

LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect



Brighstone Primary School

Safeguarding with Child

Protection Policy

Statutory Policy

2025

Review Date: September 2025 (annually)

Reviewed By: Melissa Jones – Designated Safeguarding Lead September 2025

Safeguarding with Child Protection Policy Statement

Date Issued	Prepared By	Approved	Comments
Sept 2022	RL /MJ	SF / FGB	Updated in line with KCSiE updates Sept 2022
Sept 2023	MJ	FGB	Updated in line with KCSiE updates Sept 2023, with the addition of Child on Child consideration threshold chart
Sept 24	MJ	FGB	Updated in line with KCSiE updates Sept 2024
Sept 25	MJ	FGB	Updated in line with KCSiE updates Sept 2025

Key Contact Personnel

Name	Role/Responsibility
Melissa Jones	Designated Safeguarding Lead, Mental Health and Wellbeing Lead
Rebecca Lennon	Deputy DSL/Headteacher
Lucy Aram	Deputy DSL
Sarah Turvill	Safeguarding Governor

Any safeguarding concerns can also be emailed to m.jones@brighstoneprimary.org.uk or headteacher@brighstoneprimary.org.uk

GLOSSARY OF TERMS:

EH	Early Help
EHA	Early Help Assessment
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
CP	Child Protection
CIN	Child In Need
CDT	Children with Disabilities Team
LAC	Looked after Child
PLAC	Previously Looked after Child
TAF	Team Around the Family
FLO	Family Liaison Officer
IOWSCP	Isle of Wight Safeguarding Children Partnership
KCSiE	Keeping Children Safe in Education
DfE	Department for Education

CONTENTS ORDER
School and Statutory Policies on Related Safeguarding Issues (list) and web links.
Introduction
Ethos
Responsibilities
Safeguarding and Child Protection Procedures
Actions where there are concerns about a child
Recognition and categories of abuse
Mental Health
Children at greater risk of harm
Radicalisation
The Prevent Duty
Child Sexual Exploitation (CSE)
Female Genital Mutilation (FGM)
Domestic Abuse, Stalking and Honour Based Abuse
Child Criminal Exploitation (CCE) inc. County Lines
Induction and Training
Record Keeping inc. minute taking
Allegations of abuse made against other children (child on child abuse)
Upskirting
Violent Crime
Allegations Against Members of Staff and Volunteers (Whistle Blowing)
Missing Children
Private Fostering
Children with family members in prison
Operation Encompass
Welcoming other professionals
Working with Other Agencies
Confidentiality and Information-Sharing
Curriculum and Staying Safe
Photography and Images

E-Safety
Illegal communication with a child - The Serious Crime Act 2015
Supervision and Support
Safe Working Practice
Complaints
Safer Recruitment
The Use of School Premises by Other Organisations
Security Code of Conduct
Signing in procedure
Off-site visits
After school clubs and wrap-around childcare provision
Collection of Children from school
Evaluation
Appendix 1: Definitions and indicators of Abuse, neglect and specific safe guarding issues
Appendix 2: Managing allegations against staff and volunteers Flowchart
Appendix 3: Volunteer into school process Flowchart
Appendix 4: Child-on-child threshold chart

A copy of the school Safeguarding Policy, related policies, documentation, and guidance are available on request or can be viewed via the school website www.brighstoneprimary.org.uk and on MyConcern for staff.

Statutory documentation, guidance, and school policies relating to safeguarding to be read and followed alongside this document are listed below:

School Policies and related documentation:

- Promoting Positive Behaviour Policy
- Anti-Bullying Policy and procedures
- Supporting Children with a Medical Condition
- Attendance Policy
- Single Central Record Check (maintained in school office)
- E-Safety Policy
- Educational Visits: Risk Assessment Procedure
- First Aid Policy
- Health and Safety Policy
- Anti-Racism Procedures
- Missing Child Policy
- SEN Policy
- Intimate Care Guidance (toileting)
- Complaints Procedure
- Whistleblowing Policy

- Low Level Concern Policy

IOWSCP guidelines, Policies and Protocol:

- Isle of Wight Safeguarding Children Partnership – Protocol and Policy documents
- <http://www.iowscp.org.uk/protocols>
- Safeguarding Children Procedures - For full child protection procedures please visit the IOWSCP Child Protection Procedures site at www.iowscp.org.uk
- Procedures for Managing Allegations Against Staff and child against child allegations

Department for Education - guidance and statutory guidance:

- HM Government - Working together to safeguard children 2023 – A guide to Interagency working to safeguard and promote the welfare of children
- Department for Education - Keeping Children Safe in Education – Statutory guidance for schools and colleges
 - September 2025 (Part one of this document is shared with all staff in school and is shared within school induction procedures).
- Safer Recruitment Statutory Guidelines – see part three of DfE KCSiE – September 2025
- Disqualification under the Childcare Act 2006, as amended July 2018
- The application of the Childcare (Disqualification) regulations 2009
- What to do if you are worried a child is being abused 2015 - Advice for practitioners – March 2015
- HM Government - Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents, and carers – July 2018
- HM Government – Whistle Blowing guidelines - <https://www.gov.uk/whistleblowing> (see also IOWSCP guidelines, Policies and Protocol)

Department For Children Schools and Families:

- Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings
- Safeguarding Disabled Children: Practice Guidance – July 2009:
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

Gov.UK

- <https://www.gov.uk/government/publications/prevent-duty-guidance> (As part of Brighstone Primary School's ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy which is reviewed by the Child Centered Group and Teaching and Learning group to ensure school actions are in place to support this strategy*)
- DfE 'The Prevent duty, Departmental advice for schools and childcare providers, updated 2023 <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Serious Crime Act 2015
- Serious Violence Strategy 2018
- Domestic Abuse Act 2021

For adults working within the school setting, this Policy and documents above can be found in the Staff Room on the safeguarding board, on our school website, or on request from the DSL.

Introduction

Brighstone Primary School fully recognises its responsibility to safeguard and promote the mental and physical welfare of children at our school. The purpose of this policy is to provide staff, volunteers and all stakeholders with the guidance they need in order to keep children safe in our school and to inform families and carers how we will safeguard their children whilst they are in our care. This includes adhering to statutory and local child protection procedures, protocols and guidance.

The Governing Body and staff of Brighstone Primary take their responsibility seriously under Section 175 of the Education Act 2002 to safeguard the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or are at risk of suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 (as amended by the Children and Social Work Act 2017) and related guidance. This includes the DfE guidance KCSiE September 2024, Working Together to Safeguard Children 2023 and departmental advice for practitioners – What to do if you are worried a child is being abused – March 2015.

School staff are best placed to notice safeguarding concerns due to our close day-to-day contact with children and their families. *“Safeguarding and promoting the welfare of children is everyone’s responsibility. ‘Children’ includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.”* - KCSiE 2025.

‘Working Together to Safeguard Children 2023 and KCSiE 2025’ summarises safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to wide ranging aspects of school life as documented in ‘Inspecting safeguarding in early years, education and skills settings’, September 2018 and summarised below:

- children’s and learner’s health and safety and wellbeing, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care and emotional wellbeing
- online safety and associated issues
- appropriate arrangements to ensure children and learner’s security, thinking about local context

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- child criminal exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage

This policy should therefore be used in practice alongside school policies and departmental guidelines on related safeguarding issues.

All relevant school policies will be reviewed regularly by the Governing Body, which has responsibility for oversight of school safeguarding and child protection systems.

The DSL and the Headteacher, named at the beginning of the policy, will ensure regular reporting on safeguarding activity and systems in school within the regular Safeguarding Committee meetings. The DSL will provide updates to the Governing Body at their FGB meetings. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We have an 'open door policy' and welcome feedback, suggestions and comments contributing to this process that will improve the desired outcomes for children.

Ethos

"There is no sorry in safeguarding" is our school motto when it comes to keeping our children safe. All staff know never to apologise for showing professional curiosity and taking time or asking questions of the DSL regarding safeguarding matters. No piece of information is too small as it all adds to the bigger picture.

Brighstone Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected, encourage them to talk openly and enable them to feel confident that they will be listened to and believed. Children understand that safeguarding is everyone's responsibility and know what action they can take to help keep themselves and others safe.

We recognise that children who are abused or have witnessed violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. We work hard to promote a strong sense of belonging for all of our children.

Brighstone Primary School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- Ensuring the content of the curriculum includes social, emotional, and mental health aspects of learning

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they can/might talk to
- Believing the child
- Providing suitable support, means (worry box/monster, ELSA sessions) and guidance so that children have a range of appropriate adults to approach if they are having difficulties
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain school site security and student's physical safety
- Working to build resilience in all children who access the school
- Working with families to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive partnerships with other agencies

Responsibilities

Although safeguarding is everyone's responsibility, at Brighstone Primary School, the DSL has overall responsibility for the day-to-day overseeing of safeguarding and child protection procedures in school, including:

- Co-ordinating safeguarding action for individual children
- Liaising with parents/carers, other agencies, and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection Conferences)
- Managing and monitoring the school's part in supporting pupils and families across all thresholds including access to universal services, tailored Early Help provision, Targeted Early Help including use of the Early Help Assessment (EHA), Child In Need (CIN) Plans (including Children with Disabilities Team CIN Plans in conjunction with the school SENCo), Child Protection (CP) Plans
- Maintaining a confidential recording system (MyConcern)
- Acting as a consultant for staff to discuss concerns with
- Organising and/or leading training and providing regular updates and knowledge checks for all school staff
- Ensuring the school has a robust safeguarding culture

The Governing Body and Senior Leadership Team will ensure that the DSL is properly supported in this role by providing appropriate levels of time and resource. However, Child Protection and Child Welfare are the responsibility of all staff in school and ANY observation, information or issue, which results in concern for a pupil's welfare, MUST be reported to the DSL in a timely manner either using MyConcern (safeguarding online system) or in person. All staff have access to the MyConcern system and have received training on how to report a concern efficiently and securely.

There is also a MyConcern app available on iOS and Android, which can be accessed by staff and governors. Concerns can be reported remotely and securely using this app.

In order to protect confidentiality, safeguarding information about individual children is shared on a need-to-know basis only and in line with the Government's Information Sharing Guidance 2018. It is recognised

that sometimes the school will hold information that will form part of a bigger safeguarding picture so something that could be seen as relatively minor but in the context of other information could become significant. All information is seen as an important “jigsaw piece”.

Safeguarding and Child Protection Procedures

Published and updated legislation, guidelines and procedures for safeguarding and child protection will be made available in school to all staff. Information, protocol flowcharts and policy documents relating to safeguarding are shared with staff on a regular basis and are available from on MyConcern/local policies and in the staff room.

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with families/carers in most cases) on the appropriateness of referrals to partner agencies and services.

To help with this decision, the DSL may choose to consult with the Local Authority Children’s Services via Tel: 01983 523436, and/or by completing the Inter Agency Referral Form (IARF):

<https://www.iow.gov.uk/children-and-family-support/childrens-services/concerned-about-a-child/report-a-concern/>

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which families/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children’s Services or other services is made.

Such referrals may include any of the following:

- Conversations and/or meetings with parents/carers/families
- Contact with Local Authority Children’s Social Services or with allocated social workers to discuss cases indicating a concern or to support the progress of delivery plans within Child Protection or Child in Need thresholds
- LAC reviews
- To seek general advice in relation to potential risk factors/cause for concern
- To the police where there are potential criminal issues
- Referral to request an Early Help Assessment and targeted support as part of Targeted Early Help delivery process
- Referral to specialised service providers

In all but the most exceptional cases, and where the child is deemed to be at risk of immediate harm, families/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and, in the event of this becoming necessary, their consent to a referral to the Local Authority’s Children’s Services will be sought.

If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the staff member must report this to the police immediately by calling 999.

In the absence of the availability of a DSL or deputy to discuss an immediate and urgent concern, advice should be sought directly by contacting the Local Authority Children’s Services via the dedicated professional’s line phone number: 01983 523436.

For open cases, when a social worker has been allocated, professionals should contact the allocated social worker via their direct work telephone line 01983 823434 or email address.

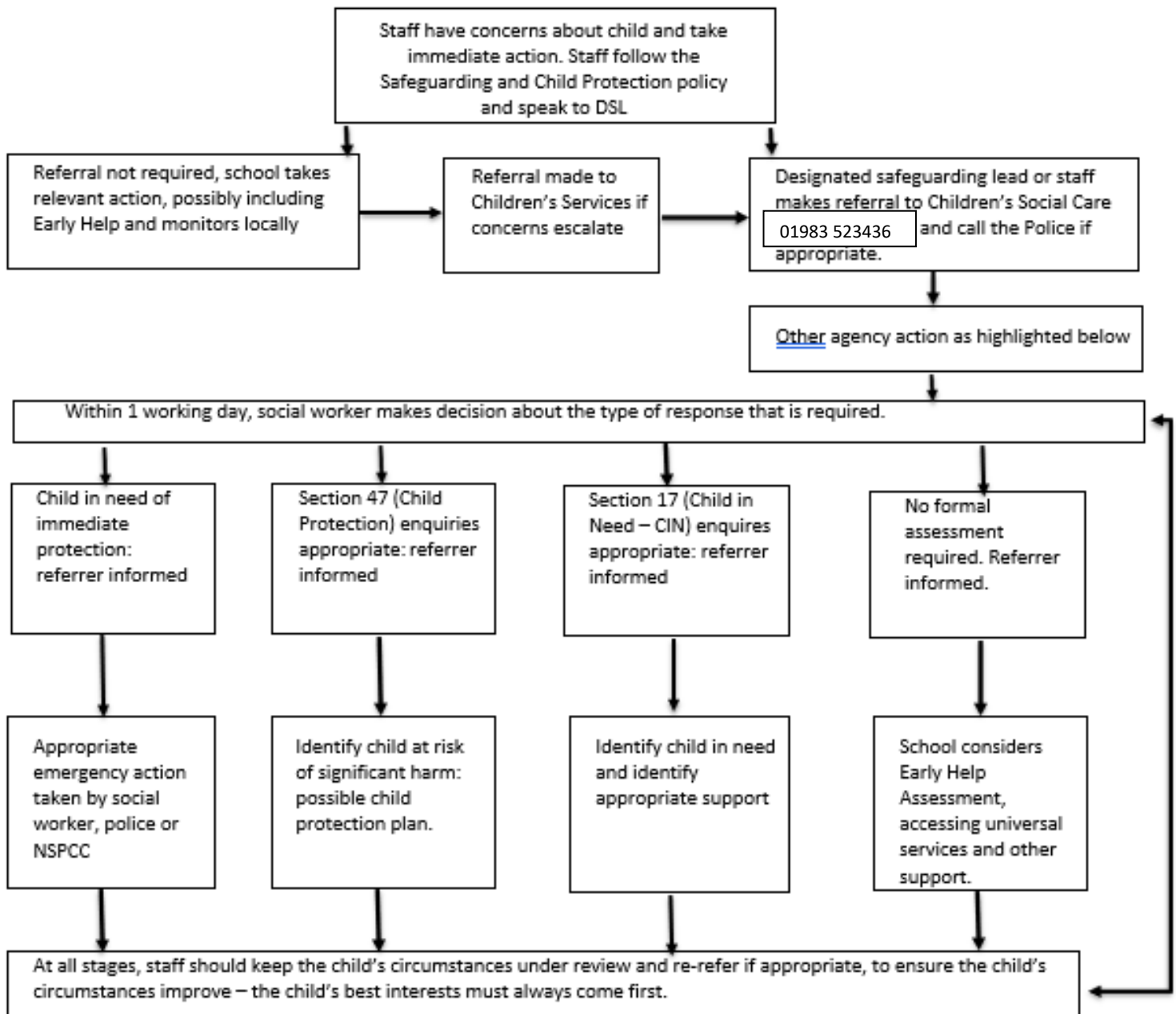
The role of the school in situations where there are child protection concerns is NOT to investigate, but to recognise, refer and keep an accurate record.



On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL any further progress (although they should not expect to be given confidential details); so that they can reassure themselves that the child is safe and their welfare being considered. If, after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation by calling the Professionals' line: 01983 523436.

The school has one nominated governor for safeguarding as named at the beginning of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy that interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

Actions where there are concerns about a child



Recognition and categories of abuse:

All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Additionally, staff within the school have access to training and information to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual/criminal exploitation or female genital mutilation.

Mental Health

Staff recognise that mental health concerns can be an indicator that the child could have suffered or is at risk of suffering abuse, neglect or exploitation. We take a trauma informed approach to children's behaviour by recognising that there is always a reason behind behaviour; we will explore the possible reasons first before taking any action.

We recognise that school staff are best placed to observe children on a day-to-day basis. Staff should share any concerns they have for the mental health and wellbeing of a child with the mental health first aider in school, Melissa Jones, and complete a referral form for additional support. Melissa has completed training in 'Mental Health First Aid' and is able to refer children and families to professionals in the field for further support.

There is guidance, advice and resources available from Public Health England, which helps to support and promote children and young people's emotional health and wellbeing. Guidance and information regarding local services can be found here: <https://www.iwmentalhealth.co.uk/>

Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need, Child Protection Plans, Looked After Child and Children with a disability) may need help due to their safeguarding and welfare needs. These children may have complex family circumstances and any childhood experience of adversity and trauma can leave them vulnerable to further harm as well as being educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The DSL works closely with the Local Authority to establish which children have social workers and any safeguarding concerns are shared directly with them. The DSL will attend CIN and CP meetings to best support the welfare of the child with the provisions of pastoral and academic support, alongside the actions identified by statutory services.

Radicalisation

Protecting children from the risk of radicalisation, extremism and terrorism is to be seen by staff as a wider safeguarding duty and is to be treated in the same way as protecting children from other forms of abuse or harm. All staff refresh their Prevent awareness training annually.

- **Radicalisation** – Refers to the process of a person becoming supportive of or using terrorist violence.
- **Extremism** – Is the vocal or active opposition to Fundamental British Values (FBV), including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faith and beliefs. This also includes calling for the death of members of the armed forces.
- **Terrorism** – Is the use or threat of serious violence against a person, or serious damage to property, or seriously interferes with or disrupts an electronic system, carried out to advance a political, religious, racial or ideological cause, and to influence the government or to intimidate the public.

The procedures within this policy and relevant statutory guidance, 'Working together to safeguard children' and 'Keeping Children Safe in Education' will be followed to protect children at risk of extremist ideology. Additionally, the school DSL will make the decision about when it is appropriate to make a referral to the 'Channel Programme' (part of the government's Prevent Strategy) which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Any decision may be made in consultation with Children's Services, the local police, the local Prevent team and The DfE anti-terrorist hotline on 0800 789 321.

The Prevent Duty

The Prevent Duty is the statutory duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

All staff members are required to complete online Prevent training; the training can be accessed via The National College. Once completed, certificates must be given to the DSL and a copy will be kept on record.

For all instances of concern, follow the school's safeguarding procedure protocol using the MyConcern safeguarding system to share concerns immediately with the DSL. Do not challenge the child about their beliefs.

For further information about the Prevent Duty, contact Rebecca Lennon, Melissa Jones or Lucy Aram.

Child Sexual Exploitation (CSE)

The DSL will follow the established school recording and referral processes including the use of the Child Exploitation Risk Assessment Form (CERAF) for suspected exploitation. The CERAF assessment will be used as a tool by the DSL to highlight the risk of child sexual exploitation (CSE) or trafficking. Current templates will be accessed from the Isle of Wight Safeguarding Children's Board website -

<http://www.iowscp.org.uk/child-exploitation3>.

Further information can be found in the 'Child sexual exploitation: definition and guide for practitioners' document – <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Female Genital Mutilation (FGM)

Concerns relating to FGM should be shared immediately with the police by calling 999 (and inform the DSL) who will assess the information received and activate support via local safeguarding procedures, using national and local protocols for multi-agency liaison with police and local authority children's social care. From October 2015, mandatory reporting duties became effective and these will be adhered to in keeping with 'KCSiE' guidance for schools and colleges and the Serious Crime Act 2015.

The most up-to-date definitions of categories of abuse with examples of signs and symptoms of abuse are detailed in Appendix 1 of this document.

All members of school staff have a duty of care and responsibility to be vigilant in their safeguarding responsibilities and to be mindful that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place. All staff are mindful of "it could be happening in this school".

Domestic Abuse, Stalking and Honour-Based Abuse

Domestic abuse is defined as: "Any incident of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality."

Stalking is defined as: "A pattern of unwanted, fixated and obsessive behaviour which is intrusive. It can include harassment that amounts to stalking, or stalking that causes fear of violence or serious alarm or distress."

Honour-based abuse is defined as: "A crime or incident committed to protect or defend the 'honour' of a family or community."

If domestic abuse, stalking or honour-based abuse is identified, the DSL will follow the established school recording and referral processes. In immediate crisis, the individual will be advised to contact the police. In addition, the National Domestic Violence Helpline can be accessed on 0808 2000 247. Definitions of domestic abuse can be found in Appendix 1.

With consent of the individuals, the DSL can complete a DASH risk assessment indicator checklist. The checklist can be obtained from the DSL or at <https://www.iowscp.org.uk/domestic-abuse-for-practitioners>. Once completed, the DASH checklist must be shared with the local MARAC (multi-agency risk assessment conference) coordination. They can be contacted by calling 01983 538759.

The commissioned service provider for Domestic Abuse support on the Isle of Wight Isle of Wight Council, domestic abuse service Paragon: 0800 234 6266

Child Criminal Exploitation (CCE) & County Lines

Child Criminal Exploitation and County Lines is a geographical form of harm that refers to county lines of criminal activity. Drug networks or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns.

Brighstone Primary recognises that children could be vulnerable to county lines activity or exploitation and a significant sign could be a child missing from education for a period of time (refer to Missing Child Policy). The child could potentially have been trafficked to transport drugs and immediate action must take place. As well as the Police and Children's Services, a referral to the National Crime Agency (human trafficking) should be considered.

Other indicators of CCE and County Lines can include children who:

- appear with unexplained gifts of new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional wellbeing
- show changes in behaviour, demeanor or appearance
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Induction and Training

All school staff and volunteers will be offered an appropriate level of safeguarding training (to include internal school procedures and responsibilities; child protection processes; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and the DSL and DDSs must undergo refresher training every two years.

The nominated governor should receive safeguarding training from a strategic perspective on a two-yearly basis and the whole governing body will be updated on Governor Hub Training. The DSL will deliver a training update on the September INSET day which governors are invited to.

The school Senior Leadership Team will ensure the DSL attends the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every two years as required by guidance.

The DSL, in partnership with the School Business Manager, will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures.

The DSL and Headteacher provide updates to the Governing Body detailing safeguarding training undertaken by all staff. The DSL provides reports for all FGB meetings to give an update on Safeguarding.

The School Administrator, in liaison with the DSL, maintains an up-to-date register of safeguarding training (including induction) in school.

Record Keeping of Safeguarding Concerns

Staff must record (via MyConcern online system) any welfare concern that they have about a child, with a body map where injuries may have been observed. These concerns are then sent directly to the DSL electronically. Records must be completed as soon as possible after the incident/event.

Staff also use MyConcern to log behaviour incidents or any changes in behaviour or demeanor.

If a child spontaneously discloses information, adults are to listen without judging or making any promises. The adult should make an appropriate judgement about how to most effectively record the information whilst supporting the needs of the pupil.

If a child requests to talk to a specific adult in the school setting about a worry or concern they have, the adult may choose one of the following options:

1. Remember what was said and after the event record exactly what was said by both the adult and the child, and ask the pupil if they are happy for notes to be written at the time reassuring the child that notes are taken to support the accurate capturing of information
or
2. Ask the child if another member of staff can join them to support the discussion (one member of staff to listen to the child whilst the other member of staff records the information)

Option 2 is always advisable if the circumstances permit; the option chosen will always aim to most effectively support the needs of the child at the time.

All records should capture the adult and child's words as they were spoken. All concerns/disclosures must then be recorded immediately online, and within 24 hours, using the MyConcern system.

Once completed and actioned, incidents/concerns are kept electronically using the online MyConcern system. Each child with associated records has their own individual electronic child protection file. Action taken, including decisions about information sharing, will be recorded for each child individually.

Electronic safeguarding records are kept centrally and securely on MyConcern and are shared on a 'need to know' basis. Access to the safeguarding information for children is restricted to the DSL and DDSs.

The Headteacher will be kept informed of any significant issues by the DSL, via MyConcern and during regular Safeguarding Committee meetings.

All safeguarding records will be forwarded to a child's subsequent school electronically via MyConcern where possible or in a folder marked 'private and confidential'. These will be hand delivered to the new school and a signed receipt will be obtained.

Minute Taking

If notes/minutes are taken within an official meeting with family members, permission must be obtained beforehand. Those present at the meeting must be in agreement for notes to be taken before doing so. Before notes are taken, the meeting or conversation participants must be informed that these notes will be shared with the Headteacher and DSL. The notes will be shared with the participants of the meeting at the note taker's earliest convenience.

If consent is not given to take notes during the conversation or meeting with the individual(s), notes should not be taken. The meeting or conversation participants must still be informed that the meeting or conversation content will be shared with the Headteacher and DSL.

Meeting notes/minutes are uploaded to the MyConcern system and kept electronically on the individual child's file. All notes/minutes that are uploaded are stored securely and can only be accessed by named individuals.

Allegations of Abuse Made Against Other Children (Child-on-Child Abuse)

At Brighstone Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

Child-on-child abuse will never be tolerated and will always be taken seriously. Child-on-child abuse is defined as: "any form of abuse, including physical, sexual, emotional, financial abuse, and coercive control, carried out by one child on another. This abuse can occur in any setting: at school, at home, or online and involves both the victim and the perpetrator being children, regardless of their ages or developmental stages".

Child-on-child abuse can include:

- Sexual violence and sexual harassment
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or other physical harm)
- Sexting/Sexual imagery

Allegations of child-on-child incidents or abuse will be listened to, investigated and recorded immediately by an appropriate member of staff. If there is a repetitive nature of behaviour and it falls under the category of child-on-child abuse, the DSL will be informed and take action. All victims, perpetrators and other children affected will all be supported appropriately by school staff.

If there is a safeguarding concern, the DSL and safeguarding committee will use the considerations threshold chart (Appendix 4) to help decide on the appropriate action(s) the school will follow.

The process for reporting this concern and delivery of subsequent action(s) taken will be consistent with the safeguarding protocol documented within this policy.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

Upskirting is a criminal offence across England and Wales under the Voyeurism/Upskirting Act and offenders can be arrested and sent to prison for up to two years and placed on the sex offenders' register.

The process for reporting this concern and delivery of subsequent action(s) taken will be consistent with the safeguarding protocol documented within this policy.

Violent Crime

All staff and volunteers understand indicators that may signal that children are at risk from or are involved with serious violent crime. These indicators may include the following:

- Increased absence from school
- A change in friendships and relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs

Brighstone Primary recognises the Serious Violence Strategy 2018, which identifies offences such as knife and gun crime and the impact of serious violent crime on individuals and the community.

Allegations Against Members of Staff and Volunteers

Brighstone Primary recognises that it is possible for staff, including supply staff and volunteers, to behave in a way that might cause harm to children and takes seriously any allegation received.

Concerns of risk of harm that meet the threshold for a LADO referral would include staff members, including supply staff or volunteers where they have:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicated he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any concern about the behaviour of a member of staff, supply staff or volunteer, or where an allegation of abuse is made against a member of staff, supply staff or volunteer, must immediately be reported to the Headteacher or, in their absence, the DSL, who will refer to the Local Authority Designated Officer (LADO) to agree on the further action to be taken in respect of the child and staff member. The LADO can be contacted via telephone: 01983 823723 or by email lado@iow.gov.uk. Allegations against a teacher who is no longer teaching or historical allegations will be referred to the police.

For concerns regarding an adult's conduct with a child that does not meet the LADO referral threshold, the Low-Level Concern policy should be referred to and followed.

Any concern or allegation against the Headteacher should be reported to the Chair of Governors, Sarah Turvill, without informing the Headteacher.

If the concern is about a supply teacher, the Headteacher will also discuss with the supply teacher agency whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school, whilst an investigation is carried out. The agency will need to liaise and be fully involved with the enquiries from the LADO, police and/or Local Authority Children's Services as required.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the adult who is the subject of the allegation.

In some circumstances a member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Similarly, a volunteer may, without prejudice, be asked to take a period of leave from their voluntary position pending the results of the investigation. We will provide the individual with a named contact at school if they are suspended.

Brighstone Primary School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Any calls from media will be directed to the Local Authority media team on 01983 823793.

Malicious allegations against staff will be investigated and managed by the Headteacher and, if appropriate, a committee of governors.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's Safeguarding and Child Protection Policy, Staff Code of Conduct and Low-Level Concerns Policy enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place without fear of repercussions.

All staff must be aware that it is a **disciplinary offence not to report concerns** about the conduct of a colleague that could place a child at risk. When in doubt, talk to the Headteacher or DSL.

For specific guidance on how to respond to allegations against staff, please refer to the ***Procedures for Managing Allegations against Staff***, which can be found on the Isle of Wight Council website: <http://www.iowscp.org.uk/managing-allegations-against-staff>

Missing Children

Brighstone Primary School has a 'Missing Children Policy', which sets out the school procedures for dealing with the unlikely event of a child going missing when they are in the care of the school.

If a pupil is missing from education i.e. they are not attending school, this may represent a potential indicator of abuse and/or neglect.

After reasonable attempts have been made to contact the family (where reasonably possible, Brighstone Primary will hold more than one emergency contact number for each pupil), school will follow the IOWSCP procedure and protocol, referring to the MASH professionals' line – 01983 523436. If a Looked After Child (LAC) or a child who is open to a Social Care plan goes missing, school will refer the concern to the allocated social worker, (or in their absence refer to MASH), with immediate effect.

Children missing from education procedures will be followed where a child:

- has 10 days or more continuous absence from school without an explanation
- has left school suddenly and the destination is unknown
- has not taken up an allocated school place as expected

Any such concern will be reported to the Local Authority through the Education and Inclusion Service on 01983 823151. The school will also refer to Children's Services any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

All referrals linked to missing children will be made by the Headteacher or DSL.

Private Fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age or 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law, parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Children's Social Care; we will follow this up by contacting Children's Social Care directly on 01983 523436.

Children with Family Members in Prison

There are approx. 200,000 children in England and Wales who have a parent sent to prison each year. These children are at risk of poor outcome including poverty, stigma, isolation and poor mental health.

Brighstone Primary will work closely with Barnardo's and their Community Support for Offenders Families (CSOF) programme to support the children affected by criminal activity within their family. We will work with the families to help reduce the negative consequences for the children.

<https://www.iow.gov.uk/azservices/documents/2846-Support-for-Offenders-Families.pdf>

Operation Encompass

The Headteacher and DSL will be notified by the police if they have been called to an incident of domestic abuse where there are children in the household who have experienced the domestic incident. The Operation Encompass email is sent to the Headteacher and the DSL email addresses. This ensures that we have up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Welcoming Other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the police, will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity. Professionals will complete signing in/out procedures and wear a school visitor's lanyard for the duration of the visit.

Working With Other Agencies

Brighstone Primary recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with families/carers) as appropriate.

As per Working Together to Safeguard Children 2023, Brighstone will work with the three safeguarding partners to safeguard and promote the welfare of all children in our local area. The safeguarding partners include the Local Authority, Clinical Commissioning Group and Chief Officer of Police for the local authority area.

Schools are not the investigating agency when there are child protection concerns and so the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Brighstone Primary recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings and Targeted Early Help meetings and Early Help Hub forums in support of the child and families.

The Family Liaison Officer, Headteacher and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Confidentiality and Information Sharing

Safeguarding and Child Protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL (where appropriate in consultation with the Headteacher) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If the DSL is in any doubt, they can seek advice from the Children's Services Team 01983 823436.

For urgent child protection enquiries professionals can call 01983 823436 during office hours 8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday.
At all other times contact the Out of Hours service on 0300 555 1373.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSL as soon as possible. **The child should be told why and who their disclosure will be shared with and what will happen next.**

The DSL will be proactive at sharing information as early as possible with the identified agencies to identify, assess and respond to risks or concerns about the safety and welfare of children. Personal information will be processed fairly and lawfully within the Data Protection Act 2018 and GDPR. These acts do not prevent the sharing of information for the purposes of keeping children safe.

The DSL is able to share information without consent where there is a good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner. Staff must not allow fears of sharing information to stand in the way of the need to safeguard and promote the welfare and protection of children.

Further information can be found:

- In chapter 1 of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing.
- At Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information.
- At the Information Commissioner's Office (ICO), which includes ICO GDPR frequently asked questions and guidance from the department.
- In Data protection: toolkit for schools – Guidance to support schools with data protection activity, including compliance with the GDPR.

Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience". Brighstone Primary also provides age-appropriate teaching to support Relationship, Sex and Health Education across all year groups. This is taught following the principles of keeping children safe and prepares the children for the world in which they are growing up.

Brighstone Primary will use the curriculum to provide opportunities for teaching and promoting the Fundamental British Values, increasing resilience, self-awareness, self-esteem, social, emotional and mental health understanding, assertiveness and decision-making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Brighstone Primary will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day-to-day classroom interaction and support include:

- School Council, EARA (Equality And Rights Advocates), buddy system which could include supporting new pupils, playtime friends or class buddy activities across key stages, regular feedback questionnaires and pupil conferencing with groups of children, 'check-ins' both in class and with the ELSA for individual children, Pupil Voice form/dialogue, 1:1 and group emotional support provision, the use of Zones of Regulations, wellbeing and pastoral care provision, interaction with the school Family Liaison Officer (FLO), Emotional Literacy Support Assistant (ELSA) and/or conversations with the Headteacher.

Photography and Images

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example, on our website, Facebook page or in newspapers or publications) and make all staff aware of those children who do not have permission to be photographed
- Only use school equipment such as the teacher/classroom iPad, unless given permission by the Headteacher or SLT
- Only take photos and videos of children to celebrate achievements or in-keeping with learning activities
- Ensure that children are appropriately dressed at all times
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Inform visitors, when signing in, that they are not allowed to use personal devices to take photos

E-Safety

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all children to learn about and manage the associated risks effectively and will support families and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. We will promote online safety as part of our safeguarding culture giving regular updates to staff, parents and children via email, Facebook and school newsletter. The DSL will work closely with the Chair of Governors and ICT support to ensure appropriate filtering and monitoring processes are in place.

More information can be found in the school's E-Safety Policy.

Illegal Communication With a Child

It is a criminal offence for an adult who intentionally communicates with a child under the age of 16 (whom the adult does not reasonably hold the belief for them to be aged 16 or over) with the purpose of obtaining sexual gratification if that communication is sexual in nature or its intent is to encourage that child to make a communication that is sexual. The offence includes talking sexually to a child online in a chatroom, sexually explicit SMS text messages to a child, along with inviting a child to communicate sexually. The offence can be heard in a magistrates or crown court and will carry a maximum jail sentence of two years, plus the offender will automatically be placed on the sex offenders' register.

Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support in the form of listening, reflective practice discussion and emotional support from the school's Mental Health First Aider, Melissa Jones, who can signpost to professional agencies if deemed necessary. All staff members also have access to the school Employee Assistance Programme.

Safe Working Practice

Staff are required to work within clear guidelines of safe working practice and the school's Staff Code of Conduct, which details the guidelines and procedures regarding physical contact with children. Please also refer to the Restraint Guidance and Use of Reasonable Force from the DfE.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. Positive handling or the use of reasonable force should only be used when all other strategies have been exhausted or if there is immediate threat of harm to themselves or others. For example, it is always advisable for interviews or work with individual children or families to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded. Staff should be aware of the school's Behaviour Management procedures and any physical interventions must be in line with agreed policy and procedure for which appropriate training should be provided. Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (email, mobile phones, texting, social network sites, video conferencing) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's E-Safety Policy and Staff Code of Conduct.

Complaints

The school has a Complaints Procedure available to anyone who wishes to report concerns. This can be found online at the school website www.brighstoneprimary.org.uk. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

Safer Recruitment

Brighstone Primary is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our children and have their welfare and protection as the highest priority. The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safer recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record, and an application, vetting and recruitment process, which places safeguarding at its centre, regardless of employee or voluntary role. Specific guidelines are followed for the recruitment of overseas trained teachers in line with updated guidance from January 2021. Further information can be found in DfE Guidance: Recruit teachers from overseas.

The Governing Body will ensure that the Headteacher and other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements. The Governing Body has agreed that all staff, governors and regular volunteers will have an enhanced DBS check. All members of the Governing Body are to undertake Section 128 checks as part of their recruitment process. Individuals who are the subject of a Section 128 order are disqualified from being governors.

The school will ensure that the Teacher Services' System is used to ensure that a candidate employed as a teacher is not subject to a prohibition order issued by the Secretary of State.

The Governing Body and Headteacher have agreed that all staff and adults involved in school (who are subject to DBS checks) will complete the 'annual recheck declaration of criminal offences'. This form requires all staff to provide notification should they receive any convictions, cautions, court orders, reprimands or warnings since the date of their last DBS clearance with the school or since joining the school, whichever is later. Staff must also inform the school of any changes to their health that may impact upon their ability to work with children or any changes to their own circumstances that school should be aware of.

The 'annual recheck declaration of criminal offences' form is completed by all members of staff and adults involved in school and is re-issued annually to ensure that changes to personal circumstances under these regulations have been declared. Should individual personal circumstances change in relation to 'Staff Suitability' staff/adults must inform the Headteacher at the earliest possible opportunity. All information will be kept confidential and only disclosed to those parties relevant to maintaining personal information.

The LADO will be informed if we are made aware of any offences committed by those associated with a staff member (e.g. a staff member's spouse/family member) and the risk will be assessed.

The Use of School Premises By Other Organisations

Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused. See Lettings policy for further information.

Security Code of Conduct – e.g. site, mobile phones, email, social media

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that become known. We operate within a whole school community ethos and welcome comments from children, parents and others about areas that may need improvement as well as what we are doing well.

The school gates are locked at all times outside of drop off and collection – the code for the lock is shared in strict confidence with staff and any contractors who need to know. The main entrance door is kept locked through the school's magnetic lock system and visitors are only to be let in once they have completed the signing in process (as below) and are made aware of safeguarding and fire procedures.

The school will not accept the behaviour (in person or via telephone or social media) of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. See the Respect policy for more information.

Mobile phones and personal electronic items can represent a safeguarding risk and as such should only be used away from children; e.g. in the school office or staffroom, or in the classroom when children are not present. Any electronic devices in school should only be used in support of the children's learning and welfare. School iPads are used for capturing photographs and videos in support of learning – reference should be made to the E-Safety Policy, and the Staff Code of Conduct. Staff personal devices should not be used to take photos or videos unless by prior permission from the headteacher. They should then be uploaded to the system and deleted from the device as soon as possible.

Signing In Procedure

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within the guidance. Visitors will be expected to sign in and out via the main reception office and to display a visitor's badge whilst on school site. If a visitor has provided a current DBS certificate, they will be given a green lanyard. If a visitor is unable to provide a DBS certificate, they will be given an orange lanyard, which means they must be supervised by a member of staff at all times.

Any individual found to be on their own who is not known to staff or is wearing an orange lanyard will be challenged by staff members for clarification and reassurance, and escorted up to the office. If the member of staff does not feel comfortable doing this, they must alert the office or Headteacher/SLT immediately.

Off-Site Visits

Appropriate risk assessments must be in place prior to any off-site visit taking place, and the risk assessments and details of the trip must be recorded on EVOLVE for approval by the headteacher who is the Educational Visits Coordinator. Adventurous visits, including residential visits (whether on or off site), must be approved by Hampshire Outdoors. Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children; and expectations of the adults. The member of staff in charge of the visit will report any safeguarding concerns to the DSL, who will action the response in keeping with the procedures and protocol of this policy. In an emergency situation the staff member in charge may contact the Police 999 and/or Children's Services 01983 523436.

After-School Clubs and Wrap-Around Childcare Provision

Appropriate risk assessment procedures must be in place for extracurricular activities, after-school club activities and the wrap-around childcare provided by Brighstone Preschool.

The member of staff in charge of the activity or Preschool Manager will report any safeguarding concerns to the DSL and record on MyConcern, who will action the response in keeping with the procedures and protocol of this policy. During non-school hours, e.g. after school club or during school holidays, staff are able to contact the school DSL for support with safeguarding concerns; contact details for the DSL and other relevant personnel are at the beginning of this document. In an emergency, the staff member in charge may contact the police 999 and/or Children's Services 01983 523436.

Collection of Children from School

Children are able to be collected from school by persons whom the family member with parental responsibility (PR) has provided consent to do so. It is the responsibility of the parent/carer to update the school office of any changes or additional contacts as they occur. School will act upon the most recent information. Children will not be allowed to leave school with anyone else unless a person with PR has notified the office. Children can become independent leavers from Year 5 when parents/carers have completed a consent form.

Evaluation

A range of measures and monitoring systems are in place to evaluate the effectiveness of safeguarding measures in school.

This policy is updated annually and is applied in keeping with current legislation and statutory guidance. The Policy is formally reviewed on an annual basis with mid-year review. This review is undertaken and agreed by the DSL and Safeguarding Committee and subject to agreement by the school Governing Body.

An annual safeguarding audit is undertaken that complies with the Isle of Wight Safeguarding Children Partnership guidance.

Additionally, review of the Safeguarding Policy and school practice may be triggered at any point in time, for example:

- Updates to legislation, protocol, procedure or recommended DfE/IOWSCP guidelines
- Incidents, complaints or circumstances arising that do not meet the policy guidelines

Should instances arise which fall into the categories listed above, a review of practice and procedure may be required. Identified actions and lessons learnt will be implemented to fulfil safeguarding requirements and practice.

All incidents, allegations of abuse and complaints are recorded and monitored in accordance with school policy and practice.

Safeguarding is placed as a weekly agenda item in both SLT and staff meetings and is raised in every Full Governing Body meeting. The DSL provides a safeguarding update for the governors, which details and reviews safeguarding practice, and this is written and issued five times a year to The Governing Body.

Resources essential for implementing safeguarding in school are available and updated regularly, including access to training and delivery of staff roles with a clear safeguarding focus.

As part of the review of effective safeguarding, processes are in place to consult with children, families and staff via opportunities to provide feedback, the use of regular updates, questionnaires and termly 'quizzes' for staff.

The school delivery of 'Targeted Early Help' is monitored by the locality Early Help Coordinator within the LA Early Help Service. School attend and actively engage in Early Help Hub meetings, monitor and measure progress against desired outcomes on EH, CIN and CP plans.

The DSL attends DSL Networks and communicates with professionals from Local Authority Children's Services on a regular basis – to review case delivery, to share and communicate good practice and to raise cause for concern making use of (should needs arise) the local Escalation Policy.

The Safeguarding Committee have regular meetings to share relevant information regarding children and families. Meeting minutes are taken and stored appropriately.

Appendix 1 - Definitions and indicators of abuse and neglect and specific safeguarding issues

'What to do if you are worried a child is being abused 2015' describes some of the signs that might be indicators of abuse or neglect.

Abuse: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.*

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

Physical abuse can happen in any family, but children may be more at risk if their parents abuse drugs and/or alcohol, have mental ill health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained bruises or cuts, burns or scalds or bite marks.

Emotional abuse: *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.*

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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying by a child's peers - including cyberbullying, online bullying through social networks, online games or mobile phones causing children frequently to feel frightened or in danger, or may involve the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child

- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

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. They may also include 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, this includes via the internet.

It is important to note that **any** adult or person in a position of power over the child can commit acts of sexual abuse, as can other children.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse as well as other forms of abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- children who display knowledge or interest in sexual acts inappropriate to their age
- children who use sexual language or have sexual knowledge that you wouldn't expect them to
- children who ask others to behave sexually or play sexual games
- children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Neglect: *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.*

Neglect can occur as early as 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.

Children who are neglected often also suffer from other types of abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Any noticed changes in the child's or family members appearance or presentation must be recorded on MyConcern to add to the bigger picture.

Neglect Strategy 2024 - 2026

[https://www.hampshirescp.org.uk/wp-content/uploads/2024/07/HIOW-Neglect-Strategy-2024-26-](https://www.hampshirescp.org.uk/wp-content/uploads/2024/07/HIOW-Neglect-Strategy-2024-26-FINAL_compressed.pdf)

[FINAL_compressed.pdf](#) The Neglect Toolkit was commissioned by both LSCPs to support the practical application of the joint HSCP and IOWSCP Neglect Strategy, which was first published in October 2016. The overarching aim of the strategy is to prevent and reduce the impact of neglect and to ensure the safety and wellbeing of children and young people. The updated Neglect strategy now recognises six types of neglect:

- Emotional
- Physical
- Medical
- Supervisory
- Nutritional
- Educational

Definitions and case studies can be found on the above link.

Through the Neglect strategy, local partners agree on the following principles:

- The safety and welfare of children is paramount
- Professionals and volunteers from all agencies have a statutory responsibility to safeguard children from neglect and its consequences.

Staff can find The Neglect Strategy and toolkit to refer to on MyConcern under the 'local policies' tab.

Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Physical abuse can take many forms from a push or shove to a punch, use of weapons, choking or strangulation. The abuse might also be happening to other people in the household, such as their children, siblings or pets.

Sexual abuse can include use of threats, force or intimidation to obtain sex, deliberately inflicting pain or combining sex and violence using weapons.

Coercion, threats and intimidation – it is important to establish the fears of the victim. In cases of Honour based abuse, there may be more than one abuser living in the home or community of the victim.

Emotional abuse and isolation – it may be present on its own or may have started long before physical

violence began. Victims may be prevented from seeing family or friends and will often blame themselves to minimise the seriousness of emotional abuse.

Children and pregnancy – the presence of children can increase the risk of domestic abuse for the mother. The perpetrator may use the children to have access to the victim.

Financial – victims of domestic abuse may be financially controlled by their partners and financial controls may affect the safety options available to them.

Child Sexual Exploitation (CSE) *is a form of sexual abuse where children are sexually exploited for money, power or status.*

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any young person under the age of 18, including 16 and 17 year olds who can legally consent to have sex. It may occur without the child's immediate knowledge, e.g. through others copying videos or images they have created and posted on social media.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

Other Specific Safeguarding Issues

Staff within the school have access to information to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual exploitation or female genital mutilation. Training is available via the IOWSCP website for the Isle of Wight.

Female Genital Mutilation (FGM) and Forced Marriage

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category. Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM.

Indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practiced and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school

- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'
- Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return
- Possibly with bladder or menstrual problems
- Difficulty walking, sitting or standing, and look uncomfortable
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about

Preventing Radicalisation

KCSiE September 2025 places duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act, and for schools to cooperate with local Channel Panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamic extremism and far-right extremism:

A decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fueled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

It must be noted that a desire to be a part of, or show an interest in, legal protest groups, becoming more interested in religion, or holding mainstream political beliefs, may not be indicators of terrorism or radicalisation. Prevent is only concerned with ideologies that encourage violence, coercion or hatred.

The Prevent Duty

The DfE has released 'The Prevent duty, departmental advice for schools and childcare providers, April 2019', a copy of which can be found via the link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

This advice about the 'prevent duty' is for:

- school leaders, school staff and governing bodies in all local-authority-maintained schools, academies and free schools
- proprietors, governors and staff in all independent schools
- proprietors, managers and staff in childcare settings

The Prevent duty is the statutory duty in the Counter-Terrorism and Security Act 2015 on specified

authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Our school has a duty under this Act from 1st July 2015.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).

The Serious Crime Act 2015

The Serious Crime Act 2015 introduces measures to enhance the protection of vulnerable children and others and includes the following provisions in relation to safeguarding:

- Clarifies the offence of child cruelty to make it explicit that the offence covers cruelty which causes psychological suffering or injury as well as physical harm
- Introduces a new offence of sexual communication with a child
- Brings in new provisions to tackle FGM including a duty on teachers to notify the police of known cases of FGM carried out on a girl under 18
- Criminalises patterns of repeated or continuous coercive or controlling behaviour where perpetrated against an intimate partner or family member

Child Criminal Exploitation (CCE)

Child Criminal Exploitation identifies individuals or groups who take advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity in exchange for something the victim wants or needs. Threats of or actual violence may be used and can occur through the use of technology.

- Can affect any child (male or female) under 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (County Lines), forced to shoplift or pick pocket or to threaten other young people.
- Can still be exploited even if the activity appears consensual
- Can involve force and/or enticement based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, male or females and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources

County Lines

County Lines is term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other form of “deal line”.

Brighstone Primary recognise that children may be exploited to move and store drugs and money. Offenders will use coercion, intimidation, violence and weapons to ensure children and young people comply with their requests. Children can be recruited to move drugs and money between locations and can easily be trapped by this type of exploitation as county line gangs create drug debts and can threaten serious violence and kidnap towards victims and their families if they attempt to leave the county lines network.

Appendix 2 - Allegations Against Adults – Guidance Summary Process

If you become aware that a member of staff/volunteer may have:

Behaved in a way that has harmed a child, or may have harmed a child

Possibly committed a criminal offence against or related to a child

Behaved towards a child or children in a way that may pose a risk of harm to a child

Where a young person discloses abuse or neglect:

Listen, take their allegation seriously, and reassure that you will take action to keep them safe

Inform them of what you are going to do next

Do not promise confidentiality

Do not question further or approach/inform the alleged abuser

Report immediately to Headteacher (or a member of the SLT in their absence)

Any concern or allegation against the Headteacher must be reported to the Chair of Governors

The above summary is intended as a brief guide – for a more detailed guide refer to the IOWSCP Allegations Management Policy at <http://www.iowscp.org.uk/managing-allegations-against-staff>

If the allegation threshold is met, a strategy meeting will normally be held either by phone or in person. Normally a senior manager, DSL, the LADO, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake an internal investigation).

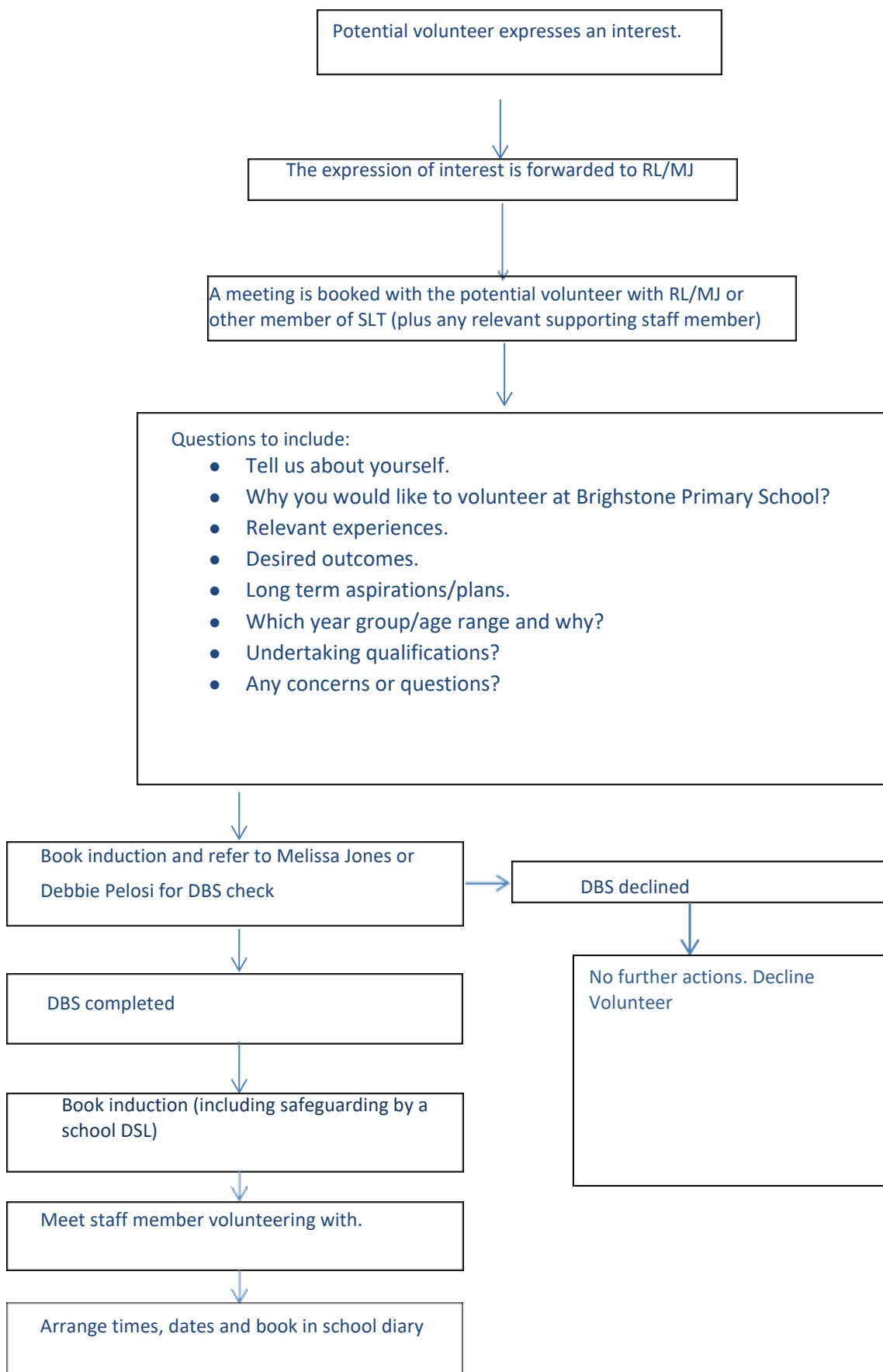
Unless there is a clear evidence to prove that the allegation is incorrect, the Headteacher MUST: Report the allegation within one working day to the Designated Officer for Allegations (LADO)

The LADO will:

Consider the relevant facts and concerns regarding the adult and child or children, including any previous history

Decide on the course of action – usually straight away, sometimes after further consultation.

APPENDIX 3- BRIGHSTONE PRIMARY SCHOOL - VOLUNTEER INTO SCHOOL PROCESS



APPENDIX 4 - BRIGHSTONE PRIMARY SCHOOL – Child on Child abuse consideration threshold

