, receive and discuss provided updates during CPD sessions/email and staff attend/complete up to date training regularly.

(Edu-care) and robust procedures are in place when staff are appointed and when volunteers come to help in school.

We recognise the impact of Adverse Childhood Experiences on the mental and physical health of their children and provide targeted support usually through the use of ELSA who has been trained to assess and promote children's good emotional development and therefore good mental health and well-being.

We recognise the wider societal issues and potential harms that our children are facing. We understand that downplaying some behaviours related to harassment and abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Therefore, all staff will receive training to recognise the effects of peer-on-peer abuse in its many forms including sexual harassment and sexual violence, online sexual abuse and identifying early signs of peer-on-peer sexual abuse. Staff will be expected to consistently uphold standards in their responses to sexual harassment and online sexual abuse in partnership with parents and carers.

Additionally, Frogmore Juniors has an age-appropriate Relationships, Sex and Health Education and anti-bullying curriculum (through Jigsaw) with specific lessons to teach about consent, respect and healthy relationships.

## 6. Online Safety

Frogmore Junior School is aware that technology is a significant component in many safeguarding and wellbeing issues, and that online abuse often occurs alongside face-to-face abuse. All schools are aware of the dangers of online grooming and that children can abuse their peers online (see 10.9)

Our schools are vigilant for the signs and effects of online abuse. We recognise that online abuse 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.

Age-appropriate lessons on Online safety and respectful relationships are taught regularly with Digital Leaders supporting, reminding, and informing pupils and parents. We recognise that education, understanding risks and making responsible choices is the best way to stay safe online. Additionally, ensuring robust security to protect users and their data is a key role for the GLF Schools I.T. team, as well as monitoring school owned devices and remote learning. See Appendix 4.

Parents and carers are given advice via our website and in weekly newsletters on how to be their child's key protective factor against online abuse on their own devices at home.

## 7. Covid 19 Addendum

In the event of a further lockdown due to a local or national breakout of Covid 19 the addendum agreed in April 2020 will be reviewed and used as appropriate. See Appendix 5

## 8. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff in our schools and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### 8.1 All staff

Staff\* and volunteers will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

\*Staff who are employed by GLF schools but who do not come into contact with children during their

working day may read the condensed version of KCISE part 1

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, GLF's code of conduct for staff, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- maintaining vigilance as multiple safeguarding issues will overlap with one another
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation [Annex A KCSIE](#)
- Their duty to reassure victims that they are being taken seriously and that they will be supported and kept safe.

Section 10 and appendix 6 of this policy outline in more detail how staff are supported to do this.

## 8.2 The Designated Safeguarding Lead (DSL)

The DSL in each school is a member of the senior leadership team. They take lead responsibility for child protection, online safety and wider safeguarding.

During term time, the DSL or a deputy DSL will be available during school hours for staff to discuss any safeguarding concerns. Arrangements to cover this role must be made for out of hours and off-site activities.

The DSL will be given protected time, funding, training, resources and support to:

- Provide advice, training and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children's needs
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Promote supportive engagement with parents and carers

The DSL will also keep the Executive headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSLs are set out in Appendix 7 which should be added to their job description.

## 8.3 GLF Board of Trustees and The School Standards Board (SSB)

The GLF Board of Trustees will approve a Child Protection and Safeguarding Policy annually. Individual schools will adapt this policy to their local context and their SSB will approve the school's policy, ensuring it is relevant to the school's local context and complies with the law and holding the headteacher to account for its implementation.

The SSB will appoint a link member to monitor the effectiveness of this policy in conjunction with the full SSB. This is always a different person from the DSL and cannot be a member of GLF staff. See appendix 8

The Trustee with responsibility for Safeguarding will act as the 'case manager' in the event that an

allegation of abuse is made against the headteacher, working with the People Director as appropriate (see appendix 9).

All Trust Board members and SSB members will read Keeping Children Safe in Education 2021 and confirm they have done so to the clerk.

Section 18 of this policy has information on how SSBs are supported to fulfil their role.

## 8.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of the systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 9)
- Carrying out basic enquiries to establish facts before contacting the Local Authority Designated Officer (LADO) when there has been an allegation of abuse against a member of staff
- Ensuring the relevant staffing ratios are met, where applicable in an Early Years setting
- Making sure each child in the Early Years Foundation Stage settings is assigned a key person

## 9. Confidentiality

GLF Schools' policy for Data Protection gives further detail about information sharing but the following principles apply:

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- The [government's information sharing advice](#) for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 9

## 10. Recognising abuse and taking action

Staff, volunteers and SSB members must follow the procedures set out below in the event of a safeguarding issue. Please note - in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

### **10.1 If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Refer to [When to Call the Police](#) if necessary.

Tell the DSL (see section 8.2) as soon as possible if you make a referral directly. See Appendix 5 for how referrals are to be made.

### **10.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them.
- Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL.

Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 10.1) and tell the DSL as soon as possible that you have done so.

### **10.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and they will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told by the police not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow the local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures. See Appendix 6

### **10.4 If you have concerns about a child (as opposed to believing a child is**

## suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 13 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 8005000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate.

### Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. See Appendix 9 for local procedures

### Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 10.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. See Appendix 11 for local procedures for referral and escalation.

## 10.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## 10.6 If you have a mental health concern

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

suffering abuse, neglect or exploitation.

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

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 10.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

The Department for Education guidance on [mental health and behaviour in schools](#) gives more information.

## 10.7 Children Missing in Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with [‘Children Missing Education: Statutory Guidance for Local Authorities’](#).

We are to be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Where reasonably possible the school should hold more than one emergency contact number for each pupil.

See Appendix 12 for further information and local procedures.

## 10.8 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, inform the Trustee with responsibility for Safeguarding Martin Burke and speak to the GLF Schools People Director Maria Cicero-Scott.

The headteacher/trustee will then follow the procedures set out in appendix 9 if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

## 10.9 Allegations of abuse made against other pupils

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

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

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being sold or forced to use drugs or alcohol
- Involves criminal exploitation or criminal gang membership such as County Lines or money laundering
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nude or semi-nude images - see 10.10)

### Sexual Harassment or sexual violence

We will follow the guidance in section 5 of Keeping Children Safe in Education when a pupil makes an allegation of Sexual Harassment or sexual violence against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- If the allegation involves a potential criminal offence, the DSL will contact the local authority children's social care team and the police, following their advice
- Parents of both the victim and alleged perpetrator(s) will be informed of the disclosure without sharing names.
- The DSL will ensure that an in-school risk assessment or well-being & support plan is in place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This should be done with the parents and child. See Appendix 13
- An Early Help assessment should be offered

In responding to an initial disclosure, it will be recognised that:

- It may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse
- Certain children may face additional barriers to telling someone because of their disability, ethnicity, sex, gender identification, and/or sexual orientation
- The child's own language must be reflected back and used to report the disclosure.

In following up the initial response it will be recognised that:

- The victim's wishes will be balanced against staff's responsibility to protect other children
- Sexual violence and sexual harassment can take place within intimate personal relationships between peers
- There may be links to child sexual exploitation and child criminal exploitation within intimate personal relationships
- Victims and alleged perpetrator(s) must be kept a reasonable distance apart on school premises includes at before and after-school activities

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

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

## 10.10 Sexting

Sexting means sharing nude and semi-nude images and/or videos. We follow guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

### Your responsibilities when responding to an incident

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

You must **NOT**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or

- their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the children that they will receive support and help from the DSL.

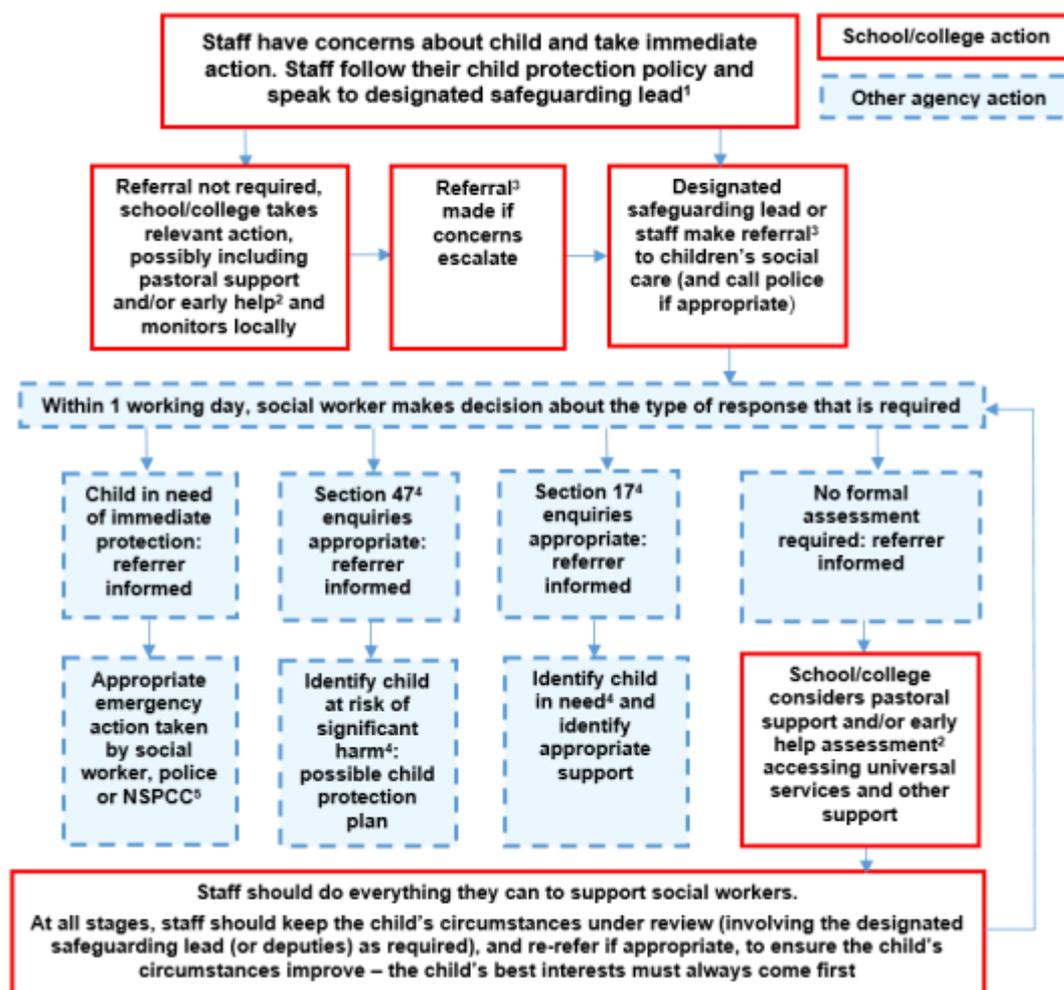
See Appendix 13 for our procedures following an incident.

The policy on sexting should be shared with pupils so they are aware of the processes the school will follow in the event of an incident.

**Figure 1:** procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note - if the DSL is unavailable, this should not delay action. See section 10.4 for what to do.)

## Actions where there are concerns about a child



## 11. Notifying parents

Where appropriate, schools will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

At times advice may be sought from Local Safeguarding Partners through a no-names referral or we believe that notifying the parents could increase the risk to the child. In both cases we would follow Children's Services advice as to when and if to notify parents of a safeguarding concern.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 12. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers

Our schools offer a variety of extra pastoral support for pupils with SEN and disabilities.

### 13. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that Adverse Childhood Experiences and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### 14. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- Each school have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### 15. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please see the GLF staff code of conduct and the acceptable use policy for further details.

### 16. Complaints and concerns about school safeguarding policies

## 16.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff and in line with section 4 of Keeping Children Safe in Education

## 16.2 Other complaints

Complaints about e.g. bullying should be taken seriously and where possible resolved by the class teacher or a member of leadership. If this is not possible the GLF Complaints Policy should be followed

## 16.3 Whistle-blowing

GLF Schools' whistle-blowing policy covers how staff report concerns regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures.

## 17. Record-keeping

The school will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing and dated. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. This should happen within 5 days for an in-year transfer or within first 5 days of start of new term. A signed receipt will be required from the receiving school or establishment. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In the event that the child does not go to another school or college upon leaving secondary school we will retain their Safeguarding file until their 26th birthday.

In addition our Recruitment policy includes record-keeping specifically with respect to recruitment and pre-employment checks

## 18. Training

### 18.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 local safeguarding partners.

Annual Safeguarding Refresher training for all staff should be completed every September, preferably during Inset Days.

All staff will be expected to complete the relevant Educare modules following GLF's guidelines. We recognise that live training from the DSL team through regular "hot topics" and quizzes in staff meetings is an effective way to heighten awareness of the contextual safeguarding issues in our locality. Schools will keep a training log to ensure relevant topics are covered by all staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This should happen every three years as a minimum.

School staff will also receive regular safeguarding and child protection updates for example, through emails, e-bulletins and staff meetings

Volunteers will receive appropriate training, if applicable.

## **18.2 The DSL and DDSLs**

The DSL and deputies will undertake DSL training at least every 2 years, this would usually be through the Local Authority where possible or recognised external agencies such as the NSPCC if local training is unavailable.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

## **18.3 GLF Trustees and School Standards Boards**

All Trustees and SSB members receive training about safeguarding to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Trustee with responsibility for safeguarding may be required to act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## **18.4 Recruitment - interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. See GLF Recruitment policy for details of our Safer Recruitment procedures.

## **19. Monitoring arrangements**

GLF’s Safeguarding and Child Protection Policy will be reviewed annually in June by the MAT DSL and Strategic Safeguarding Team. At every review, it will be approved by the Board of Trustees.

GLF’s policy will be used as the basis for their schools’ Safeguarding and Child Protection Policy with local context and procedures added. This will be approved by the SSB at their first meeting of the academic year.

## **20. Links with other policies**

This policy links to the following policies and procedures:

GLF Schools Central Policies:

- Acceptable Use
- Complaints
- Data Protection
- Health and safety
- Physical Intervention
- Recruitment
- Staff Code of Conduct
- Whistle-blowing

## Individual Schools' Policies and Procedures:

Anti-bullying  
Attendance  
Behaviour  
Curriculum  
First aid  
Online safety  
Relationships and Sex Education  
SEND offer

## Appendix 1: Local Safeguarding Partners

If a child is in immediate danger of harm call the police on 999

### Hampshire

#### MASH (Multi Agency Safeguarding Hub)

Availability: Monday - Friday 9 a.m. - 5 p.m.

Phone: 0300 555 1384 for Children's Services or follow link below to refer Out of hours phone: 0300 555 1373 for emergency duty team

Email: [csprofessional@hants.gov.uk](mailto:csprofessional@hants.gov.uk). for referrals / enquiries

Online Referral Form [here](#)

LADO Local Authority Designated Officer

Phone: 01962 876364

Email: [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk)

Online referral [here](#)

Hampshire Safeguarding Children Partnership Website:

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

Looked After Children

Head of Virtual School: Anwen Foy

Phone: 01962-835227

Email: [VirtualSchool@hants.gov.uk](mailto:VirtualSchool@hants.gov.uk)

## Appendix 2: Further Legislation

- [Sexual violence and sexual harassment between children in schools and colleges](#) Sept 2021
- [Relationships, Sex and Health Education Guidance](#) July 2020
- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the

welfare of pupils at the school

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

### Appendix 3: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Physical, emotional and sexual abuse can also occur in intimate personal relationships between peers as a type of peer-on-peer abuse.

**Neglect** is 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 as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

**Annex A of Keeping Children Safe in Education 2021 details what these four main types of abuse may look like in practice e.g. County Lines, Serious Violence, Sexually Harmful Behaviours and should also be used in conjunction with this policy for information, identification and training. Where prevalent in a community they should be detailed in Section 5 of this policy - School's local context.**

#### **Appendix 4: Online Safety - home & remote learning**

- All remote lessons feature a 'lobby' system, whereby teachers vet students to ensure they are genuine before permitting entry.
- Remote lessons do not activate before a teacher starts them.
- Remote lessons end when a teacher ends them. Teachers are also able to ensure that students cannot then re-enter a finished lesson.
- Joining lessons via the phone is disabled.
- Teachers have control of student's cameras and mics. Lessons are generally conducted with cameras off, except during registration to ascertain the pupil's identity and at specific planned points.
- All students have unique accounts that are protected by a password.
- All staff have unique accounts that are protected by a password and multi-factor authentication (MS Teams).
- Students are only able to see a 'directory' of other users in the school they attend. Cross-school communication is disabled.
- No-one can join from overseas (MS Teams).
- Only accounts from within the school's environments can join a lesson.
- Lessons are automatically created from the school's MIS timetable, minimising the risk of invites being shared outside the school.
- Invites are renewed after every lesson, minimising the risk of them being shared outside of the school.
- Lessons are recorded and then stored within our environment for six months. Wherever possible, more than one staff member attend each remote lesson and SLT are invited.

#### **Appendix 5: COVID-19 school closure arrangements for Safeguarding and Child Protection**

This addendum of the Frogmore Junior Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context

2. Key contacts
3. Vulnerable children
4. Attendance monitoring
5. Designated Safeguarding Lead
6. Reporting a concern
7. Safeguarding Training and induction
8. Safer recruitment/volunteers and movement of staff
9. Online safety in schools
10. Children and online safety away from school
11. Supporting children not in school
12. Supporting children in school
13. Peer on Peer Abuse
14. Use of mobile phones
15. Support from the Multi-Academy Trust
16. Home Learning Guidance

Key contacts:

Role	Name	Contact Number	Email
DSL:	Emma Richardson	07774851755	<a href="mailto:erichardson1@glfschools.org">erichardson1@glfschools.org</a>
DDSL:	Lindsey Pell	07966255529	<a href="mailto:l.pell@frogmorejuniors.org">l.pell@frogmorejuniors.org</a>
DDS:	Laura McCarthy	07740198804	<a href="mailto:lmccarthy2@glfschools.org">lmccarthy2@glfschools.org</a>
Chair of SSB:	Fiona Hyam	07713681100	<a href="mailto:Fiona_hyam@outlook.com">Fiona_hyam@outlook.com</a>
MAT DSL:	Fiona Jarman		<a href="mailto:f.jarman@glfschools.org">f.jarman@glfschools.org</a>
Safeguarding	Martin Burke		<a href="mailto:m.burke@glfschools.org">m.burke@glfschools.org</a>
Trustee:			

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Frogmore Juniors will encourage our vulnerable children and young people to attend school.

Those who have a social worker include children who have a Child Protection Plan, a Child in Need and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support while abiding by PHE's principles of social distancing to limit the spread of the coronavirus.

Frogmore Juniors will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Lisa King.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Frogmore Juniors will explore the reasons for this directly with the parent and arrange how regular remote contact will be achieved.

Where parents are concerned about the risk of the child contracting COVID19, Frogmore Juniors or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

#### Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Frogmore Juniors and social workers will agree with parents/carers whether children in need should be attending school - Frogmore Juniors will then follow up on any pupil that they were expecting to attend, who does not. Frogmore Juniors will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Frogmore Juniors will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, school name will notify their social worker.

#### Designated Safeguarding Lead

Frogmore Juniors has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Emma Richardson

The Deputy Designated Safeguarding Lead is: Lindsey Pell

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Members of staff onsite need to know how to access the school's safeguarding reporting system and how to liaise with the offsite DSL (or deputy). Occasionally onsite staff may also need to liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all Frogmore Juniors staff and volunteers have access to a trained DSL (or deputy).

On each day, staff on site will be made aware of who the person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

#### Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they must report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher. GLF School's People Director and the LADO will continue to offer support in the process of managing allegations.

Concerns around the Headteacher should be directed to the Chair of SSB: Fiona Hyam.

#### Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from GLF's People Department that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Staff working at home can be asked to complete Edu-care modules and other training relevant to their roles.

#### Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Frogmore Juniors will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Frogmore Juniors are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 287 to 289 of KCSIE 2021. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Frogmore Juniors will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Frogmore Juniors will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 227 of KCSIE 2021 and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing: Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Frogmore Juniors will continue to keep the single central record (SCR) up to date as outlined in paragraphs 250 to 256 in KCSIE 2021.

#### Online safety in schools.

Frogmore Juniors will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

#### Children and online safety away from school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Online teaching should follow the same principles as set out in the MAT code of conduct.

Frogmore Juniors will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms recommended by GLF Schools to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

#### Supporting children not in school

Frogmore Juniors is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of any contact that has been made. The communication plans can include; remote contact, phone contact, and in very exceptional cases agreed by the headteacher, door-step visits. Other individualised contact methods should be considered and recorded. The communication plans must take GLF home working guidance into account

Frogmore Juniors and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan should be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Frogmore Juniors recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

#### Supporting children in school

Frogmore Juniors is committed to ensuring the safety and wellbeing of all its students. It will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Frogmore Juniors will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Frogmore Juniors will ensure that where we care for children of critical workers and vulnerable children on site, appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Frogmore Juniors has concerns about the impact of staff absence (such as our Designated Safeguarding Lead or first aiders) the school will discuss them immediately with their Education Partner.

#### Peer on Peer Abuse

Frogmore Juniors recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. If a report of peer on peer abuse is received, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS or the schools tracking system and appropriate referrals made.

#### Contact with vulnerable families

Ideally only school phones should be used to contact vulnerable families however where this is not possible the following guidance must be followed when using a personal mobile device:

- use it for telephone calls only - do not use text messages, WhatsApp or any other app to maintain contact unless this had been agreed as a formal means of contact in relation to safeguarding concerns.
- be particularly mindful of unattended or vulnerable to theft.
- when making calls, ensure that you are only using contact details which have been provided to us formally.

- ensure that you dial '141' before making any calls in order to withhold the identity of your own personal number.
- do not leave messages for people to call you back - try again if the call is important.
- ensure that there is a log of the call, most usually a note that you make after the call; if necessary, ensure that your note points are also agreed by the other party afterwards as a true record of the call.

#### Emergency use of mobile phones when supervising bubbles

Ideally only school phones should be used within a school setting, however where staffing is spread more thinly across small bubbles of children, there may be occasions where a sole member of staff supervising a group of children needs to call for emergency support without leaving the group unsupervised.

In such an emergency situation, the following guidance must be followed when using a personal mobile device:

- the device must be stored away from public view, being particularly mindful of the physical security of the device
- the device may only be used to make emergency calls to seek support from other members of the school team on site
- all calls made during lesson time must be recorded on a log and this log must be signed by the Head teacher

#### Support from the Multi-Academy Trust

GLF Schools' Strategic Safeguarding Team (SST) will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes online safety, safer recruitment and signposting for mental health and charity support.

The MAT DSL or member of the SST will also provide regular DSL networking sessions and offer additional supervision sessions if requested by the DSLs. These will take the form of an online meeting. The Covid Response Committee will convene whenever necessary to support schools in interpreting and prioritising government guidance, monitoring planning and risk assessments and providing critical incident advice and care.

## **Appendix 6: Reporting concerns**

All GLF schools have a Designated Safeguarding Lead (DSL) and one or more Deputy DSLs. Every school should prominently display their named photos and safeguarding procedures so that parents, SSB members, Trustees, Trust and Regional Teams and any other visitor can easily identify who to inform of any safeguarding concerns.

If an employee of GLF has a safeguarding concern it should be reported to the DSL or a member of senior leadership as soon as possible and definitely on the same day as their visit. They should follow the reporting protocols of the school they are in as directed by the DSL.

If a Trustee or Trust and Regional team member is unsure about a safeguarding matter they should contact the MDSL or a deputy MDSL via email.

## **Appendix 7: Role of the Designated Safeguarding Lead (DSL)**

**Based upon Annex C KCSiE 2021**

School Strategy Boards should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post.

They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

### **Deputy designated safeguarding leads (DDSL)**

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required

### **Work with others**

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff.

### **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and

- with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. Child protection file Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### Availability

During term time the designated safeguarding lead (or a deputy) should always be available during school hours for staff in the school or college to discuss any safeguarding concerns. Whilst generally

speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone, Teams or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### Understanding the views of children

Designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a school-wide culture of listening to children and taking account of their wishes and feelings
- understand the difficulties that children may have in approaching staff about their circumstances
- consider how to build trusted relationships which facilitate communication.

## Appendix 8: Role of the SSB and Safeguarding Link Member

The role of the Trustee with responsibility for safeguarding is set out in their terms of references.

The School Strategy Board (SSB) has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe. They must have arrangements in place to ensure that they carry out their functions with a view to safeguarding and promoting the welfare of children and have regard to the statutory guidance issued by the Secretary of State. They must appoint a member as the Safeguarding Link.

### Safeguarding Link Role

The role of the Safeguarding Link is key to understanding the effectiveness of safeguarding for everyone in the school.

The SSB member should understand the requirements of safeguarding guidance and legislation and be ‘confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils.’ (Competency Framework for Governance (DfE 2017)).

The safeguarding link member should receive regular safeguarding updates through the GLF Schools Update newsletter and through GLF training events or webinars.

Key aspects of the safeguarding link’s role include:

- Understand the safeguarding requirements
- Support the work of the Designated Safeguarding Lead by supporting the Local Authority audit and action plan
- Report back to the School Strategy Board about how effective safeguarding is
- Check that the school is compliant with statutory guidance
- Check out whether there is a consistency in safeguarding across the whole school
- Work with the DSL to complete the GLF safeguarding audit
- Make sure that there are effective systems in place to keep vulnerable children safe by ensuring the school audit action plan is implemented along with any external audit recommendations GLF Central Child Protection and Safeguarding Policy 29

The role of the safeguarding link is to help ensure that safeguarding is effective and not to carry out the work of the Designated Safeguarding Lead. The role is specifically around strategic issues. This means that it is not appropriate that decisions about individual cases should be reviewed by the safeguarding SSB member.

A role description for the safeguarding SSB member is detailed below, and although it uses the word ‘ensure’ this does not mean that the person is tasked with the doing the work, but that these are areas for scrutiny. This role description is simply a starting point and may be adapted to meet local circumstance.

### The Role of the Link SSB member

- Be the lead person who understands the safeguarding requirements
- Support the work of the designated safeguarding lead
- Participate in the school's Local Authority safeguarding audit
- Meet regularly, at least termly, with the designated safeguarding lead and any other relevant staff
- Report back to the SSB about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- Ensure that safeguarding deficiencies are brought to the SSB
- Ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy review
- Report to the SSB so that they can ensure resources are effectively allocated or where changes might be required
- Ensure that the training programme for staff reflects the needs of the school and statutory regulations.
- Ensure that the SSB are kept aware of the safeguarding risks to young people in the school
- Ensure that records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable students
- Ensure that there are appropriate safeguards in place for students placed with Alternative Providers
- Ensure that there is a consistent approach to safeguarding and child protection across the school.
- Ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- Ensure that safer recruitment processes are in place
- Ensure that the Single Central Record is compliant
- Ensure that there is a clear policy and procedures for managing allegations against staff including cases that involve the Headteacher.
- Ensure that cases are referred to the NCTL and the Disclosure Barring Service (DBS) where relevant.

### Appendix 9: Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of the school's own Behaviour policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher will follow the guidance on whether allegations meet the harms threshold in section 4 of Keeping Children Safe in Education. If the allegation meets the harms threshold the headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

Low level concerns which do not individually meet the harms threshold include: being over friendly with children; having favourites; taking photographs of children on a mobile phone; engaging with a

child on a one-to-one basis in a secluded area; using inappropriate sexualised, intimidating or offensive language. These may be inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances. However, in some instances they may indicate an intent to groom or abuse. Low level concerns should be reported to the DSL and dealt with appropriately to address unprofessional behaviour and any weaknesses in the staff code of conduct or other policies.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform Maria Cicero-Scott, GLF School's People Director: [m.cicero-scott@glfschools.org](mailto:m.cicero-scott@glfschools.org) and Martin Burke, the Trustee with responsibility for Safeguarding: [m.burke@glfschools.org](mailto:m.burke@glfschools.org). The People Director will consult the LADO as above, without notifying the Headteacher first.

The school will follow the GLF Schools policy for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and GLF Schools People Director in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of the Trustees Board with advice as above.

Staff, parents and SSB members are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## **Appendix 10: Safer Recruitment, Safe School, Safe Staff**

GLF Schools Recruitment Policy will be followed to ensure Safer Recruitment procedures are adhered to when appointing new staff. The Single Central Record will be monitored regularly by the school's headteacher or DSL, SSB Safeguarding Link and Regional People Partner. Monitoring of the SCR may also form part of a School Effectiveness Review.

All staff receive information and copies about the school's safeguarding arrangements, the school's safeguarding policy, staff behaviour policy (code of conduct), behaviour policy, online safety policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), the safeguarding response to children who go missing in education and Keeping Children Safe in Education Part 1 and Annex A on induction. All staff will be asked to sign that they have read and understood these documents.

All staff receive safeguarding and child protection training at induction in line with advice from the Local Safeguarding Partners and the MAT DSL which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All staff and School Strategy Board members have regular child protection awareness training, including online Educare training, updated and monitored by the MAT DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The child protection and safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in the school's handbook.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of the school's Safeguarding and Child

Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2021 and will sign to say they have read and understood it. This applies to the SSB in relation to Part 2 of the same guidance.

## Appendix 11: Local Safeguarding Partners Procedures and Escalation Policy

### Hampshire

Local procedures:

<https://www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance?filter=.Localguidance>

Children Missing in Education: <https://documents.hants.gov.uk/childrenservices/HIAS/childrenatriskofmissingeducation.pdf>

Escalation of concerns:

<https://www.hants.gov.uk/educationandlearning/complaints/socialcareservices>

## Appendix 12: Children Missing in Education

### Definition.

Missing in Education is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)."

Most of our Local Authorities ask schools to report children after ten days of missed education and no family contact following reasonable checks. The exceptions are Oxfordshire which does not specify a time limit and Wokingham which asks schools to report after twenty days. Oxfordshire, West Sussex and Wokingham do not consider failure to attend for long periods as missing in education as long as a child is on roll in a school.

All of our schools have "first day" calling and your normal attendance policies should be followed in conjunction with this guidance e.g. some schools inform their EWO / Inclusion Service after three days of no contact to mitigate against the risk of reaching ten days.

### Reasonable checks:

- Phone calls and texts to all the last known phone numbers.
- Emails or letters to the last known address.
- Contacting a sibling's school.
- Asking the missing child's peer group.
- Doorstep visit, following a risk assessment and the school's current policy & procedures.
- Contact PCSO for a welfare check.

Any concerns about a child's safety should be referred to Children's Services via the DSL without delay.

If anyone believes a child is in immediate danger, they should call 999.

### How to refer

**Hampshire:** If, despite reasonable checks, the pupil’s absence continues and his/her whereabouts remains unknown, the school must refer via “Child at risk of missing in education” tracking form on Day 11.

### Appendix 13: Well-being and Support Plan

## Safety and Wellbeing Plan (Confidential)

This form can be used to assist the consideration of student wellbeing following a significant incident either in or outside of school that might impact on the wellbeing of a young person. This should be completed by a member of the safeguarding or pastoral team in conjunction with the student. This should be shared with the parents and other professionals if applicable. See page 2 for guidance. The completed form must be added to CPOMS.

Name of Student		DOB/Year	
Name of assessor		Date	

Outline nature of incident causing concern			
Is there an ongoing police investigation	Ye s	N o	
Is the perpetrator a fellow student? <i>(If yes detail potential risks below e.g. risk in lesson / in social time / on way to /from school / moving around between lessons)</i>	Ye s	N o	

Assessment of Concerns For Safety and / or Welfare		
Detail of concern:	Concern raised by:	Actions to mitigate

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Signature of assessor		Date	
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When completing this plan the following points must be considered in discussion with the young person & Parent / Carer (this list is not exhaustive but provides a starting point for discussions):

Are there any times when both would be in the same class or room together? - (house structures - all year assemblies- do changes need to be made?) - If changes need to be made consider whether 'victim' may feel safer if no changes are made to their timetable, and consider why should they have to make changes;

Are there any times which both may be in the same area of the school - (Comparison of timetables);

Periods of free time in the school and how this is managed;

If the 'victim' is feeling angry - how would they be able to leave the class without questions being asked,

Who is the child's point of contact should they need to talk - who would be available if that staff member is not in school;

If there is a joint friendship group - how to explain the need for no contact;

If time off school is needed (for interviews etc) how to explain this to friendship groups;

Are there siblings at the school who would also benefit from being in different forms/ house/hall and classroom structures;

If no charges pursued how then will child/young person need support in school;

There may be a sense of what is the point in getting this far when no one pursuing charges and therefore consider the feeling of not believed;

A need to ensure that the 'victim' knows that someone believes them, and they have someone to talk to and somewhere safe to go.

If no charges pursued, does family need support e.g. Early Help support / counselling;

What help can school give - signposting, counselling etc.

The need to have a point of contact for parent(s) who will listen to them and know the story without the need to go through the story again and again;

That the parents can complain if they feel the victim's needs are been ignored or not met.

## Appendix 14: Actions Following an incident of Sexting

### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care

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

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

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

#### Further review by the DSL

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

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

#### Informing parents

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

#### Referring to the police

If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101]

#### Recording incidents

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