



SAFEGUARDING  
AND  
CHILD PROTECTION POLICY  
2025 – 2026

Reviewed by	Reasons for	Date	Review
L. Heller	KCSiE update 25/26 Hyperlinks checked SSC audit check updated	September 2025	September 2026
L. Heller	KCSiE update 24/25	September 2024	
L. Heller	CRS conversational model approach, risk to children outside the home replacing “contextual”	January 2025	September 2025
L. Heller	SCC safeguarding audit update	March 25	September 2025

K. Vincent	KCSiE update 23/24	August 2023	
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Type of review	Date of review	By
Full – KCSiE	08/09/2018	KV
Updated	01/02/2019	KV
Full – KCSiE Annex H updates and amendments, staff amendments,	12/09/2019	KV
Full – KCSiE 2020 updated	02/09/2020	KV
KCSiE 2021 updated changes including adding Annex 9 useful links and useful contacts for school	31/08/2021	KV
Full review - KCSiE 2022 updated changes including; Updates changes locally including new approach from Social Services (CRS) and Early help (Families first) and phone numbers and contacts. Moving and regrouping of areas to form ease of reading	16/09/2022	KV
Full review - KCSiE 2023 updated changes including; filtering and monitoring including staff training, children absent from education, recruitment, organisations using school premises, updated link to behaviour in schools' guidance, management of safeguarding, cyber security standards, additional signpost to specialist organisations for children with SEND, updated allegation advice, child on child from peer on peer, forced marriage changes in law and multi agency principles relating to child exploitation as well as responses to Low Level concerns raised against staff, governors, contractors, supply and others that use the premises. This also includes reviewing our behavioural policy to include ACEs and restorative practice as well as the physical and mental wellbeing of our children, creation and sharing of a new policy on allegations against and between children.	03/08/2023	KV
Full review – KCSiE 2024 updated changes including Name of DSLs in school Early help indicators Change of terminology to include abuse, neglect and exploitation	January 2025	LH

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## KEY CONTACTS:

Banister School Contacts:
Designated Safeguarding Leader: Kate Vincent
Deputy Designated Safeguarding Leader: Lynsey Heller
Additional safeguarding Leaders: Tracy Price, Sam Stott, Nicola Waight
Designated Teacher for CLA: Kate Vincent
Designated Prevention officer: Lynsey Heller
Health and Safety Lead: Annie Smith Deputy Health and Safety Lead: Ciaran Murison
Nominated Governor for pupil protection and Looked After Children: Peter MacBride
Nominated Governors to manage allegations against Head Teacher: Peter MacBride
Nominated Governor for Health and Safety: Vivek Kohli

Southampton Safeguarding contacts and numbers:	
Southampton Local Authority Designated Officer (LADO): Jemma Swann Tel: 023 832693 Mobile: 07500 952 037 Email: lado@southampton.gov.uk	Southampton City Council's Strategic Lead Officer for Safeguarding in Education is:  Robert Henderson  Director for Children and Families
Children's resource centre (Southampton.gov.uk)  TEL: 02380 83 3004 (in hours public)  Tel: 02380 832300 (Professional) Tel: 02380 23 3344 (out of hours public) For referrals: <a href="https://sccrportal.southampton.gov.uk/services/request-childrens-resource-service">https://sccrportal.southampton.gov.uk/services/request-childrens-resource-service</a>	Safeguarding lead for Education within School Improvement:  Alison Philpott  (07500050277)  Alison.philpott@southampton.gov.uk  Welfare Officer for Banister: Nicky Wier

Prevent officer for Hampshire and Southampton: <b>Wendy Steward</b> <a href="mailto:Wendy.steward@hampshire.pnn.police.uk">Wendy.steward@hampshire.pnn.police.uk</a> 07796191771	Police: Tel: 999 or 101 in case of non-emergency
Children who have/ ever had social worker queries: Helen Brown <a href="mailto:Helen.brown@southampton.gov.uk">Helen.brown@southampton.gov.uk</a>	SCC MET (Missing, Exploited and Trafficked) hub leader: Laura Tanner <a href="mailto:Laura.Tanner@southampton.gov.uk">Laura.Tanner@southampton.gov.uk</a>
Child performance and child employment and DSL training: Grace Morris and Julie Stubbington <a href="mailto:Grace.Morris@southampton.gov.uk">Grace.Morris@southampton.gov.uk</a> <a href="mailto:Julie.Stubbington@southampton.gov.uk">Julie.Stubbington@southampton.gov.uk</a> <a href="mailto:Training.support@southampton.gov.uk">Training.support@southampton.gov.uk</a>	SCC MET (Missing, Exploited and Trafficked) hub leader: Laura Tanner <a href="mailto:Laura.Tanner@southampton.gov.uk">Laura.Tanner@southampton.gov.uk</a>
Children Missing Education leader: Eliza Johnson <a href="mailto:Eliza.johnson@southampton.gov.uk">Eliza.johnson@southampton.gov.uk</a>	Children and Families First: (previously Early Help) Case holding teams: West: 023 80333202 East: 023 80917864 Central: 023 80832657  Hubs: West: 023 8080540135 (Pickles Coppice) East: 023 80915480 (Townhill) Central: 023 80331635 (Sure Start Central)
Southampton Safeguarding Childrens Partnership (SSCP): <a href="https://southamptonscp.org.uk/">https://southamptonscp.org.uk/</a>	Virtual Head for Southampton: Maria Anderson Tel: 02380 833060 <a href="mailto:Maria.anderson@southampton.gov.uk">Maria.anderson@southampton.gov.uk</a>

\*All amendments to this policy have been highlighted in Turquoise to see the additional changes made as a result of guidance updates and changes EXCEPT hyperlinked documents, contact details which have been edited and updated but not highlighted

## 1 PURPOSE OF POLICY

Banister Primary School is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances. We expect that all private agencies working within Banister Primary to share the same aims.

### Aims:

In line with the Education Act 2002, [Keeping Children Safe in Education](#) (2025) and [Working together to Safeguard Children](#) (2018 updated Dec 2023) the school will ensure that arrangements are in place to safeguard and promote the welfare of children by:

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties, which allows them to develop to their full potential.
- Ensuring that all children and young people in school will feel safe, secure, valued and respected, free from harassment and prejudicial language or behaviours and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- Working within the restorative practice and trauma informed models of behaviour and communication processes, recognising that childhood trauma can manifest as disruptive or challenging behaviour
- Safeguard all children’s welfare, irrelevant of their social economic, cultural or religious backgrounds.
- Providing children with opportunities to discuss issues and report problems affecting their safety and welfare
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse through providing relevant, regular training on Child Protection, Preventions and Safer working practices. This responsibility does not rest solely with Designated Safeguarding Leads. It is everyone’s responsibility.
- To ensure that all concerns, however small are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the DSLs enables a context to be known and therefore support the identification of for example, neglect, risks, exploitation including patterns of behaviours.
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse/concerns for well-being / need to safeguard young people.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely CRS, Children and Families First referral, contact and working with multi-agency partners and children’s social care team and other safeguarding partners.
- To provide attendance by a nominated member of staff or a report with up-to-date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/ family.
- To work proactively with others where absence from school or challenges in engagement may mean that specific work is undertaken with the child or parents to ensure education provision is in place and can be accessed to support the child developmentally and effectively prepare the child for their next phase of education.
- To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns, they are shared through a “safeguarding discussion” and addressed swiftly, with a strong base of information ensuring that the best interests of a child/ the children are placed at the centre of referrals for example to CRS/ support providers.
- To refer to Children and Families First services so children, and their wider families can be supported by professionals, intervening as early as possible before referral to children’s social care services is required.
- Ensure that all adults within our school who have access to children have been checked and this is recorded as to their suitability. This includes other community users of our facilities and governors.
- That appropriate supervision is given to visitors and adults on-site and on trips, key information or training for visiting staff and adults who may lead for example sports clubs / out of hours activities at or for the school. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with national guidance and school policy.
- Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers.

- Ensure that appropriate safeguarding arrangements are in place for children learning remotely, on work placements or alternative provision offsite, or in flexi-school arrangements.
- Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting should be carried out in accordance with the SCC policy of retention and transfer of records January 2022 and updates. This includes ensuring that there is consent to share with professionals.
- To provide a safe environment within which children can learn and flourish and be confident that any issues they raise will be taken seriously.
- Providing an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
- Ensuring that Banister fully complies with the statutory guidance June 2019 for relationships, sexual relations, health and well-being and the July 2025 update by September 2026. Banister complies with pupil voice being taken into account in planning for this.  
(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a pupil is at risk of harm in accordance with the guidance. itoring

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will actively engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton Childrens Resource Centre (in line with current safeguarding procedures), Southampton Safeguarding Childrens Partnership and HIPS (Hampshire, Isle of Wight, Portsmouth and Southampton) Safeguarding Childrens Partnership (or services within this resource), Children and Families First and Threshold Document or the Police, without notifying parents if this is in the pupil's best interests.

1. Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations an urgent review will be carried out by the DSL and governors in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies and may require policies to be amended sooner than the annually scheduled review. This may be by issuing of a governor approved addendum to take priority for short term or fully from the point in time onwards.
2. Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school. (see contacts)
3. All children in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead. It is recognised that children will only disclose any abuse or harm when they are ready to do so but that this should not stop a professionals being professionally curious or reporting concerns to a DSL.
4. In addition, we provide children with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help.

5. As a school, we review this policy at least annually in line with DfE, SSCP, SCC and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure. The staff members responsible for ensuring updates are completed are; DSLs as laid out in contacts section. Each update will be noted on the front of the policy including naming the person updating and agreement date from Governors.
6. Processes outlined for our setting will be communicated to visitors and it will also enable visitors to our setting to act in a manner expected of our employees or volunteers when working with our children.
7. Some specific Information Sharing agreements around the sharing on of PPN1 information are in place, Operation Encompass and Endeavour, and we will ensure that where there is an open investigation that we will liaise and gain written consent to share information with a new education setting from the investigation team in line with that ISA.

This policy should be read in conjunction with the following DfE and Ofsted Policies

[Working together to Safeguard children \(2018 updated Dec 2023\)](#)

[Keeping Children Safe in Education \(Sept 2025\)](#)

[What to do if you are worried a child is being abused – Advice for practitioner, departmental advice \(first draft\)](#)

[Education Inspection Framework for Ofsted Inspectors \(2025\)](#)

[Disqualification under the Pupilcare Act 2006](#)

[Information Sharing: Advice for practitioners providing safeguarding services \(2024\)](#)

[GDPR guidelines](#)

[Staffing and employment: advice for schools and colleges \(2025\)](#)

[Inspecting safeguarding in early years, education and skill settings \(2025\)](#)

[Review of sexual abuse in schools and colleges \(June 21\)](#)

[Sharing nudes and semi-nudes: advice for educational settings working with children and young people \(Dec 20\)](#)

[PREVENT duty guidance \(2024\)](#)

[Working together to improve attendance \(2024\)](#)

The school follow and regularly evaluate their policy in line with Southampton City Council and Southampton Safeguarding Children Partnership alongside Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children partnerships policies and procedures to ensure it is current and kept up to date. Links to these below:

<https://www.southampton.gov.uk/children-families/childrens-social-care/southampton-safeguarding-children-partnership/>

<https://hipsprocedures.org.uk/skyyso/safeguarding-partnerships-and-organisational-responsibilities/hampshire-isle-of-wight-portsmouth-southampton-hips-safeguarding-children-partnership-arrangements>

And the following school and LA adopted policies;

[Equality](#), Safer working practices, [Pupil Missing Education](#), Health and Safety, E-Safety, Behaviour, Intimate care, Education off site policy, Anti Bullying, Supporting children with medical conditions

**In addition to the above, other documents are present throughout the guidance or linked for relevant reading when developing policy for specific aspects of safeguarding.**

***Training providers for Under 18s have also had to take account of KCSiE from September 2025 and continue to be required to do so.***

***Annex 4 KCSiE 2025 sets out the expectation that Voluntary, charity, social enterprise (VCSE) and private sector organisations and agencies play an important role in safeguarding children through the services they***

*deliver. They should meet the requirements of KCSiE as set out. Where your school/setting is using any such providers you should be assured of the safeguarding policy and processes their staff work under, training records and recruitment checks carried out and their outcome. Agreements are set and understood by all parties as to how any concerns will be reported and actions adults are expected to take in the setting, or when working under the settings arrangements.*

**Within this document a number of phrases are used which can be explained:**

**Should** and **Must** are used throughout KCSiE 2025 – **must** is used when a person is legally required to do something, **should** is used where advice set out should be followed unless there is a good reason not to (KCSiE 2025).

**Safeguarding** is defined in KCSiE 2025 as “protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”. Our safeguarding practice applies to every child. In Working Together 2018 (and update 2022) it is clearly stated that the statutory document should be followed unless there are exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes governors. For the purpose of this policy we also use this to refer to any other organisation that regularly uses the site when children are present but whom are employed by others or commissioned to work with children from the school or who access sessions that may or may not be shared with the school.

**Child / Children** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to children of our school; however the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, mental, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations are given within this document as set out in KCSiE 2025.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It may also be educational neglect that Southampton City Council recognises can be parental, pupil, professional or organisational. This description is set out in Annex 5
- **The Trigger Trio:** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.
- So called Honor based abuse includes Harmful Practice or Harmful Cultural Practices including issues such as FGM, forced marriage as set out in KCSiE 2025.

**Child protection** is used to describe where concerns or indicators require referral to Children's services or police for Section 17 or 47 assessments to be considered to protect a child from harm. Or where a Child protection plan or child in need plan is already in place.

**DSL** is the Designated Safeguarding Lead

**CRS** refers to Southampton's Children Resource Service (formally known as CRS (CHILDREN'S RESOURCE SERVICE) / Social Services)

**Children and Families First (CFF)** refers to

**Safeguarding** aspects wider than process and procedures to be implemented if a pupil is at/reports risk of significant harm which would include (but not limited to) health and safety, offsite visits, safer recruitment, first aid, intimate care

**MAPPA** – multi- agency public protection arrangements

## **2 ROLES AND RESPONSIBILITIES**

### 2.1 SOUTHAMPTON LOCAL AUTHORITY

Southampton City Council Social Work division will support the school to safeguard and promote the welfare of children by:

- co-ordinating the delivery of integrated children's services within the city including early help service
- providing services under the Children Act 1989
- providing the school with advice, support and guidance, policy and procedures, training and a dedicated lead officers with responsibility for pupil protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education.

### 2.2 GOVERNING BODY

They receive governor training on induction and also update this annually. SCC offers annual governing body safeguarding training, support for self-evaluation from governance perspective and other training throughout the year.

Our governing body is aware of its safeguarding responsibilities and have Part two of the KCSiE 2025 to support this understanding in addition to at least Part one KCSiE 2025.

A record of all governors, in addition to those who have named responsibility, having read and understood at least part one KCSiE 2025, including the governor responsibilities is held with governing body records.

Safeguarding is a standing item on all governing body meetings this academic year.

A safeguarding monitoring schedule is set for each academic year which includes child conferencing and parental surveys carried out first hand by governors.

Governors are involved in the oversight of the safeguarding self-evaluation submitted to the Local Authority Spring term each academic year

In addition, the governing body will ensure that:

The school has effective safeguarding policies & procedures including a pupil protection policy, staff behaviour policy, behaviour policy, response to children who go missing from education, clear identified role and responsibilities of any trained DSLs. All of which governors should ensure are included in all staff induction.

Remaining up to date with the current guidance and fulfil their statutory responsibilities for Safeguarding as laid out in the [Maintained schools governance guide - Guidance - GOV.UK](#)

- related school policies around children welfare, such as: behaviour, attendance, Pupil Looked After, Online Safety and staff safer working practices are in place to support the wider safeguarding of children and reviewed yearly
- the school is able to work jointly with other agencies in order to ensure children can access help and support from early help services and statutory social work services and that children's Pupil Protection and CHN plans are implemented and monitored
- there is a nominated safeguarding governor who links directly to the LADO in the event of an allegation against the Head Teacher
- there is more than one designated Designated Safeguarding Leader who receives appropriate training, can report directly to the governing body on the implementation of pupil protection policies and liaise with Southampton LA on safeguarding matters and attends training updates as part of their professional development.
- there is a designated Prevention leader who has received appropriate training and can report directly to the governing body on the implementation of the Prevent training and advice
- staff receive induction on joining the school and know where to locate relevant safeguarding and pupil protection policies and the safer working practices policy (see [Safer Working Practice Policy](#))
- parents and children are made aware of the school's safeguarding policies and procedures
- Governing bodies ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Governors ensure that children are given opportunities within the curriculum to learn how to keep themselves safe, including online safety (see [Online Safety Policy](#))
- the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis
- at least one member of the governing body has undertaken safer recruitment training, which [includes Keeping Children Safe in Education \(2025\)](#)
- all staff receive safeguarding and pupil protection training throughout the year and changes to legislation and new guidance are shared with staff as and when they arise
- there are procedures in place to deal with [children who go missing from education](#) and allegations made against children and the school as adopted the LA guidance, process and procedures for this.
- children's wishes and feelings are taken into account when deciding what action to take or what services to provide to protect them and that there is a robust system in place for gaining feedback from children
- action is taken where any weaknesses in pupil protection or safeguarding policy and practice are apparent within the school
- other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and pupil protection policies and procedures in place.
- Where services or activities are provided separately by another body on the school premises the governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

### 2.3 HEAD TEACHER

The Head Teacher will ensure that:

- staff are inducted and fully aware of the school safeguarding and pupil protection policies and that these policies are fully implemented
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns
- the Designated Safeguarding Leader (DSL) is given sufficient time and resources to carry out their responsibilities
- staff are released to attend pupil protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning children at the school as needed and cover is provided during non-term time should an incident occur.
- safe recruitment practice is followed whenever recruiting to posts and appropriate action is taken should an allegation be made against a member of staff
- staff involved in recruitment have undertaken Safer Recruitment training and follow the process and procedures as part of [Keeping children safe \(DFE 2025\)](#)
- the school offers a safe environment for staff and pupils to learn and to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff
- safeguarding issues are brought to the attention of the governing body.

### 2.4 ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND PREVENTION LEAD

**In this school the DSL is Lynsey Heller**

**The deputy DSL are Kate Vincent, Tracy Price, Sam Stott, Nicola Waight**

It is the responsibility of the Designated Safeguarding Leads to be the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) maintain an overview of new developments, keep training updated and attend the local Authority Workshops. SSCP workshops, read safeguarding updates from the Local Authority or other organisations in order to do this, updating staff and policy as necessary. In line with KCSiE 2025 staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared.

Oversight of records of concerns made by staff will be maintained on CPOMs and reviewed regularly by DSLs. Staff will be held to account for the record, timeliness and appropriateness of actions to meet their safeguarding responsibilities.

We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection or information sharing can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school have an appointed Designated Safeguarding Lead known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training specific for the role that is renewed every two years. Our DSL will take responsibility to keep themselves up to date on current local safeguarding partner priorities/ issues nationally/ within the Local Authority so as to provide updates as needed to policy/ processes and staff and leaders.

Additional training for DSLs managing cases of sexual abuse can be sourced free through Centre of Expertise on Child Sexual Abuse. It has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse. This will be helpful training for DSLs in addition to role specific training.

[Supporting practice in tackling child sexual abuse - CSA Centre](#)

The DSL must work with others such as the liaising with the head teacher but also CRS, Police, health, LADO to ensure that children and young people are safeguarded. They must be afforded appropriate time to undertake the role fully. Any deputy must also be provided with sufficient time to carry out any delegated responsibilities and to step-up in the absence of the DSL. They must also be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#)

Annex C KCSiE sets out the role and responsibilities for a DSL. The job Description in our setting takes account of Annex C

The designated safeguarding lead will ensure that:

- they liaise with and manage all referrals to relevant agencies such as Family Services and Social Work (FSSW), and the LADO
- the Head Teacher and the governing body are kept informed of on-going safeguarding and pupil protection inquiries
- they provide advice and guidance for staff on safeguarding and pupil protection issues
- the school's safeguarding and pupil protection policies are up to date and consistent with Southampton's Safeguarding Children Board policies and are reviewed annually with Governors
- all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- they attend regular training and network meetings run by Southampton's safeguarding board and delegated trainers to keep up to date with emerging policies and issues
- they are aware of children in need, young carers and children who have special educational needs and keep staff up to date with developments and information
- pupil protection systems within the school, including the management of records and standards of recording are overseen
- they provide the link between the school and other relevant safeguarding agencies including the Virtual School for Looked After Children
- all staff, including temporary staff, receive appropriate safeguarding training every year
- there is refresher training for Staff INSET throughout the year
- that parents are aware of policies and procedures, they are kept informed with updated policies available on school website and on paper, when requested and involved as appropriate
- that relevant records are passed on appropriately and safely when children transfer to other schools or settings in line with Southampton City Council Guidance on the Retention and Transfer of pupil protection and pupil welfare records for education including children looked after.
- the school Business Manager ensures that checks and identification are received for any supply teachers that are used by the school
- all supply teachers are given a shortened copy of this policy to inform them of the procedures in school.

- Ensure that pupil protection records/welfare concerns relating to vulnerable children are not destroyed in line with current embargo on destruction under the inquiry into historical sexual abuse. These are retained on CPOMs and in paper copy.
- Help promote educational outcomes by sharing information about welfare, safeguarding and pupil protection issues that include; those with a social worker, those that have or are experiencing a social worker with teachers, schools and leadership staff.
- Know and monitor the vulnerable children within the school
- Understand academic progress and attainment for the vulnerable children to ensure that high aspirations are maintained.
- Ensure that DSLs contact other education settings where families are shared to request a “safeguarding discussion” with the DSL counterpart if needed to e.g. to ascertain safeguarding information or agree shared actions or concerns.
- This is to build awareness of the family and any concerns in order that children and young people’s well-being is **pro-actively protected** and they are safeguarded. Locally this can also be undertaken with GP’s where there is a clear safeguarding concern present. This is not a process where urgent referrals are required where a child is at immediate risk but when a DSL has concerns and needs to have clarity over those concerns in context and if they are for single children or across a family, Advice from CRS should be sought if a DSL is unsure if a safeguarding concern exists, a professional meeting may be recommended.  
\*This is further detailed in Annex B in [KCSIE \(Sept 25\)](#) and through the job descriptions for the DSL’s in Banister Primary\*

## 2.5 LEADERSHIP AND MANAGEMENT

1. We recognise that staff anxiety around pupil protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
2. In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.
3. **Head DSL** is Kate Vincent and the **deputy DSLs** are *Lynsey Heller*, Sam Stott, Tracy Price, Nicola Waight.
4. There is a nominated governor, **Peter MacBride**, who will receive reports of allegations against the head teacher and act on the behalf of the governing body and ensure that the school meets its statutory duties effectively.
5. As an employer we comply with the [“Disqualification under the Pupilcare Act 2006”](#) guidance updated in August 2018
6. Each case of non-compliance is fully investigated, dealt with and in line with Human Resource procedures. Where appropriate; further training is provided, continuation of monitoring situation and staff, disciplinary procedures followed and / or referral to LADO or other appropriate bodies.

### SENIOR MANAGEMENT TEAM RESPONSIBILITIES:

- Contribute to inter-agency working in line with statutory guidance ([Working Together 2023](#))
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the school’s attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and pupil protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures

- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Southampton Safeguarding Children Partnership (SSCP) and Southampton City Council (SCC).
- A DSL will be available in exceptional circumstances, this may be virtually over Microsoft Teams or equivalent.
- DSLs will keep written records of all concerns, discussions and decisions including the rationale of the decisions. This will include any referrals made to other agencies.

## 2.7 CHILDREN'S WISHES

Where there is a safeguarding concern at this school, governing bodies and all leaders ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide, contact or signpost too.

Systems are in place for children to express their view and give feedback when talking with any DSLs and these are always fed back to other agencies involved to operate with the best interests of the pupil at heart and where they knowingly and safely express their views and give feedback.

This cannot include keeping their concerns confidential and all adults have a responsibility to ensure that concerns are recorded and acted upon appropriately and in a timely manner, this may include referrals to agencies and this will always be communicated to the child (may be communicated differently for different ages of children/ development). (KCSiE 2025) following our procedures these are recorded on CPOMs to ensure an accurate account of their views with any words and / or phrases used by the pupil. This is routinely followed up by DSL.

Children are able to access DSLs throughout the school day and know who the adults are. There are posters all around the school with DSL photos. Our PSHE lessons across the school always highlight who we can talk to, where we can go when we need to talk and emphasise that any adult they want to talk to will always be ready to listen. Some children prefer to talk to a "closer" adult within their room; all of our staff are responsive to children's needs, wants and signals to talk and know to contact a DSL should concerns arise.

## 2.9 DEALING WITH ALLEGATIONS AGAINST STAFF

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the head teacher, Kate Vincent.

Procedure will then be followed to ascertain whether; 1) it is an allegation that might indicate a person would pose a risk of harm or 2) an allegation that does not meet that threshold.

The local authority designated officer (LADO) will be contacted in any case where guidance is sought or there is a possibility that the case may reach threshold.

- Allegations that meet threshold - managing cases of allegations that might indicate a person would pose a risk of harm this could include;
- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

### **The LA's Designated Officer is: Jemma Swan**

- Phone: 023 8091 5535
- E-mail: [LADO@Southampton.gov.uk](mailto:LADO@Southampton.gov.uk)

If the allegation is against the head teacher, the person receiving the allegation will contact the LADO and/ or nominated governor directly.

#### 2.9.1 ALLEGATIONS AGAINST SUPPLY TEACHERS AND ALL CONTRACTED STAFF

In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business. Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Governing bodies will discuss with the supply agency or agencies where the supply teacher is working across a number of schools, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or local authority children's social care. Banister and schools will usually take the lead because agencies do not have direct access to children or other school or college staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the school or college during the investigation.

When using a supply agency, Banister will inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

#### 2.9.2 ALLEGATIONS AGAINST ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Banister will follow their safeguarding policies and procedures, including informing the LADO.

#### 2.9.3 ALLEGATIONS AGAINST GOVERNORS

If an allegation is made against a governor, Banister will follow Southampton's local procedures. Where an allegation is substantiated, we would follow the procedures to consider removing them from office.

#### 2.9.4 DEALING WITH ALLEGATIONS AGAINST CHILDREN

1. If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed (Annex). This has been reviewed in line with KCSiE.

## 2.9.5 CONCERNS OR ALLEGATIONS THAT DO NOT MEET THE HARM THRESHOLD

Governing bodies have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns.

### 2.9.1 LOW-LEVEL CONCERNS

As part of our approach to safeguarding, Banister ensures that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including 101 supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

If implemented correctly, this should:

- enable schools to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

### 2.9.2 WHAT IS A LOW-LEVEL CONCERN?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

### 2.9.3 Sharing low-level concerns

Banister ensures that our low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values champion)), or with the headteacher is a matter for the school to decide.

If the former, then the DSL should inform the headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The headteacher should be the

ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools, the headteacher may wish to consult with the DSL and take a more collaborative decision making approach.

#### 2.9.4 LOW-LEVEL CONCERNS WHICH ARE SHARED ABOUT SUPPLY STAFF AND CONTRACTORS

Any low level concerns should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If Banister is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with their LADO.

Banister works hard to ensure we create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

#### 2.9.5 RECORDING LOW-LEVEL CONCERNS.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

At Banister, these will be kept in the personnel filing cabinet. The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, Banister will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a lowlevel concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part four, Section one).

Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again. It is for schools to decide how long they retain such information, but it is recommended that it is retained at least until the individual leaves their employment.

#### 2.9.6 REFERENCES

Part three of KCSiE 25 is clear that schools should only provide substantiated safeguarding concerns/allegations (including a group of low-level concerns about the same individual) that meet the harm threshold in references.

Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

#### 2.9.7 RESPONDING TO LOW-LEVEL CONCERNS.

Banister's low-level concerns policy should set out the procedure for responding to reports of low-level concerns. If the concern has been raised via a third party, the headteacher (or a nominated deputy) should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously, and
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

### 3 SAFEGUARDING CHILDREN

#### 3.1 DEFINITION

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty, deprivation or social exclusion by providing services and support to overcome barriers to achievement. **Safeguarding** is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”.

#### 3.2 RISK TO CHILDREN OUTSIDE THE HOME (PREVIOUSLY KNOWN AS CONTEXTUAL SAFEGUARDING)

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as Risk to children outside the home (contextual safeguarding), which simply means assessments of children should consider whether wider environmental factors are present in a pupil’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Additional information regarding risk to children outside the home / contextual safeguarding is available here: [Contextual Safeguarding](#).

Safeguarding covers a broad agenda and aims to achieve the following:

- to protect children from maltreatment
- to prevent impairment of children’s health, mental wellbeing or development
- to ensure children that are growing up in circumstances consistent with the provision of safe and effective care
- that we undertake our responsibilities as a school to enable children to have optimum life chances so they can enter adulthood successfully.
- **Safeguarding** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood. Our safeguarding practice applies to every pupil.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Pupil** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, stepparents and foster carers.

#### 4. ROLE OF BANISTER PRIMARY SCHOOL

The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupils' welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential through;

##### BEING HEALTHY

###### *AIMS:*

The school will promote pupil's health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

The school will work closely with health professionals to monitor pupils' health and ensure that pupils with health needs receive the extra support they need to fully participate in education.

Pupils affected by their parents, or their own substance misuse will be referred to Southampton Early Help or CRS (CHILDREN'S RESOURCE SERVICE) team to receive advice and support.

##### STAYING SAFE

###### *AIMS:*

The school aims to provide a safe learning environment where pupils are:

- kept safe from accidents whilst at school and during outings
- protected from maltreatment through the implementation of Southampton Safeguarding Children Board pupil protection procedures and safe recruitment practices
- taught to keep themselves safe via safety messages delivered through the curriculum and other forums
- feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

##### ENJOYING AND ACHIEVING

###### *AIMS:*

The school will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

##### MAKING A POSITIVE CONTRIBUTION

###### *AIMS:*

The ethos of the school is one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Pupils are encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

The school follows DCSF guidance "Recording and reporting racist incidents" in order to challenge racist abuse or harassment by pupils and promote good race relations.

##### ACHIEVING ECONOMIC WELLBEING

###### *AIMS:*

The school ensures that pupils build awareness and aspiration in relation to further education, training or employment.

The school works with a variety of other schools, Primary and Secondary as well as HE and FE providers to ensure pupils have experience of educational settings at all levels and access to the resources and training that they can provide.

#### 4.1 KEY SAFEGUARDING POLICIES

- [Supporting children with medical conditions](#) (2015)
- Banister Health and Safety Policy
- Safe Working procedure Medical support to Pupils
- ICT and Acceptable Use of Technology
- Banister Social media policy for staff and pupils
- Children missing education (Southampton City council adopted)
- Anti bullying policy (on our website)
- Online Safety policy (on our website)
- Banister RSE Policy
- Banister PSHE Policy
- Banister Peer on Peer abuse Policy
- Banister Intimate care
- Banister SEND Policy and Procedures and Local Offer
- [First Aid](#) - Within Banister Primary, all Learning support and Lunchtime Supervisors are fully qualified First Aiders and attend training with St John's ambulance. We also have a number of paediatric first aiders within school also.
- [Pupil protection policies and procedures listed in section 4 Prevent guidance DFE 2023](#)
- [Safeguarding children and safer recruitment in schools](#)
- [Keeping Children Safe in Education \(Sept 2025\)](#)
- Health and safety and risk assessments (see section 5.7 of this policy)
- Educational visits (ensuring pupils are safe on school outings – see school policy)
- Monitoring visitors (see section 5.4)
- Safe recruitment (see section 5.1)
- Banister Anti-bullying and behaviour
- Banister Anti-discrimination and equality
- [Children Missing Education \(CME\) 2024/25](#)
- [“Learning together to be safe”](#) (2015– guidance on keeping pupils safe from targeting by violent extremists)
- [Guidance for schools on gangs and group offending](#)
- [Guidance on dealing with forced marriage](#) (2010– contains guidance for schools and colleges on what action to take- see chapter 5)
- [Government guidance SEN](#)– see the school's as well as the School's Local Offer
- Banister Attendance Policy
- Banister Behaviour and exclusions - see the school's Behaviour Policy and Procedures
- [Children and young people - participation - The Department for Education](#) 2024
- [Screening and searching](#) 2022
- [Exclusion – see the school's Behaviour Policy and Procedures Exclusion guidance - The Department for Education](#) 2024

All of these are available, on the school or DFE website and if a written request is made to the office, we are able to provide the Banister Policies in paper form.

#### **4.2 SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND / OR HEALTH ISSUES**

The school supports all pupils who have been assessed as having additional needs or are subject to a child protection or children in need plan. All children are made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

Governing bodies ensure our child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO (Natasha Roberts).

Banister always considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the department's:

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#).

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. Information for Southampton's SENDIASS services can be found following [this link](#); Banister actively recommends our families to SENDIASS.

- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people

#### 4.3 POWERS REGARDING MANAGEMENT OF CHILD BEHAVIOUR

The school acknowledges guidance from the Department of Education which provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school.

Details of these may be found in the policies listed at the following links.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf) (Governors guidance for behaviour and discipline)

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf) (Screening and confiscation)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) (Use of reasonable force)

The school also acknowledges that Southampton strongly advises schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools' police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

The school is familiar with Southampton's local policies on use of physical intervention / restraint and guidance on carrying out searches of pupils. In line with the guidance in Keeping Safe in Education (KCSiE 2025, para 163-165, page 45-46) We recognise that using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions should be carefully considered due to the additional vulnerability of these groups. In accordance to both our Behaviour and Suspension Policy we proactively plan positive behaviour support for more vulnerable children and agree them with parents and carers to reduce the occurrence of challenging behaviour and the need to use reasonable force.

#### 4.4 WORKING WITH PARENTS AND CARERS

Parents and carers have the main responsibility for safeguarding and promoting their pupil's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- make parents and carers aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or printed on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers

- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

#### 5.5 INTER-AGENCY WORKING

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children’s workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the Universal Help Assessment to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

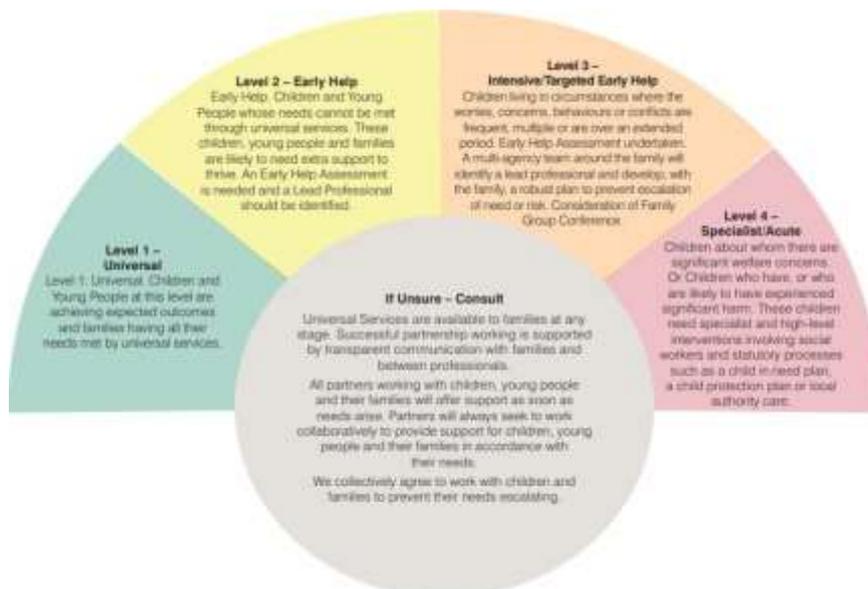
The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings and that Pupil Protection / Pupil in Need Plans are fully supported.

The school will liaise with Southampton’s lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

**The school will escalate any concerns they have regarding on-going children’s welfare to the relevant agency worker then line managers and will continue to follow this up to the lead officers if needed.**

#### 4.6 REFERRALS TO OTHER AGENCIES AND CHILDREN’S RESOURCE SERVICE (CRS):

At some time or another, all of us need a little bit of help. Whether that is from a GP helping us to understand a condition for our pupil, school nurse supporting parents with concerns on bedtime routines or toileting, accessing jobs or writing CV’s. Southampton has redesigned its provision to focus on this early stage of support. Southampton uses the Conversation Model of Practice to discuss of a family could benefit from additional support or where there are safeguarding concerns for a child. Southampton recognises that we all need help at some point and they have developed their new provision continuum.



For full details please follow [this link](#) for pathways Southampton Children’s resource service (CRS)

#### 4.6.1 CONTACT WITH OR REFERRAL TO THE CRS CAN RESULT IN ONE OF THE FOLLOWING OUTCOMES:

1. Advice, information and guidance provided
2. Universal services continue to meet the needs of the child and family

3. Recommendation to explore single agency support
4. Recommendation to complete an Early Help Assessment and Early Help Plan
5. Referral to SCC Children and Families First
6. Referral to the SCC Young People's Service
7. Referral to Children's Social Care Services for Section 17 Child in Need Assessment
8. Referral to Jigsaw, for assessment and support as the child has complex needs/disabilities
9. Section 47 Child Protection Investigation (Single or joint agency with Hampshire Constabulary)
10. Emergency 999 response

#### 4.6.1 FAMILIES FIRST ASSESSMENT AND SUPPORT:

Families First is designed to help the school to support the whole family through a holistic family-centred plan, which is driven the family themselves. Families can request support and referrals and may already be working with the school to access help they might need. A holistic assessment allows the school to access a large range of agencies and support that could be offered to parents from a family engagement worker to support at home with organisation, routines and structure, to debt planning support, health and medical support for ongoing concerns raised by the parent to parental signposting for support groups.

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home. Staff who are concerned that a pupil may require extra support and services from FSC because they are in need should inform one of the Designated Safeguarding Leads to discuss their concerns. If it is felt appropriate, an Early Help Assessment will be completed with the family and if appropriate will be shared with Early Help team to request extra agency support.

Any pupil may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a pupil who:

- is disabled or/ and has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
  - has a mental health need
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal or exploitation;
- is at risk of being radicalised or exploited;
  - has a family member in prison or is affected by parental offending

- is in a family circumstance presenting challenges for the pupil, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered pupils
- Is at risk of so-called honour-based abuse such as Female Genital Mutilation (FGM) or Forced Marriage
- Is persistently absent from education including persistent absences for part of the school day

Help can be given in a number of ways, for example:

- a Family Engagement Worker is linked to a family to provide intense, practical, hands-on support
- support towards finding a job or training
- help with specific needs - for example to address issues such as: alcohol, depression or anxiety, domestic abuse or parenting skills

As part of Early Help's support, an assessment of the whole family's needs, written by the family with support will be undertaken and a plan will be put in place. This plan is reviewed at regular Team Around the Family meetings.

The family are key to identifying barriers, prioritising their needs and the professionals are there to support and enable them to achieve this. The family support will remain in place until the family feel that it is no longer needed.

#### Parental refusal of support:

Where a parent has / is and continues to refuse support that has been offered and the outcomes for the pupil are not improving, or decreasing the Designated Safeguarding Lead has a duty of care to make a referral to the Multi Agency Safeguarding Hub without consent if necessary.

#### 4.6.2 CHILDREN IN NEED:

Referral for a social work service will be made by way of a referral to the CRS (CHILDREN'S RESOURCE SERVICE) team for children who are likely to be assessed as being a pupil in need under section 17 of the Children Act 1989. (<https://sccrportal.southampton.gov.uk/services/request-childrens-resource-service>) These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.

#### 4.6.3 CHILD PROTECTION REFERRALS:

Referral for a social work service will be made by way of an referral to the CRS (CHILDREN'S RESOURCE SERVICE) team for children who are likely to be assessed as being a pupil in need under section 47 of the Children Act 1989.

<https://www.southampton.gov.uk/children-families/childrens-social-care/report-a-concern-about-a-child/>

Staff will consult with parents, if appropriate, prior to making any referral to discuss the matter and gain consent to refer the child/family. If a child already has an attached social worker, referrals will be made directly to them via a telephone call followed by an email. If the worker is unable to be reached, a phone call and referral will be made directly through the CRS (Children's resource service) explaining the above situation.

#### 4.6.4 ROLE OF CHILDREN RESOURCE SERVICE (CRS)

CRS is responsible for carrying out Southampton's statutory duty to safeguard and promote the welfare of children in the city by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by CRS is based on the assessed level of need or risk the pupil is experiencing. Levels of need and risk and corresponding responses by CFSC are explained in the division's eligibility criteria for services.

#### 4.6.5 SOUTHAMPTON CHILDREN ADVICE AND DUTY SERVICE (SCADS)

Banister may decide to call the Advice and Duty Service, who provide support and advice to professionals when a safeguarding concern has been raised to a designated safeguarding lead. All information shared will be reviewed together with any existing departmental records and a manager with SCADS is consulted before a decision is reached within a 24hr period. Concerns discussed may include;

- Signposting and advice
- Response to be provided by Universal Services
- Consideration of Early Help services
- Social Work assessment
- Closure after advice

#### 4.6.6 SOUTHAMPTON MULTI AGENCY SAFEGUARDING HUB (CHILDREN'S RESOURCE SERVICE)

The Multi-Agency Safeguarding Hub (CRS (CHILDREN'S RESOURCE SERVICE)) is the single point of contact for all safeguarding concerns regarding children and young people in Southampton. It brings together expert professionals, called "navigators", from services that have contact with children, young people and families, and aims to make the best possible use of their combined knowledge to keep children safe from harm.

It does this by: Acting as a "front door" to manage all safeguarding referrals

- Researching information held on professional databases
- Providing a secure and confidential environment for professionals to share information
- Identifying low-level repeat referrals which taken in isolation may not appear concerning
- Prioritising referrals using a BRAG (Blue/Red/Amber/Green) rating
- Referring cases to other agencies
- Activating "first response" social work services to provide immediate protection for a pupil

All referrals must be acted upon and decisions made within 24 hours and communicated to the school via phone or email. If the school has not heard the outcome of a referral the Safeguarding Leads have a duty to call and request this at the earliest opportunity. All referrals and decisions will be kept on the schools CPOM system.

#### 4.6.7 CRS (CHILDREN'S RESOURCE SERVICE) PARTNERS:

The Southampton CRS (CHILDREN'S RESOURCE SERVICE) comprises a Team Manager, screening officers, social workers and a number of staff, known as navigators, from different core teams and agencies. The navigators are supervised by their own agencies, but the CRS (CHILDREN'S RESOURCE SERVICE) Manager coordinates their contributions to CRS (CHILDREN'S RESOURCE SERVICE) and oversees the day to day activity within the CRS (CHILDREN'S RESOURCE SERVICE).

The CRS (CHILDREN'S RESOURCE SERVICE) Manager has the final say in all safeguarding decisions. There will also be a newly created post entitled Universal Help Advisor to co-ordinate and support work at the universal level. The core partners represent the following agencies/bodies:

- People Directorate, Southampton City Council
- Chief Constable Hampshire Constabulary
- Southampton City Integrated Commissioning Unit
- Southern Health NHS Foundation Trust
- Solent NHS Trust
- University Hospital Southampton NHS Trust
- National Probation Service West Region and CRC Hampshire
- Southampton Voluntary Services Core partners
- Children's Social Care
- Police
- Health
- Education
- YOS
- Housing
- Family Matters
- IDVA Service
- Voluntary Services
- Probation
- Adult Services

All core partner agencies have signed an Information Sharing Agreement.

#### 4.6.8. MULTI-AGENCY WORKING

Set out in KCSiE 2025 is the following information that all staff in Banister adhere to:

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are in place. Locally, the three safeguarding partners (the local authority; the clinical commissioning group; and the chief officer of Hampshire police will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated

safeguarding leads, should make themselves aware of and follow their local arrangements. Southampton Safeguarding Children Partnership – Improving the safety & wellbeing of Southampton's Children & Young People ([southamptonscp.org.uk](http://southamptonscp.org.uk))

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children with relevant agencies. To fulfil this role the three safeguarding partners have made arrangements to allow all schools (including Independent school and those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. The ability of VCSE providers to engage and contribute will be developed in the coming year. The strength of local partnership working relies on all safeguarding partners working collaboratively together with relevant agencies, whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of children. The SSCP arrangements engage local organisations and agencies to collaborate and provide targeted support to children and families. The local approach also enables joint identification of, and response to, existing and emerging needs, and to agreeing priorities to improve outcomes for children.

The relevant agencies for the SSCP arrangements are named as:

1. All mainstream, special, independent, academies, and free schools based in the Southampton unitary authority area. When named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.
2. The inclusion of VCSE and Private providers in arrangements will be formally developed over 2022/23

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Banister Primary works with social care, the police, health services and other services, including other schools to promote the welfare of children and protect them from harm. This includes providing a coordinated offer when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. In line with guidance; Banister Primary allows access for children's social care from Southampton City Council and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

## **5 CHILD PROTECTION**

### **5.1 ROLE OF SCHOOL**

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- [Keeping Children Safe in Education \(DFE Sept 2025\)](#)
- [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(DFE July 2023\)](#)
- [What to do if you're worried a pupil is being abused \(DFE March 2015\)](#)
- [Education Inspection Framework for Ofsted Inspectors \(August 2019\)](#)
- [The Southampton Safeguarding Children Board pupil protection procedures](#)

In line with these policies and procedures, the school will carry out the following:

- ensure that the school has a senior member of staff who is designated to take on lead responsibility for pupil protection issues
- ensure staff are aware of their responsibilities and receive adequate training to enable them to carry these out.
- identify those pupils where there are pupil protection concerns and refer the pupil on to FSC

- attend pupil protection case conferences and core groups in order to effectively share information about risk and harm
- contribute to the development and monitoring of pupil protection plans as a member of the core group
- carry out the school's role in implementing the pupil protection plan, continually monitor the pupil's wellbeing, and liaise with the allocated social worker as required.

## 5.2 RECORDING AND REPORTING CONCERNS ABOUT A CHILD

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. This includes information where a child / young person has been observed or reported being the victim or involved in harmful actions or behaviours towards a peer. Staff will make a brief and accurate record of the concerns in the child's own words (if disclosure or allegation) or the evidence that has led to the concerns.

If the DSL is not available or there are immediate concerns, the staff member will refer directly to children's social care via CRS (CHILDREN'S RESOURCE SERVICE).

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate or in the best interest/ wishes of the pupil/other children.

***N.B.** The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police. Advice can be obtained from the DSL and the DSL should be made aware by the teacher.*

Staff in our school, through training are aware that if a child makes a disclosure about harm that this must be reported without any delay to the DSL. Any child who reports any form of harm, including of sexual harassment by a peer will be taken seriously and the same procedure will be followed.

Referrals, especially where urgent action is required should never be delayed for a full record to be written. CP records will be stored securely and away from the main pupil records. At Banister, we use CPOMS (a secure online management system).

We recommend that when recording information that the member of staff recording ensures a factual record is made without emotive language or opinion and any initial actions taken, the DSL records reasons for decisions made and who made them e.g. why/ why not referred to CRS, e.g. why information shared with/without consent. This enables records to be evaluated, if necessary, in the future and provide context to decisions taken were that member of staff to leave and a new staff member take over responsibility. (Records may be required for court documents and therefore the factual accuracy of them is essential)

Where it has been determined that it will not increase the risk to the child to do so consent will be sought from the parent in all cases where referral to any partner is going to be made. The reason for this decision will also be recorded. Advice calls can be made to CRS to determine if a referral to CRS or others is an appropriate and proportionate course of action.

Records should clearly record time and date, and who has made the record, as well as who took any decisions. It should record specific words/ information used by the child, actions/ reasons for decisions taken should be kept.

## 5.3 CONFIDENTIALITY

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Decisions to share/ not share information will be recorded together with the reasons for this within a child protection or welfare concern record.
- The best's interests of the child will be placed at the heart of decision making to share information, especially where contextual information is included.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action or re-training needs will be considered for any staff breach of confidentiality.

#### 5.4 LISTENING AND RESPONDING

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

All staff are expected to record ALL concerns however small they may be in our school system.

All staff are expected to respond in line with school procedures to any incidents of inappropriate behaviours that may result in harm between children/ young people to support the ethos that these behaviours are unacceptable and not tolerated in our setting.

#### 5.5 REPORTING

- Staff will notify DSL of any child already open to Children and Families First, Child in Need or a Child Protection Plan where there is an unexplained absence, behaviours/ information that may be different than usual or known who in turn will assess the info and inform the allocated Social Worker.
- Staff will record any concerns for children not open to services with the same consideration, noting a factually accurate record, including any initial actions and outcomes from that which will demonstrate each adults responsibility to safeguard all children and young people.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- In our setting reporting is completed using the following process:
- Reporting will be without delay
- In our setting during school hours this means reporting directly to a DSL if child is at risk of harm and recording this on CPOMs.
- In our setting out of hours or during holidays this means calling a DSL to alert them to the concerns and recording this on CPOMS as soon as is possible.
- If a DSL is unavailable this means by making an advice call to CRS/ reporting to police if a crime has been committed.

All staff understand, through our whole school training, that if there is a mandatory reporting duty linked to the information that they will be asked to complete this in a timely manner so as to ensure safeguarding of the child or young person. This may also involve needing to be spoken to by police.

Concerns that are raised by staff relating to after school clubs incidents or information will be raised through the referral to the out of hours team first via telephone referral to seek advice, then via the e-referral to CRS (Children's resource service). All contact and advice will be logged on CPOMs with copies of the referral.

## 5.6 RECORD KEEPING

- Any member of staff who has concerns about the welfare of a child must share this information with the DSL. In our school the system for recording all concerns is CPOMS, if an immediate risk or a referral is required the member of staff should report to the DSL directly without delay.
- Staff will make a brief, factually accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the DSL, and recorded first-hand by the teacher/ employee in the school system. The DSL will analyse risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.
- CP records will be stored securely and away from the main pupil records.
- Disciplinary action will be considered for staff not reporting or recording information in a timely manner in line with school/setting policy.

## 5.7 REFERRAL

- The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact CRS for further advice.
- Usually the DSL will inform the parents and gain their consent prior to making a referral however there are situations where this may not be possible or appropriate as it would increase the risk to the child or lead to considerable delay in sharing of information which would not be in the best interests of the child.

A DSL will ensure that a report is always sent to every multi-agency/ child in need or child protection meeting. They or another appropriately trained and informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

## 5.2 CHILD PROTECTION PROCEDURES

The following procedures set out what actions the school will take where there are Child protection concerns regarding a pupil.

### 5.2.1 PARENTS

All parents will struggle with the behaviour of their pupil(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their pupil(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. Pupil experiencing sleep issues, wetting / soiling or even height and weight concerns. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, perception or risk, neglect, basic care or medical treatment places the pupil(ren) in situations of risk or harm or where non engagement and refusal to engage leads to the outcomes for the pupil not improving.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the pupil(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate Early Help Services

#### 5.2.2 RECOGNITION

- Staff have a responsibility to identify those children who are suffering from harm, abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude 12 images and/or videos can be signs that children are at risk. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B of KCSiE in Education 2025 and from section 12 onwards in this policy.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated leaders and advice sought on what action should be taken. The discussion will then be recorded on CPOMs.
- Concerns may be monitored over time and will be recorded on CPOMs .
- Details of any concerning incidents should also be recorded. Designated leaders are to be alerted via the alert mechanism on CPOMs to any incidents causing concern. If the concern relates to disclosure see below.
- Any information shared by parents or pupil that helps to create a picture of changes in the pupil's life e.g. new baby, moving home, parental split will also be recorded.

#### 5.2.3 DEALING WITH DISCLOSURES AND RECORD KEEPING

If a pupil discloses to a member of staff that they are being or at risk of harm / abuse, the member of staff will:

- listen to what is said and accept what the pupil is saying
- allow the pupil to talk freely
- reassure the pupil but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be
- reassure the pupil that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the pupil to tell their story and record this in the pupil's own words
- explain what will happen next and who has to be told
- make a formal record and pass this on to a designated leader immediately then record the conversation and disclosure on CPOMs.

**If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

Make an initial record of the information

Report it to the DSL / head teacher immediately

The DSL or head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or head teacher are not immediately available (see point 8 below)

Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions they were involved in.
- Any injuries
- Explanations given by the pupil / adult wherever possible in their words
- What action was taken
- Any actual words or phrases used by the pupil.

All concerns raised, disclosures, discussions and decisions made, and the reasons for these decisions, will be recorded in writing in line with the guidance in KCSiE (2025). Information is kept confidential and stored securely online using our Child Protection management system, CPOMs. Our records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.



**Following a report of concerns from a member of staff, the DSL must:**

Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care

Normally the school should try to discuss any concerns about a pupil's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance

with DfE guidance, this should only be done when it will not place the pupil at increased risk or could impact a police investigation. The pupil's views should also be taken into account.

If there are grounds to suspect a pupil is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub (and make a clear statement of:

- a. the known facts
  - b. any suspicions or allegations
  - c. whether or not there has been any contact with the pupil's family.
- If the DSL feels unsure about whether a referral is necessary they can phone the CRS (CHILDREN'S RESOURCE SERVICE) to discuss concerns. Where there is any doubt about whether the concerns raised meet the thresholds for a pupil protection referral, the designated leader may discuss the case on a "no names" basis with CRS (CHILDREN'S RESOURCE SERVICE) over the phone, to obtain advice on how to proceed.
  - Parental consent must be sought prior to the referral being made unless to seek consent would place the pupil at risk of further harm, interfere with a criminal investigation or cause undue delay in taking action to protect the pupil. **If parents do not consent, but the pupil is at risk of significant harm, the referral should still be made.**
  - If the pupil already has an allocated CFSC social worker, the referral should be made directly to them. If the pupil is not already known to CFSC, referrals should be made to the CRS (CHILDREN'S RESOURCE SERVICE) team.
  - If the pupil is Looked After by another Local Authority outside of Southampton, a referral should be made to their home local authority and attached Social Worker as well as CRS (CHILDREN'S RESOURCE SERVICE) in Southampton.
  - Referrals will be in writing using the online referral system and a copy placed on CPOMs. Urgent referrals will be accepted by telephone but must be confirmed referral by the end of the day.

If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.

The DSL must confirm any referrals in writing to the CRS (CHILDREN'S RESOURCE SERVICE), within 24 hours, including the actions that have been taken. The written referral should be made using the CRS (CHILDREN'S RESOURCE SERVICE) referral form which will provide children's social care with the supplementary information required about the pupil and family's circumstances.

If a pupil is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.

Where there are doubts or reservations about involving the pupil's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or head teacher should take the pupil to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a pupil requires urgent hospital attention.

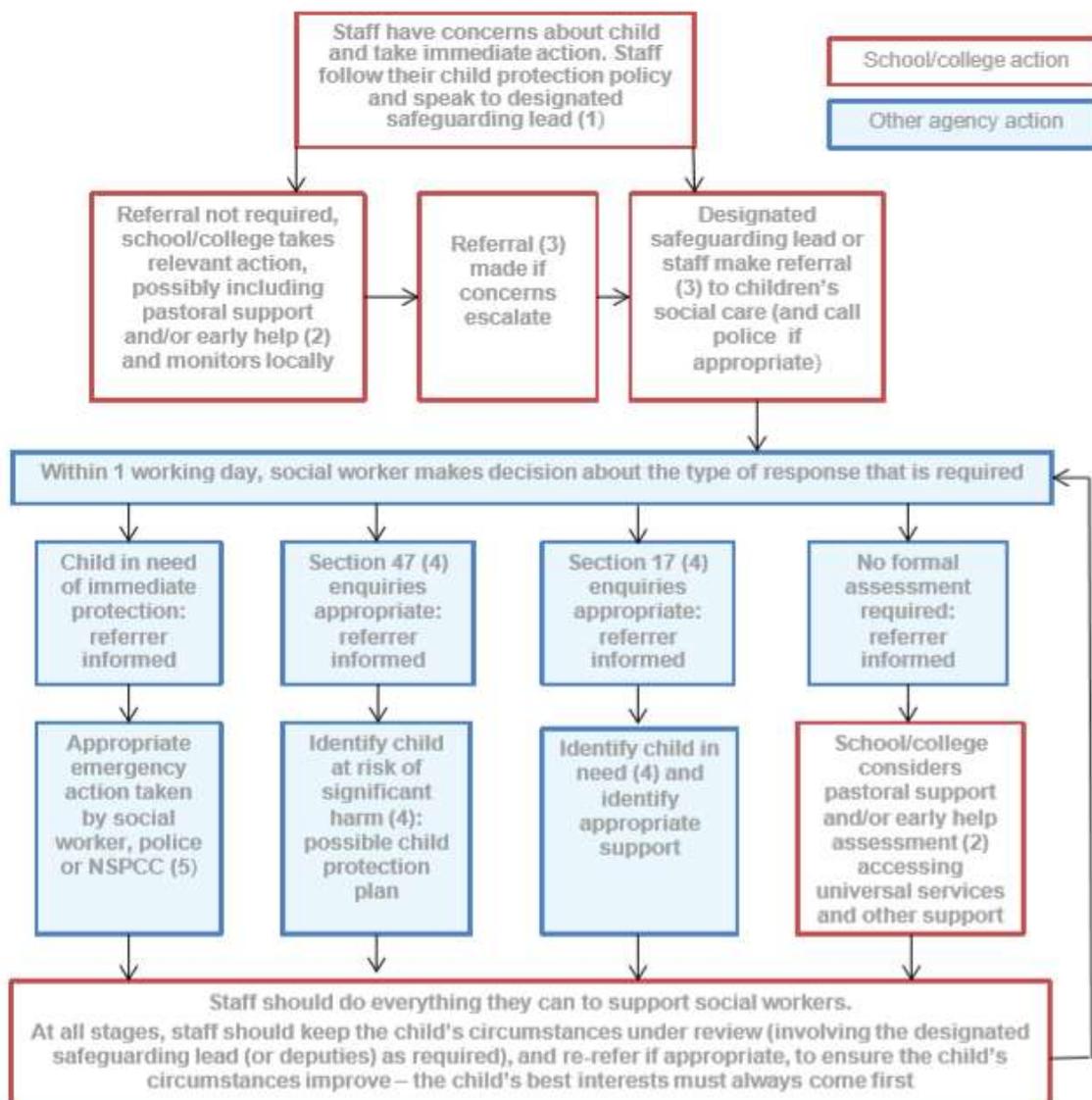
BRAG rating			
<b>Flaming Red</b>	Immediate risk	Requires immediate action	Within 2 hours *Possible to dispense with consent
<b>Red</b>	Possibly suffering abuse but not at immediate harm	Requires immediate action	Within 6 hours *possible to dispense with consent
<b>Amber</b>	Complex issues and significant concerns	Require action, not immediate	Within 24 hours *Can dispense with consent if justified
<b>Green</b>	There are concerns regarding a pupil's wellbeing	These do not meet statutory requirements (e.g. poor school attendance) Consideration will be given for Families First.	*consent required
<b>Blue</b>	There is no safeguarding concern	The issue can be dealt with by a Universal service.	The issue can be dealt with by a Universal service.

Following the BRAG rating

- Blue: If the rating is Blue then the contact is directed to a Universal service, or information and advice is provided.
- Amber or Green: If the rating is Amber or Green, the contact is passed to the CRS (CHILDREN'S RESOURCE SERVICE) navigators.
- Red: If the rating is Red, the contact is passed to both the CRS (CHILDREN'S RESOURCE SERVICE) navigators and the Child Protection Team at the same time, so they can start a pupil protection assessment immediately.

The designated officers will record all referrals on CPOMs, telephone conversations, emails and contact relating to the referral, dated and timed to ensure accurate information relating to each case.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

### 5.2.5 ATTENDANCE AT CASE CONFERENCES AND CORE GROUPS

- The designated leaders will liaise with CFSC to ensure that all relevant information held by the school is provided to CFSC during the course of any pupil protection investigation.
- The designated leaders will ensure that the school is represented in person for Pupil Protection case conferences, Pupil in Need meetings and core group meetings. This will be the attached leader for that family.
- The lead designated officer will ensure that they are updated regarding the pupil through discussions with the staff involved with the family, reading the current information and actions on CPOMs, progress towards any actions set and the general wellbeing of the pupil / children.

- A full report will be submitted to Pupil Protection reviews prior to the meeting and a copy will be kept on file in CPOMs. This will be formed using information above and will be shared with the Head Teacher prior to the meeting. The report should also be shared with Parents / Carers prior to the meeting.

#### 5.2.6 ESCALATION

[http://www.proceduresonline.com/4lscb/southampton/p\\_conflict\\_res.html?zoom\\_highlight=conflict+resolution](http://www.proceduresonline.com/4lscb/southampton/p_conflict_res.html?zoom_highlight=conflict+resolution)

- At no time will professional dissent detract from ensuring that any pupil is safeguarded. If professionals are unable to resolve differences, this will then be addressed to senior staff. Banister expect that any decisions from Social Services will be documented alongside their reasons. If this is not yielding the outcome the school feels is needed; the DSL or Head Teacher will escalate further to Head of Children's services and or the LADO. The last resort for any escalation is the Chief Exec and a formal complaint.

#### 5.2.7 MONITORING

Where a pupil is the subject of a pupil protection plan and the school has been asked to monitor their attendance and welfare as part of this plan:

- monitoring will be carried out by the relevant staff member in conjunction with the designated leader
- all information will be recorded on the CPOMs database under the appropriate headings
- the designated leader will notify FSC if the pupil is removed from the school roll, excluded for any period of time or goes missing from education or if concerns are escalated during the interim times. Records of all contact with any agencies will be kept on CPOMs.

#### 5.2.8 RECORDS

- Pupil protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate from the pupil's education records. These records will be securely held within the school.
- The designated leader is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding section of the CPOMs and all records will be dated as to the date and time of the incident
- Records should show:
  - ❖ what the concerns were
  - ❖ what action was taken to refer on concerns or manage risk within the school
  - ❖ whether any follow-up action was taken
  - ❖ how and why decisions were made.
  - ❖ how communication to home was achieved and by whom and when
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- In event of an incident causing concern for the pupil's welfare, reports will be written by all staff involved and an investigation will take place with the children, if appropriate by the designated leaders.
- Where a pupil who is subject to a protection plan transfers to another school, the designated teacher is responsible for ensuring that copies of all relevant records are passed to the designated pupil protection teacher at the new school, that is meeting is arranged and the history of the family and pupil shared. All records are transferred in line with Southampton City Councils guidance on the retention and transfer of pupil protection and pupil welfare records for education including children looked after.

- Pupil protection records will only be kept until the pupil leaves the school, the children's documents will be sent to the receiving school as soon as it has been confirmed and where possible in person or through transfer on CPOMs.

### 5.3 CONFIDENTIALITY AND INFORMATION SHARING

Keeping Children Safe in Education 2025 sets out the following with regard to information sharing:

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging (concerns for welfare may be noticed) or where a child is already known to the local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. This is one example; each individual case should be reviewed separately and where in doubt schools should seek their own independent legal advice.

**The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

Further details on information sharing can be found:

Working Together to Safeguard Children, which includes a myth-busting guide to information sharing, page 20-21

[Working Together to Safeguard Children 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90121/working-together-to-safeguard-children-2023.pdf)

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, The seven golden rules for sharing information within this document will be especially useful.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

The Information Commissioner has published guidance on employment records in its, The Information Commissioner Employment Practices Code which provides some practical advice on record retention.

Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. [Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. (Further information: *Retention and transfer should be completed in line with SCC Retention and transfer of records policy, published on Young Southampton and circulated to all Head teachers, DSLs and Chairs of Governors January 2022*). For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff: designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college or provider, receive the file as required, and ensure that the information is read, and relevant information disseminated to those who the DSL determines need to know in order to safeguard young people.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be necessary and proportionate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, or to support significant welfare and have that support in place for when the child arrives or to ensure the safeguarding of the child. This decision should be clearly recorded in system as to the reasons for the decision to share.

*In SCC we recognise the importance of welfare (concerns or support below statutory services for CP and CiN) and educational records, for example for assessments regarding SEND and support for academic development, or mental and emotional well-being and include these in the information that settings should pass on to the next setting so as to proactively support young peoples well-being and limit the opportunity for educational neglect (Appendix 4) by organisations.*

“safeguarding discussions” should be a feature of protecting children and young people – including between schools where families are shared to establish context and awareness of concerns. Any discussions should be recorded as to their purpose, outcome and actions as a result in the school’s concerns log system.

### [Data Protection legislation 2018](#)

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation. As part of meeting a pupil’s needs, governing bodies recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. It is also important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

#### *BANISTER PROCEDURES FOR HOLDING INFORMATION:*

- All information obtained by school staff about a child and their family is confidential and can only be shared with other professionals and agencies with the family’s consent, however in cases such as initial multi-agency strategy meetings; the DSL needs to record what was shared, with whom, when and why it was shared in the best interests of the child.

- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with CRS and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the pupil requested by CRS.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Before taking this step, the school should consider the proportionality of the disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the pupil?
- Parental consent to refer need not be sought if seeking consent is likely to cause further harm to the pupil, interfere with a criminal investigation or cause undue delay in taking action to protect the pupil. However, schools should discuss with the CRS social worker to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated leader or seek advice from the CRS.
- Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools must make aware the key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEND.

Further guidance: HM Government 2015 Information Sharing:

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-adviceChildren,YoungPeople,ParentsandCarers). The seven golden rules for sharing information

[The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department.

Additional guidance from [Keeping Safe in Education \(2025\)](#) specifies that Professionals in a strategy discussion or the initial evaluation of the case should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Fears about sharing information **Must not be** allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

#### 5.4 TRANSFER OF CHILD PROTECTION RECORDS OR WELFARE CONCERNS

[Guidance on the Retention and Transfer of Child Protection records, Child Welfare and learning records for Education, including Children Looked After \(southampton.gov.uk\)](https://www.southampton.gov.uk)

- It is stated in KCSiE 2025 that it is our, the sending schools, responsibility to pass on any records to any new school/setting in a timely manner, and that if there is provision that should be in place for day 1 or information that should be known to safeguard a child then this can be shared prior to day 1. In such instances, this can be completed by the DSL's and both schools should keep a record that this has occurred.
- KCSiE 2025 sets out the legal position where a school can decide to share without consent – and should be read and understood by all our staff responsible for sharing information onwards.
- If our school receives information to prepare for day 1 for a child, we will record how we received the information, when, and what actions were put in place as a result of this. This discussion is not be held in lieu of the transfer of the record. We will follow up with any setting where we do not receive records that we have been made aware of in a timely manner.
- We follow SCC policy for the retention and transfer of child protection and child welfare records, January 2022 and always do this with parental consent unless to do so would increase the risk to the child. Decisions to share with/ without consent are recorded in the safeguarding log/school system. A record of transfer and receipt by the new organisation is obtained and recorded in the safeguarding log/ school system or securely in line with the storage of child protection records.

#### 5.5 TRANSFER OF EDUCATIONAL RECORDS, NOT THE CTF

[Guidance on the Retention and Transfer of Child Protection records, Child Welfare and learning records for Education, including Children Looked After \(southampton.gov.uk\)](https://www.southampton.gov.uk)

SCC have defined Educational neglect and recognise that this can be parental, child, professional or organisational. (See Appendix 4). The failure to transfer records to the next educational establishment or training provider in a timely manner constitutes to potential educational neglect if, for example, the records support assessments made that support the educational development of the child. Failure to transfer may also be neglectful under the statutory duties set out within the SEN Code of Practice 2014. Transfer of educational records is set out in the transfer of child protection, child welfare and education learning records policy January 2022 (link above)

In our school we recognise that we may have information that will support the educational development of a child/ young person that is beyond that covered in the aspects within the CTF. The CTF will be transferred as per statutory requirements and any additional supporting information transferred under local agreement or the transfer of records policy accordingly in line with GDPR and data protection Act 2018.

Local Arrangements through the transition project are in place, and decisions may be made for sharing prior to a child starting their next school so as to prepare specific arrangements or provision required to maintain specific provisions, if this occurs the decisions need to be proportionate, necessary and a record of decision making retained.

## **6.0 SAFEGUARDING ISSUES**

Safeguarding issues are those that can place children at risk of harm (KCSiE 2025). Within a school and society these are wide-ranging and there is an extensive set of advice, guidance and legislation that schools are required to follow to ensure children's safety.

Any child is vulnerable, and the expectation is that all people working or volunteering in Southampton education settings (maintained, academy, free, Independent or post-16 education) recognise that any child could be subjected to any form of abuse or exploitation themselves directly, or as witness. These experiences are adverse and can impact upon children greatly – both short and long term and into adulthood. The more Adverse childhood experiences (some of which would be of a safeguarding nature) a child has the greater the complexity of their impact, therefore the earlier the intervention the lower the likelihood or long term impact is in particular for experiences that are below the statutory services threshold for intervention. Staff in schools are in a unique position to be able to recognise and report where they have concerns to their DSL or in some cases to the police directly. However small or unsure a member of staff is about their concern the ethos that is expected across all settings is that that no concern is too small to report and record. ALL concerns should be recorded to enable any patterns or trends to be identified. This enables a full picture of observations to be held in oversight by the DSL/s of the setting. These small pieces of information may help to protect a child or young person from further harm or adverse experience. Issues that SCC recognise are key to ensuring children's safety are included below. NOTE: This list is not exhaustive and is subject to changes in legislation/ guidance.

## **7.0 SAFE LEARNING ENVIRONMENT**

### **7.1 RECRUITMENT AND SELECTION PROCESS**

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable and do not pose any kind of risk. The school will follow the guidance set out in:

[Safeguarding children and safer recruitment in education](#) (DFE 2011)

[Disqualification by Association under the pupil care Act 2006](#)

[HTTPS://WWW.GOV.UK/GOVERNMENT/PUBLICATIONS/STAFFING-AND-EMPLOYMENT-ADVICE-FOR-SCHOOLS](https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools)

[Home \(saferrecruitmentconsortium.org\)](#) includes links to risk assessment template for volunteers

[Safer recruitment training: online & in-person | NSPCC Learning](#)

It is noted that in KCSiE 2025 has continued the extension of safeguarding provisions and pre-appointment checks as stated below:

Para 237\_“The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers. Some safer recruitment regulations do not apply to these providers and as such some of the “musts” for colleges do not apply to them. These checks are an essential part of safeguarding, carried out to help employers check the suitability of candidates. Therefore, the providers set out above should carry out these pre appointment checks. This has been made clear via footnotes “(58-103)

The school follows the safer recruitment processes outlined in Part three of KCSiE 2025. On all our recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. In our school regularly means every year for safer recruitment training.

In our school the staff and governors who are safer recruitment trained are:

Peter MacBride (Chair of Governors)

Annie Smith (School Business Manager)

Kate Vincent (Head Teacher)

The safer recruitment courses our staff undertake are run by the NSPCC as recommended by Southampton City Council. This provides assurance the content is up to date and in line with KCSiE 2025.

The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed. These include; prohibition from teaching, sanction or restriction, ensuring references are from senior colleagues and recent employer and obtain verification of last employment if not currently employed.

### **Shortlisting**

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on GOV.UK

For example:

- if they have a criminal history
- if they are included on the children's barred list
- if they are prohibited from teaching
- if they are prohibited from taking part in the management of an independent school
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted
- if they are known to the police and children's local authority social care
- if they have been disqualified from providing childcare (see paras 263-267), and,
- any relevant overseas information.

This information will only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted. Applicants will be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.

The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

Banister Primary:

- ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach)

- consider any inconsistencies and look for gaps in employment and reasons given for them, and,
- explore all potential concerns.

In addition, as part of the shortlisting process Banister Primary will be carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two - Legislation and the Law for information on data protection and UK GDPR.

As part of our pre-employment checks we will verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. At Banister, we always see to check the name on their birth certificate.

- All applicants for positions that involve regulated activity will be subject to enhanced checks with the Disclosure and Barring Service to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more or four days in a single month.
- Banister will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- Banister will ensure that all DBS checks carried out on staff recruited and the school will ensure that the Employer's guidance as laid out by the DFE are followed through the update service yearly.  
[https://assets.publishing.service.gov.uk/media/68b836c9cc8356c3c882aa13/Staffing\\_and\\_employment\\_guidance\\_for\\_schools\\_-\\_Sept\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68b836c9cc8356c3c882aa13/Staffing_and_employment_guidance_for_schools_-_Sept_2025.pdf)
- Banister will seek to verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- Verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks Banister considers appropriate (see 262-267); and,
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- before employing a person to carry out teaching work in relation to children, Banister must take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State.
- Banister ensures that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State (see paragraph 234 for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE (see paragraph 236), before its abolition in March 2012;
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that successful applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices. Electronic applications for successful applicants will require a signature to verify all employment history is accurate

- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training, which includes Keeping Children Safe.
- Training for Safer recruitment is undertaken every 2 years by members of the panel.
- Although the Head Teacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- Banister will use a checklist to ensure all safe recruitment practices are carried out for every applicant applying for posts. School staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Banister will keep a single central record of all staff, volunteers, contractors and governors that includes details of all checks carried out and the outcome of these checks in the format shown within appendix.
- Where staff are recruited via third parties such as employment agencies, the Head Teacher and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the DBS disclosure prior to making any decision regarding the individual's employment. Their identity will be checked when agency staff first present for work.
- A further DBS check will be made via Capita HR Solution for all agency staff appointed.
- In addition, as part of the shortlisting process Banister will carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two - Legislation and the Law for information on data protection and UK GDPR.

The school will:

- verify the applicant's identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents
- carry out enhanced DBS checks, normally via Capita HR Solution team who will notify the school of the outcome
- in the case of teaching staff, check the applicant's academic and vocational qualifications and registration status
- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of at least 2 referees, including previous and recent employers.

The school will keep copies of the following documents:

- ❖ Documents used as proof of identity
- ❖ A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
- ❖ Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers)

## 7.2 APPLICANTS WHO HAVE LIVED / LIVE OUTSIDE OF THE UK

- All staff will have the same checks undertaken but in our school we have deemed the following additional checks necessary for those who have lived or worked outside of the UK:

These checks are in line with Part three KCSiE 2025

- Para 237,238,285-289 sets out information regarding checking events outside of the UK in respect of people who have worked overseas and also those who have since within three months of the current application met criteria set out.
- A risk assessment will be completed and stored securely with personnel file for any member of staff who has information included within the DBS or any other checking process, it will include the names of staff and governors who undertook the risk assessment and decisions made and any review date.
- A risk assessment will also be carried out for all volunteers carrying out duties/ activities within school or organised by the school. This will include the names of staff completing this, outcomes of relevant checks and assess suitability for the role. Governors will maintain oversight of risk assessments.
- Para 254-257 set out usage of the DBS update service that our school will follow if it applies to any individual applying to our school.
- The carrying out of separate barred list checks must only be carried out in the circumstances set out in paragraph 237 KCSiE 2025.
- For those persons who may have been commissioned to work with children in our setting through agencies or who are employed by another body but work in our school as a trusted adult e.g. after school clubs we have undertaken assurance of the checks that have been carried out and checked the persons identity.

#### 7.1.2 Employment history and references

The purpose of seeking references is to allow employers to obtain factual information to support appointment decisions. Banister will obtain references before interview, where possible, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.

Banister will:

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect of any disciplinary investigations)
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- always verify any information with the person who provided the reference
- ensure electronic references originate from a legitimate source

- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and,
- ensure any concerns are resolved satisfactorily before appointment is confirmed. When asked to provide references, Banister will ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

Further guidance on references, including on the position regarding low-level concerns, is set out in Part four of KCSiE 25

References are an important part of the recruitment process and should be provided in a timely manner and not hold up proceedings. Any repeated concerns or allegations which do not meet the harm threshold which have all been found to be false, unfounded, unsubstantiated or malicious should not be included in any reference.

### 7.1.3 SELECTION

Banister will use a range of selection techniques to identify the most suitable person for the post. Those interviewing should agree structured questions. These may include:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children
- exploring their skills and asking for examples of experience of working with children which are relevant to the role, and,
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

The interviews should be used to explore potential areas of concern and to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:

- implication that adults and children are equal
- lack of recognition and/or understanding of the vulnerability of children
- inappropriate idealisation of children
- inadequate understanding of appropriate boundaries between adults and children, and,
- indicators of negative safeguarding behaviours.

Any information about past disciplinary action or substantiated allegations should be considered in the circumstances of the individual case. Pupils will be involved in the recruitment process in a meaningful way. Observing short listed candidates and appropriately supervised interaction with pupils/students is common and recognised as good practice. All information considered in decision making should be clearly recorded along with decisions made.

### 7.1.4 PRE-APPOINTMENT VETTING CHECKS, REGULATED ACTIVITY AND RECORDING INFORMATION

This section provides the legal requirements that governing bodies need to understand (and which must be carried out) when appointing individuals to engage in regulated activity relating to children. It covers the importance of ensuring the correct pre-appointment checks are carried out. These checks will help identify

whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). These checks should be seen as part of the wider Banister whole school safeguarding regime, which will continue following appointment.

This section also explains what information schools must record on the single central record.

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All schools and colleges must:

- verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found on the GOV.UK
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children).
- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available; See paragraph 266-267 KCSiE 2025.
- verify the candidate's mental and physical fitness to carry out their work responsibilities.<sup>66</sup> A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see 285-289) and,
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation. In addition:
  - Banister will ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State (see paragraph 258) for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE (see paragraph 260), before its abolition in March 2012
  - before employing a person to carry out teaching work in relation to children, colleges must take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State
  - Banister must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations. Further details about the application of these arrangements are provided at paragraphs 268-272.

#### 7.1.5 REGULATED ACTIVITY

In summary, a person will be engaging in regulated activity with children if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children

- will be working on a regular basis in a specified establishment, such as a school, or in connection with the purposes of the establishment, where the work gives opportunity for contact with children
  - An enhanced DBS certificate (with barred list information where appropriate) is required.
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once. Further details on regulated activity below.

### **Regulated activity**

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government has produced [Factual note on regulated activity in relation to children: scope](#).

Regulated activity includes:

- a. teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b. work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.<sup>73</sup> Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- c. relevant personal care, or health care provided by or provided under the supervision of a health care professional:
  - o personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;<sup>74</sup>
  - o health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve teaching, training; and
- supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.

### 7.3 RECORDING INFORMATION AND THE SINGLE CENTRAL REGISTER

September 2019, updated August 2023 [Inspecting safeguarding in early years, education and skills settings - GOV.UK](#)

The Single Central Register is fully compliant with current guidance - KCSiE 2025, and in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" September 2023.

The SCR in our school includes a record of all checks undertaken and the outcome, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or unregulated activity is accurately recorded (and relevant activity if college requirements apply).

Where an individual's details or role has changed the SCR should be updated and files supporting the SCR should include the updated information e.g. Certificate to support change of name, change of role to increase checks required. It should also include the date this change took effect.

Supply staff information should be stored securely – information should be received from the supply agency, downloaded and checked prior to the individual starting regarding checks carried out for the role. It should include the date the information was received, who it was checked by and when.

At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or governors and a record of this monitoring and any actions required is held and checked for action completion and effectiveness

Where any adults have regular access to our building, for example on-site pre-school staff, and therefore our children the information that we would require if they were a member of staff is held by the school on the single central register and is checked regularly in line with our own staff.

### 7.5 TEACHER STATUS CHECKS

- This includes prohibition from teaching checks. These are carried out via the DfE secure access portal <https://www.gov.uk/guidance/check-a-teachers-record>. This information must be recorded and dated on the Schools Single Central Register. SCC expects that who carried out the check is also recorded. We check all qualified teachers that are appointed to any position in our school. We include the additional checks as set out earlier if required.
- There are a number of individuals who are subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012- it is a pre-appointment check for all staff to whom this could apply at our school.

### 7.6 SECTION 128 CHECKS

- For all governors in a maintained school/setting a Section [128 check](#) will be carried out, date of check and outcome recorded on the single central register. In academies/free/ independent schools a Section 128 check will be carried out and outcome recorded on the single central record for all those in management positions (head of department or above). This is carried out via the DfE secure portal as for prohibition from teaching.

- The Section 128 check will also be disclosed **IF** an enhanced DBS with Barred list information is requested **PROVIDING THAT** “Children’s workforce of independent schools is specified for the barred list check. In our school we include the Section 128 for those it is relevant for within our DBS process **or** we check the Section 128 for all new relevant roles on appointment, role change that requires it, and termly. It can only be requested if the role is relevant to the Section 128 check.

#### 7.7 DISQUALIFICATION UNDER THE CHILDCARE ACT

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- They are employed and/or provide early year’s childcare (this covers the age range from birth until 1 September following a child’s fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school’s choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years’ provision.

As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified. Staff are clear the disqualification responsibilities to report relate to just themselves.

If a member of staff is impacted we will seek advice from the LADO or HR provider as to how to manage the situation proportionately and appropriately under current guidance ensuring our ability to safeguard all children is not reduced.

NOTE: This self-declaration is separate to the requirement for schools to consider suitability to work with children – KCSiE: part 4: section 1 para 355- 356 4<sup>th</sup> bullet point.

#### 7.8 DBS CHECKS

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will take out police and other checks (i.e. List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals who are considered to

be unsuitable to work with children to the DBS. Enhanced DBS checks (which include barred list checks) will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- Teaching
- Training
- Supervising
- Care
- Guidance and advice
- Driving a vehicle
- Personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children. Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the school, for example the Head Teacher or governor, and the following will be taken into consideration when deciding on whether or not to take out a DBS check:

- the age of the children
- their level of vulnerability
- the numbers of children in the group
- the nature of the role
- opportunities for contact with the children.

The school has robust day to day staff management and supervision and clear procedures for reporting and acting on concerns.

Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role. Permanent members of staff and long term volunteers will have an enhanced DBS check every three years.

In line with Keeping Children Safe in Education; any member of staff who has harmed or has poses the risk of harm to a pupil where the harm test would be applicable DSL would make immediate referral to DBS following investigation.

#### 7.9 Types of DBS checks

These are the types of checks available.

- Basic DBS check – this provides details of convictions and conditional cautions considered to be 'unspent' under the terms of the Rehabilitation of Offenders Act 1974.
- Standard DBS check –this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out.
- Enhanced DBS check – this provides the same information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC) as a Standard DBS check, plus additional information held by the police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed. The position being applied for/or activities being undertaken must be covered by an exempted question in the

Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002.

- Enhanced DBS check with children's barred list information – where people are working or seeking to work in regulated activity relating to children, this allows an additional check, to be made, about whether the person appears on the children's barred list, along with a check of the Police National Computer records plus additional information held by the police as above. The position being applied for or activities being undertaken must be eligible for an enhanced DBS check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check. In addition, this check can also include information as to whether an individual is subject to a section 128.

It is not intended that personal care includes such activities as, for example, parent volunteers helping with costumes for school plays or helping a child lace up football boots. This legislation does not provide a list of job roles that are eligible for this check – such a list does not exist. Instead, The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 sets out the 'exempted questions' for which a Standard DBS check can be obtained. Similarly, The Police Act 1997 (Criminal Records) Regulations 2002 set out the purposes for which an Enhanced DBS check can be obtained, and The Police Act 1997 (Criminal Records) (No 2) Regulations 2009 list the circumstances in which an application for an Enhanced DBS check can also include suitability information relating to children (a children's barred list check and confirmation as to whether an individual is subject to a s.128 direction). It is important to note that the Regulations can also remove roles, duties or activities through the removal of an exempted question or of a particular purpose. Any individual (including an applicant for a job which does not involve working with children) can be asked to apply for a Basic criminal record check. This will show only unspent convictions and cautions.

#### 7.9.1 DBS FOR GOVERNORS

Governors at Banister are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Banister will also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor in accordance with the updated advice from [Keeping Children Safe in Education \(2025\)](#)

#### 7.9.2 VOLUNTEERS

The Head Teacher will ensure that unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom, are:

- subject to a DBS check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 5.2 for details)
- competent to carry out the duties assigned to them
- only assigned duties suitable to their qualification and experience
- suitably supervised by teaching staff at all times
- fully inducted in relation to all school policies and procedures. It is the Head Teacher's responsibility to decide whether or not an individual volunteer requires DBS checks depending on the level of contact with pupils. This also applies to governors, who are treated as volunteers for the purposes of carrying out DBS checks

#### 7.10 SITE SECURITY AND VISITORS

<https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises>

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The Head Teacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the Head Teacher will apply the frequent or intensive basis test.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Head Teacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  - ❖ informed to report to reception on arrival
  - ❖ expected to wear a name-badge or carry some form of identification at all times when on the school premises
  - ❖ suitably supervised by school staff at all times
  - ❖ made aware of school health and safety procedures.
- The Head Teacher and the board of governors will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate pupil protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

#### 7.10.1 USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

The school will only allow use of the school premises by other organisations outside of school hours for the purposes of providing supplemental schooling if:

- the school's articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school;
  - ❖ an internet search on the organisation
  - ❖ checks with Southampton Community Safety and the local police

When services or activities are provided by the governing body, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.

The governing body will therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

#### 7.11 DISQUALIFICATION BY ASSOCIATION

The school previously implemented the Pupilcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Pupilcare Act 2006 are not able to work within the school. However, an update in Aug 2018 of the statutory guidance [Disqualification under the Pupilcare Act 2006](#) removed disqualification of association for individuals working in pupil care in non-domestic settings e.g. Schools / Nurseries.

#### 7.12 STAFF

##### 7.12.1 INDUCTION AND TRAINING

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, Duties under Prevent and also duty to report FGM, the staff behaviour policy/code of conduct, part one of Keeping Children Safe in Education, September 2022.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding will be kept up to date in school.

- The Head Teacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures, including *What to do if you are worried a pupil is being abused guidance*, and that staff are fully aware of their role in implementing these.
- The designated leaders will ensure that all staff are fully inducted with regard to the school pupil protection procedures and that they receive safeguarding and pupil protection training on a yearly basis.
- The school will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive training which should enable them to:
  - ❖ develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
  - ❖ describe inter-agency roles and responsibilities for safeguarding children
  - ❖ procedures to follow during disclosures, concerns and worries about a pupil
  - ❖ understand what will happen once they have informed someone about those concerns
  - ❖ make a full contribution to the process of pupil protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the pupil protection process
  - ❖ demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the pupil and their family.
  - ❖ Complete and record effective reports using CPOMs.
- The designated leaders will receive:
  - ❖ Child Protection Officer training
  - ❖ Attend refresher training yearly to ensure they are kept up to date with changes and focuses

##### 7.12.2 INDUCTION OF VOLUNTEERS

Induction will be undertaken with volunteers proportionate to their role, following a satisfactory risk assessment being completed for each individual. This should include informing them of actions they are reasonably expected to take within the role they are volunteering within to safeguard children in their care, it would include how to report any incidents or concerns and how to recognise any concerns and what to avoid in line with our child protection policy (add link). SCC asks that expectations about how to respond in the moment to any child-on-child/peer on peer abuse or harassment will be set out for all adults to provide consistency for these incidents, as appropriate to volunteering role.

- It will include the recording of the role and responsibilities and if the role is in regulated or unregulated activity

#### 7.12.3 STAFF CODE OF CONDUCT AND SAFE TEACHING PRACTICE

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with children and their families. This can be found in the Staff Code of Conduct Policy and forms a part of induction process for all staff, including expectations for volunteers.

It sets out the expectations the actions to take is needing to challenge any inappropriate behaviours by adults or children/young people towards others with regards to sexual abuse and harassment and any personal or protected characteristics, as well as the expectation that any concerns regarding adults working with children from our setting will be reported to the DSL or head teacher, or if the headteacher to the chair of governors or equivalent person.

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF “Guidance for safer working practice for adults working with children & young people” (2009).
- Staff have read fully, the school’s ‘Staff Handbook’ and signed to state that they are in agreement with the policies included and that they know and understand their roles and responsibilities within school.
- Staff will be expected to follow Southampton’s social media policy for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils.

#### 7.12.4 TRAINING

All staff in our school are expected to be aware of the signs and indicators of abuse, neglect and exploitation, understand that children can be at risk of harm inside and outside the school, inside and outside the home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation. so that staff are able to identify cases of children who may be in need of help or protection, our staff must be able to respond appropriately.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and

other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

Training is provided every year for all staff, with separate induction to all new staff on appointment. All staff sign annually to acknowledge they have attended/read and understood the training, or in between if any updates are issued. The DSL will attend DSL specific role training every two years, with regular annual updates to enable them to fulfil their role. *(based on KCSiE 2025 guidance).*

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

Information for visitors should be clear so as they can raise any concerns whilst in school. It should include the names of DSL/s and how to contact them. It should also set out any expectations regarding for example, use of mobile phones.

Banister Governing body and our Lead DSL ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other 33 things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 KCSiE 25 for further information) at induction. The training is regularly updated throughout the year. The [‘plan technology for your school service’](#) can be used to self-assess against the filtering and monitoring standards.

Induction and training is in line with any advice from the safeguarding partners. All staff receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Governing body of Banister and our lead DSL ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, these specifically include: online safety (paragraph 126 KCSiE 25) and for children to be taught about safeguarding, including in relation to online safety (paragraph 128 KCSiE 25 that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

\*An overview of training online is attached in Annex

#### 7.12.5 TAKING AND THE USE AND STORAGE OF IMAGES

<https://ico.org.uk/for-the-public/schools/photos>

1. As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual
2. We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a pupil (or teacher) appearing in them leaves the school or if consent is withdrawn.
3. Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

4. We will take and print photographs to show what a child can do or has participated in. These may also be displayed within school, or in books. They may be shared with visitors, inspectors, moderators or other professionals as a part of assessments, sharing practice or achievement. We will seek to ensure parent/ carers understand this and agree to this use.

### 7.13 STAFF RESPONSIBILITIES

All staff have a key role to play in identifying concerns early and in providing help for children. In using the term staff we refer to anyone working within our setting on a paid or voluntary basis.

To achieve this they will:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk and are listened to.
- Read and indicate they understand **at least** [Part 1 KCSiE 2025](#) in addition to Banister's own policy and processes, **or** if directed to by the governors part A where relevant to their role which does not work directly with children.
- Banister and SCC also requests that our Staff read and understand Part Five of KCSiE p 112, and are made aware of the Report from the Ofsted review of Sexual Abuse in schools and colleges, June 2021; Annex B KCSiE Page 149.
- All staff sign to confirm they have read and do understand the contents of KCSiE together with any local or school processes such as those to be launched as part of the [child on child abuse toolkit](#) (November 22) / FGM / Prevent and [Neglect Toolkit](#) (Southampton April 22). It is advised that staff are asked to ask/submit any questions required for clarification within a clearly defined timescale and this may indicate they require additional training/information so that they understand their safeguarding responsibilities which should be provided at the earliest opportunity.
- Ensure that all staff are aware of the additional vulnerabilities that may exist for children who are looked after, those with SEN or a disability as well as those who are on a child protection or child in need plan or who have been subject to one.
  - Ensure pupils know that there are adults in the school whom they can approach if they are worried about any problems.
  - All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
  - Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
  - Attend training in order to be aware of and alert to the signs of abuse.
  - Maintain an attitude of "it could happen here" with regards to safeguarding.
  - Record their concerns if they are worried that a pupil is being abused and report these to the relevant person as soon as practical that day.
  - If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 5).
  - Follow the procedures set out by this policy and any updates issued by bulletin, the LSCB and take account of guidance issued by the DfE. Also follow procedures set out in any other related policy for example safeguarding, offsite visits, intimate care.
  - Support pupils in line with their pupil protection plan.
  - Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.
  - Treat information with confidentiality but never promising to "keep a secret".
  - Notify DSL of any pupil on a pupil protection plan who has unexplained absence.

- In the context of early help, staff will notify colleagues and/or parents of any concerns about their pupil(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.

All staff should be aware of systems within Banister which support safeguarding and these will be explained to them as part of their induction;

- Child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and 4 Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff should receive appropriate safeguarding and child protection training; at Banister this includes; online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 140 for further information) at induction. The training is updated at least year and when trends / patterns or emerging themes occur nationally, locally or within school that affect our children.

In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to local authority children’s social care and for statutory assessments<sup>7</sup> under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children’s social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children and/or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

#### 7.14 HOW TO ESCALATE PROFESSIONAL DISAGREEMENT

Escalation Policy for the Resolution of Professional Disagreement | Hampshire, Isle of Wight, Portsmouth and Southampton

- At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL in the first instance, and an email record/ notes retained by both parties.
- If any professional in our school remains dissatisfied with another professional/agencies response to the raising of a concern then the relevant manager should be contacted and the SSCP/HIPS procedures for escalation should be followed. Advice may be sought from SCC officers.
- SCC provide a regular drop- in to discuss any procedural issues (for safeguarding professionals to raise concerns about process or discuss any issues prior to the need to escalate and to ensure that the systems for the protection of children is effective).

#### 7.15 ALLEGATIONS AGAINST STAFF

**Southampton City Council's Designated Officer is: Jemma Swann**

**Phone:** 023 8091 5535

**E-mail:** [LADO@southampton.gov.uk](mailto:LADO@southampton.gov.uk)

In the event that an allegation is made against a member of staff or volunteer, the school will follow Southampton's Safer Working Practice policy.

The Head Teacher will be the school representative for the purposes of the allegations procedures and will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence; if allegations are made against the Head Teacher, the allegations will be referred to the Chair of Governors.

Procedures also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases. Banister will always contact the LADO for advice and consultation regarding low level concerns (KCSiE 2025)

Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at: Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.

In our setting we will also ensure all staff are clear about how to report and manage concerns raised about any adults at our setting, or working with children we become aware of, and recognise that they may be at or below the threshold for LADO involvement, often referred to as low-level concerns, this will include a revision and if needed extension of our staff code of conduct and duty to report concerns- [low-level-concerns-guidance-2021.pdf \(farrer.co.uk\)](#).

Where allegations made against staff are found to be unsubstantiated, unfounded, false or malicious our DSL will firstly, consider if any support is required for the child making the allegation. If a report is shown to be deliberately invented or malicious, our DSL will also consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy/ teacher or governor standards/ staff code of conduct.

Our information to staff also includes when low level concerns can be included in a reference or may meet the harm threshold for LADO.

#### FOR NOTE:

- Where a teacher or supply agency worker has been dismissed through safeguarding concerns or would have been had they not resigned our school will consider, with HR advice, and engagement with LADO, if the need to refer to the DBS is present. This is a legal duty and failure to refer when the criteria are met is a criminal offence- See Part 4 KCSiE 2025.
- Consideration of referral to the Teaching regulation agency, with HR advice must also be undertaken if any serious misconduct dismissal – or if a person would have been dismissed if a person had not resigned or left. Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.
- Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children
- Whistleblowing policy – all staff are made aware of the policy and how to use it.

#### 7.16 WHISTLEBLOWING

The school fosters a culture of openness in line with the 'Freedom to speak up review'. Systems are in place to ensure that staff feels enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children. These should be reported to the Head Teacher.

Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Southampton's lead officers for pupil protection or safeguarding where there are issues regarding the welfare of a child
- Ofsted whistle-blowing line on 0300 123 3155 where there are issues regarding the school's overall procedures around safeguarding.
- The Head Teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or colleges safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team in the first instance.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)<sup>16</sup>  
<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

#### 7.17 ALLEGATIONS AGAINST SUPPLY TEACHERS

In the event that an allegation is made against a Supply Teacher, the school will follow Southampton's Safer Working Practice policy. It will contact the Agency responsible for the Teacher and share the allegation that has been made. The Head Teacher will be the school representative for the purpose of the allegation procedure and will link and provide timely communication with the Agency and LADO for all allegations raised.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at: Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.

**\*Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).\***

#### 8.1 HEALTH AND SAFETY AND RISK ASSESSMENTS

##### 8.1.1 POLICY

Governing bodies are legally responsible for ensuring the safety of pupils and staffs within the school environment and ensuring that schools have a robust health and safety policy in place. The Department of Education has issued advice to schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Governing bodies should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training. Within Banister, the named member of staff for Health and Safety is Ciaran Murrison.

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools-22>

- The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act.
- All risks are required to be assessed and recorded plans of how to manage the risk are in place and reviewed where appropriate. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail Banister Primary Health and Safety Policy

The nominated staff member, who has responsibility in their role to ensure health and safety policy and practice is effective are: Annie Smith (lead), Ciaran Murrison and Jeremy Darios (Site Team) and Vivek Kholi (Governor responsible for Health and Safety)

## 8.2 SITE SECURITY

[www.gov.uk/government/publications/school-security](http://www.gov.uk/government/publications/school-security)

- We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:
  - All gates are locked except at the start and end of the school day. Gates are closed at 8:30 and remain closed until 2:55. Lateness or access to school can only be done via our Office.
  - Doors are kept closed to prevent intrusion
  - Visitors and volunteers enter at the reception and must sign in and out.
  - Visitors and volunteers are identified by showing school staff their identification.
  - Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
  - All children leaving or returning during the school day have to sign out and in.
  - Empty classrooms have windows closed
  - Arrangements for before and after school meetings and activities are clear and followed at all times
  - Emergency procedures are practiced regularly and known by all staff, including those temporarily in positions of responsibility, a record of practice and learning is retained by Annie Smith and Ciaran Murrison.
  - Pupils understand what to do in an emergency such as fire
  - Parents have clear lines of communication set out during emergency procedures and are expected to follow these so as to support the effectiveness of any multi-agency response required
  - Staff know the expectations for challenging unrecognised adults or young people on site
  - These arrangements will be reviewed regularly by leaders and governors for the safety of all, in line with local or national government guidance. The review will be recorded and inform and changes required.

Southampton also regularly provide schools with specialist health and safety advice: The advice covers issues such as reporting accidents, communicable diseases, safer management, risk assessment, science and technology safety and school trips and journeys.

## 8.3 RISK ASSESSMENTS

Risk assessments are a method of:

- identifying hazards
- evaluating the risks these hazards may present to pupils and staff
- deciding on appropriate action to eliminate or reduce these risks.

The school carries out risk assessments:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are significant changes to the school environment or school practices
- following any serious incident.

#### 8.4 OFF SITE VISITS

[www.hampshireoutdoors.com](http://www.hampshireoutdoors.com)

<http://oeapng.info/evc/>

All staff are provided with Outdoor Leader training with Hampshire County Council, including Learning Support Assistants, to equip them to effectively lead and minimise risks on school trips. No adult is permitted to take children on a trip, even if locally, without a qualified Outdoor leader with them and a risk assessment that has been completed. The appointed Educational Visits Co-ordinator (currently Tracy Price) liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. The EVC needs to complete training or refresher training every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.

All risk assessment forms are stored and completed on the [Hampshire Evolve site](#)

A list of training dates and qualified outdoor leaders are also kept with the School Business Manager within the HR files.

Where a visit includes at least one overnight stay in UK Banister School will have risk assessed the accommodation. (**Annex E KCSIE 2025**)

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place offsite within and outside of the normal school day. These may or may not include overnight stays.

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a specific review of an existing assessment may be needed to take in to account staffing and pupils in addition to the activity. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.

At our school, all offsite activities for 2025/2026 school year will be risk assessed regarding the activities to be undertaken, transport arrangements.

- A risk assessment will be completed by the activity leader, this may be through a pre-trip visit if appropriate.
  - The Risk assessment will be shared with the nominated EVCC/ senior leader.
  - The Risk assessment and trip information will be shared with all staff participating in time to read and understand their own responsibilities during the trip.
  - All trips offsite will include at least one first aid trained member of staff (may be more depending on activity and numbers of participants) who will be present on each offsite trip, there may have been a pre-trip to risk assess/ review prior risk assessment.
  - A register of pupils offsite will be shared with nominated administration staff and contact numbers, medical information and offsite activities forms will be taken on the trip and accessible by all staff participating.
  - A copy of any individual medical plan will also be taken, together with relevant medication that may be required, with a responsible staff member named to monitor the child/ adult.
  - The governing body will monitor this process throughout the year.
- Where a visit includes at least one overnight stay in UK the school will have risk assessed the accommodation.
  - Where offsite learning is a part of a child's educational provision consideration will be given to the need of an offsite activities risk assessment in addition to any transport and educational activity risk assessment from a safeguarding perspective.

#### 9.0 CHILDREN WHO ARE MISSING FROM EDUCATION (CME)

There are various reasons a child may be deemed as CME which include, but are not limited to:

- Child not starting at school when they reach compulsory school age and therefore never entering the system
- Failing to transition between schools. For example, at phase transfer or if a family moves from one local authority to another
- A delay in applying for a new school place upon arriving in the city
- Refusing an alternative offer of a school place, when the preferred school is full
- Leaving a school, with no forwarding education provision or destination

The school is aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Our attendance policy clearly states who needs to be notified and what action should be taken and any relevant timescales. A child is not a child missing education if they are simply absent from school when on roll and attendance should be expected. Usual absence processes followed for these pupils considering if there is potential safeguarding issue with the absence that needs addressing.

The school refers to Southampton's "Children missing from education" policy and Southampton's Children's Safeguarding Partnership advice, which is updated annually, on missing children protocol which provides further details as well as ensuring awareness and following guidance from DFE (September 2016)

<https://www.gov.uk/government/publications/children-missing-education>

<https://www.gov.uk/government/publications/school-attendance>

<https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>

[Local guidance can be found in the new School Improvement website \(Dec 2016\) within the documents titled “CME guidance for schools” published by SCC, “CME procedures” published by SCC “Children Missing Education, statutory guidance for local authorities” September 2024](#)

We recognise our statutory duty as a school to follow the guidance relating to any child we are aware of who, for example, does not begin school as expected or moves with no forwarding school known.

- We recognise that it is important that agencies work co-operatively, and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral will be made to the CME Officer as soon as possible having undertaken reasonable investigations.
- If we are aware of a child who is moving and parents/carers have not provided any forwarding address or school, we will contact the CME officer for advice at the earliest opportunity having attempted to find out this information.

Where a parent notifies the school that they are removing the pupil so they can be educated at home, the following notifications are made:

- The Education Welfare Service is notified of all decisions
- A referral to Southampton’s Missing Pupil Officer will be made and communication shared and updated as appropriate with any new information
- If the pupil is already known to Social Services, their allocated social worker is notified immediately
- If the pupil is not known to Social Services, but the school has concerns about their welfare or academic needs, the designated Designated Safeguarding Leader will meet, where possible, with the receiving school with paper copies of our incidents, referrals, academic tracking and interventions to share with that school.
- If the pupil is not known to social services and there are no concerns for welfare or academic needs the school will telephone the receiving school to share all information appropriate with them including past attainment and progress.

The Local Authority officer for contacting to provide information and advice is:

Eliza Theobald-Morgan: [eliza.theobald-morgan@southampton.gov.uk](mailto:eliza.theobald-morgan@southampton.gov.uk)

- Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a pupil is missing does not reduce risk of harm to that pupil, and all absence or non-attendance should be considered with other known factors or concerns.
- DSLs and staff should consider:
  - Missing lessons:
    - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the pupil remain on the school site or are they absent from the site?
    - Is the pupil being sexually exploited during this time?
    - Are they late because of a caring responsibility?
    - Have they been directly or indirectly affected by substance misuse?

- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?
- Single missing days:
  - Is there a pattern in the day missed? Is it before or after the weekend suggesting the pupil is away from the area? Are there specific lessons or members of staff on these days?
  - Is the parent informing the school of the absence on the day?
  - Are missing days reported back to parents to confirm their awareness?
  - Is the pupil being sexually exploited during this day?
  - Do the parents appear to be aware?
  - Are the pupil's peers making comments or suggestions as to where the pupil is at?
- Continuous missing days:
  - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
  - Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
  - Have we had any concerns about physical or sexual abuse?
- The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

#### HOW TO NOTIFY THE LOCAL AUTHORITY

The local authority has recently re-issued detailed operational guidance to schools on steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns. Copies are available from the Children Missing Education Officer, and on [www.youngsouthampton.gov.uk](http://www.youngsouthampton.gov.uk).

- Our school recognises that patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties.

#### 9.1I CHILDREN WHO ARE ABSENT FROM EDUCATION

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. At Banister, it is important that we use this contextual safeguarding information for persistently absent pupils, that may highlight abuse response to persistently absent pupils and children missing education supports identifying such abuse, to help prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where;

- ❖ children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child),
- ❖ where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support that Banister uses includes:

- Statutory Guidance on school attendance '[Working together to improve school attendance](#)' 2024, including information on how schools work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).
- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

### 9.1 MULTI-AGENCY PUBLIC PROTECTION ARRANGEMENTS

Where the school is made aware of a parent or person who will visit the school who has a conviction that is subject to MAPPA the school will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all.

Our school will liaise with all agencies to ensure all recommendations are put into place, with those who need to know having awareness, and review arrangements whenever required by partners. These recommendations will be put into place for any pupil transferring school/ setting by the DSL contacting the new school prior to transfer to mitigate any risk that could arise if they were not to communicate this to the receiving setting.

A record of the discussion will be held by the sending school, as well as the receiving school and as per other transfers a record of the transfer of information will be retained by both schools.

### 9.2 ELECTIVE HOME EDUCATION

Many home educated children have an overwhelmingly positive learning experience. We expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll 41.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, LAs, schools, and other key professionals will work together to coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.

### 9.3 COLLECTION OF CHILDREN FROM SCHOOL

The school has procedures in place regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents/ carers are made aware that the school should be notified of who will normally collect the pupil and of the need to notify the school in advance if these change, giving details of the person authorised to collect the pupil. If the person collecting is a new adult, who has not been introduced to the school but whose authorisation has been received from the parent, ID will be requested and checked and a copy placed in the pupil's file.

Parents / carers are also asked to inform the school where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the pupil, the school will not allow the pupil to leave and will contact the parent / carer immediately.

The school also has a procedure in place to deal with situations where a pupil is uncollected at the end of the school day:

- The school will check with the pupil to see if there are any changes to arrangements for collection and try to make contact with the parent / carer or other family members, and wait with the pupil until someone comes to collect them.
- Children should not be released into the care of another parent even where they offer to take the pupil home until confirmation can be gained from the parent / carer.
- If no contact can be made with the parent by 3.10pm, if the pupil is not attending after school clubs, or 4:10 if they have been, the school should contact the duty social worker who will come to collect the pupil or make arrangements for the pupil to be transported to the Social Service office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the pupil in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this will result in a meeting with the parent to ascertain any circumstances that the school can support to eliminate this issue, and a period of tracking to monitor any changes. A referral to access Educational Welfare support or to Social Services to access Early Help may also be undertaken if no changes are seen within the coming weeks. If there are also pupil protection concerns, a referral will be made direct to Social Services.

Permission for Ks2 children to walk home alone after school is sought from all parents and signed copies of the letters are kept within the office and staff informed. A permission list is sent to all classes involved.

### 10 BEHAVIOUR, SAFETY AND DISCIPLINE INCLUDING PREVENTING EXTREMISM

The school has a behaviour policy in place that meets the relevant requirements as laid out in the guidance by the DfE for [Discipline in Schools. \(2016\)](#) this policy forms part of all staff induction.

We have a staff code of conduct that is a part of all staff induction.

- Our policy has been reviewed given greater staff awareness of the impact of ACE's, encourages trauma informed responses and restorative discussions. This policy is in line with current DfE advice for governors. This policy forms part of all staff induction, and all staff will have been/ are due to receive CPD regarding trauma informed practices and the impact of Adverse Childhood Experiences on children and young people and how this can impact on presenting behaviours and how we use restorative discussions.

- Processes for managing behaviour – including positive behaviour promotion and trauma informed responses, by staff are included in our policy, expectations and processes have been shared with staff.
- COVID period has meant that we recognise that there will be many children and adults who have experienced wide-ranging trauma during this time. We acknowledge that children and adults require support and may not respond positively or in the same way as they did previously to instructions and strategies as previously. They may have unidentified triggers. In order to reduce the likelihood of traumas experienced (may be COVID linked or not) we ensure that all staff will take the opportunity to work positively with all, with a principle of moving forward, reviewing any specific behaviour planning to take account of change, not presenting a blame or negative approach to engagement during covid closure. Training to support staff with positive engaging discussions, reframing questions and statements so as to reduce triggers, and negatively impacting upon behaviours will be provided throughout the year. This will enable our staff to work in a trauma informed manner for the benefit of all, enabling children and young people to swiftly re- establish relationships with a trusted adult and positive learning behaviours as a result.
- Expectations for staff behaviours both whilst on site, in times of responsibility and where behaviours outside of school may cause harm to children, reputational damage to the school or transferable risk to children and young people have been made clear to all staff on induction, or where there has been update. We have a staff code of conduct that is a part of all staff induction. This sets out expectations for staff in relation to managing the behaviour, safety and discipline of pupils, including challenging inappropriate attitudes to gender, sexuality or race and other protected characteristics as well as their own behaviours, including those behaviours on-line to minimise the risk of reputational damage to the school or transferable risk to children and young people as a result of staffs own behaviours. Staff are clear about actions the school, trust or LA may need to take if an allegation is made about another child or member of staff, or behaviours reported that indicate professional responsibilities of staff have been less than that expected of a qualified teacher, or an employee working in an education setting, where there may be risk of harm to a child, reputational damage or transferable risk.

#### 10.1 WORKING WITH AGGRESSIVE AND VIOLENT PARENTS

Banister Primary school follows the guidelines from the DFE Advice on security: Access to and barring persons from premises.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/295978/school\\_security\\_advice\\_181212\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/295978/school_security_advice_181212_2_.pdf)

The school may consider that aggressive, abusive or insulting behaviour, or language from a parent presents a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened.

In such a circumstance, the school does have a power in common law to bar the parent from the premises. The school will discuss this decision with the Chair of Governors prior to imposing the ban to ensure that they are acting reasonably. All attempts to discuss the behaviour with the parent/ carer will be undertaken and a warning letter issued unless the incident has been deemed extreme.

The school will write to the parent / carer in writing, giving the person concerned a formal opportunity to express their views to them and the Governors, where appropriate.

Letters relating to barring should usually be signed by the head teacher though in some instances the governors or local authority may wish to write instead.

If an immediate ban is placed it should be provisional until parents have been given the opportunity to make formal representations. The bar can then be confirmed or removed. Alternatively, the school can serve notice of intent, invite the parent to make representations within a certain deadline and then decide whether or not to bar.

Any bar should be subject to review within a reasonable timescale to be stated by the school. Allowing the parent a reasonable opportunity to make representations is an essential part of the process and has been upheld as necessary in Court.

#### 10.2 TRANSPORTING PUPILS

Home to School, and Post-16 Transport Policy – Southampton City Council 2024 Academic Year:

[Home-to-school travel and transport - GOV.UK](#)

[Southampton Policy for Home-School Transport](#)

The school will give consideration to the transport needs of our pupils including in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / off pupil missing s with staff or parents as drivers in cars.

1. On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) which is not the responsibility of the school). In managing arrangements the school is responsible for, they will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business
2. In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business. **See Annex 2**
3. Where parents'/volunteers/staff cars are used on school activities the school will notify parents/volunteers/ staff of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.
4. For school trips private providers may be used such as coach companies. Copies of any insurance will be obtained by the school and retained with trip documentation.

#### 11.0 TEACHING ABOUT RELATIONSHIPS, SEX AND HEALTH CURRICULUM

[Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](#)

[Education for a Connected World - GOV.UK \(www.gov.uk\)](#)

[Thinkuknow - home](#)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)

The Department has produced a one-stop hub for teachers which can be accessed here: Teaching about relationships sex and health (Gov.uk). [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](#) para 131

The SEROCU Cyber Protect team provides free cyber security training services to SMEs, charities, education and the public sector:<https://serocu.police.uk/cyber-protect/>  
[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/harmful-online-challenges-and-online-hoaxes)  
[PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/)

- Details of our school curriculum for all subjects can be found on our school website. This information includes details of regular, high quality PSHE learning planned to support pupils in age/ developmentally - appropriate safeguarding issues as well as how we teach on-line / e-safety and the content of this.
- It also includes our intention to respond to significant local, national or international events or issues in addition to the planned curriculum, sometimes at short notice. Including, only where appropriate, about harmful online challenges and hoaxes historic or current, where decisions have been taken to teach or discuss this with the consideration that it may be safer to not inform children or maybe work with parents regarding specific information. Advice can be sought from SCC staff teams.
- We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to input and determine the effectiveness of such provision.

#### 11.1 RELATIONSHIPS, SEX AND HEALTH EDUCATION

- Our curriculum and policy for Relationships education, Relationships and sex education and health education in line our phase of schooling, as well as the [statutory guidance](#). In our school we fully implemented the statutory guidance and our school policy from( Summer 20) and review is undertaken annually.
- Whilst a child or young person being lesbian, gay, bi, or trans/gender questioning (LGBT) is not an inherent safeguarding risk. KCSiE indicates that Children and young people can be targeted by others for being or perceived to be LGBT. As a part of our Relationships education we ensure that pupils who may need to discuss LGBT issues can do so with a trusted adult. In our school we use Stonewall’s guidance and have some specially trained staff to undertake the trusted adult role with specialist knowledge.
- In our school we encourage all parents and pupils to discuss any queries or concerns relating to this aspect of education with a member of staff, and to make an appointment to discuss where needed. In our school we would initially like all matters to be discussed with:

1- with your child’s teacher via the school office

If the issue remains unresolved, please then follow the contacts below:

1. Speak with the Year Leader – meetings can be arranged by phone or face to face by the Office
2. Speak with the Learning Coaches – meetings can be arranged by phone or face to face by the Office (Sam Stott and Nic Waight)
3. Meet with Assistant Head– meetings can be arranged by phone or face to face by the Office (Lynsey Heller)
4. Meet with the Deputy Head - meetings can be arranged by phone of face to face by the office (Tracy Price)
5. Meet with Headteacher– meetings can be arranged by phone or face to face by the Office (Kate Vincent)

If you have a complaint rather than a query to raise regarding the Relationships Education, Sex and Relationships education and Health education please use the school’s complaints policy on our school website.

We often involve specialist providers or visitors within our curriculum. In our setting we follow the DfE guidance for visitors. UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors [Using External Visitors to Support Online Safety Education: Guidance for Educational Settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-external-visitors-to-support-online-safety-education)

## 11.2 ONLINE SAFETY POLICY

Our Online Safety Policy has been developed in line with our safeguarding and Child Protection policies, and includes amongst other things, appropriate filtering and monitoring on school devices and school networks.

KCSiE 2025 sets out the following guidance, *“The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:*

- 1- **content:** *being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.*
- 2- **contact:** *being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.*
- 3- **conduct:** *online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying*
- 4- **commerce:** *- risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).*

KCSiE continues to state, “Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement”. It will also as set out in para 144 consider if an appropriate level of security protection is in place.

Our setting has a clear policy on the use of mobile and smart technology. This reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) or their friends devices. This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We have carefully considered how this is managed on our premises and reflect this in our mobile and smart technology/ online policy and their child protection policy. This policy is clearly communicated to parents and they will be signposted to support and advice via our parent mail, online safety campaigns and via our school website.

A full copy of the Online Safety policy can be found on our school website under policies.

## 12.0 SAFEGUARDING VULNERABLE CHILDREN

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from CFSC or other agencies in order to overcome problems or keep them safe. The following has been written to help school staff recognise those children. Training is updated each year to focus on these vulnerable groups and to refresh staff on what they need to look out for.

### 12.1 ABUSE:

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

### 12.2 PHYSICAL ABUSE:

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 pupil. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a pupil.

### 12.3 EMOTIONAL ABUSE:

The persistent emotional maltreatment of a pupil such as to cause severe and adverse effects on the pupil's emotional development. It may involve conveying to a pupil 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 pupil 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 pupil's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the pupil from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a pupil, although it may occur alone.

### 12.4 SEXUAL ABUSE:

This involves forcing or enticing a pupil or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the pupil 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 pupil in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff at Banister receive regularly yearly training on indicators, procedures and how to deal with it.

### 12.5 NEGLECT:

the persistent failure to meet a pupil's basic physical and/or psychological needs, likely to result in the serious impairment of the pupil's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a pupil 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 pupil from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a pupil's basic emotional needs.

\*See appendix for Educational Neglect

## 12.6 CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE):

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a pupil into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse may involve exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## 12.7 CHILD ON CHILD ABUSE:

Children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, which 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

## CHILDREN WHO ARE LESBIAN, GAY, BI, OR TRANS (LGBT):

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, it is recognised that, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that Banister staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

## 12.8 The TRIGGER Trio:

The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In an analysis of 139 serious case reviews, between 2009-2011 (Brandon et al 2012), – investigations showed that in over three quarters incidents (86%) where children were seriously harmed or died one or more of a

“toxic trio” – mental illness, substance misuse and domestic abuse – played a significant part. These have all been identified as common features of families where harm to women and children occurs.

All staff at Banister are aware that All abuse neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

To achieve these aims Banister Primary School will:

1. identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating
2. identify children who may be suffering from significant harm and make a pupil protection referral to Children’s and Families Social Care (CFSC)
3. share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the pupil’s needs
4. refer to [Southampton’s Children and Young People’s Pathway Document](#) to help make decisions on the pupil’s level of need and the appropriate service to refer to.
5. Recognise their role in supporting wellbeing and report on Mental Health concerns and recognise as a staff that this is also a safeguarding area.
6. Recognise and provide support to take account of the lasting impact that abuse, neglect and exploitation can have on children’s emotional and mental wellbeing.
7. Provide a named lead for Mental Health across the school and link with over the coming years the Government training for Mental Health needs. Currently this designated person is Kate Vincent (Head Teacher)

#### 12. 9 DOMESTIC ABUSE (DVA)

[Domestic Abuse Act 2021 \(legislation.gov.uk\)](#)

[Domestic Abuse Statutory Guidance \(publishing.service.gov.uk\)](#)

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](#)

As a school the DSL and deputy DSLs have read and understood the statutory guidance and have ensured that our staff have the relevant awareness to their roles. Note that the guidance includes 4 types of Domestic Abuse: Intimate partner, teenage relationship abuse, abuse by family members, child to parent abuse. We will continue to work with multi-agency partners where domestic abuse is suspected or known to work in the best interests of children affected who attend our school.

We will liaise with DSLs from other schools when relevant in the interests to safeguard other children who may/ may not be from a shared family or may be linked.

KCSiE 2025 para 41 states, “Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”

At our school we acknowledge the proportions of women and girls directly affected by violence in statistics nationally which can be sexual violence, and controlling behaviours and seek to educate so that our pupils

recognise signs and are less likely to become victims or perpetrators, or know how to report information if they see or hear abusive behaviours.

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people> – last update March 2025

We will continue to support Operation Encompass by providing the email details of our DSL to receive reports direct from the police so as to be aware and ready to support a child who has experienced a Domestic Abuse incident from the point that we receive the information in a trauma informed manner.

**Operation Encompass** provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

**National Domestic Abuse Helpline Refuge** runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

**Controlling behaviour** is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include;

- intimate partner violence,
- abuse by family members,
- teenage relationship abuse
- child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. At Banister we recognise that witnessing domestic abuse or becoming involved has an impact on a young person that needs support.

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. Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

All staff know, through training that they must be alert to signs and may be asked to support a young person at the request of a DSL at short notice if the school has been alerted to an incident by the police/ Operation Encompass.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Staff in our school are made aware, through training and updates that the indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
  - suddenly behaves differently
  - anxious
  - clingy
  - depressed
  - aggressive
  - problems sleeping
  - eating disorders
  - wets the bed
  - soils clothes
  - takes risks
  - misses school
  - changes in eating habits
  - obsessive behaviour
  - nightmares
  - drugs
  - alcohol
  - self-harm
  - thoughts about suicide
- 
- These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.
  - Training that is provided in our school to staff includes information about trauma informed processes and ACEs (Adverse Childhood Experiences) so as to support the recognition and understanding of the impact domestic abuse can have on children.

- Our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships, and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for relationships education, sex and relationships education and health education.
- At our school it is also noted that, children can present the behaviours noted as examples of domestic abuse on adults- parents or carers or within their own relationships. In all cases advice should be sought from safeguarding partners as a crime may have been committed and additional support for the child and the family is likely to be needed.
- Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:
  - NSPCC- UK domestic-abuse signs symptoms effects <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
  - Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
  - Safelives: young people and domestic abuse <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

At Banister, we use the following documents to support our identification, support and protection for our families:

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/secondary-domestic-abuse>  
<https://www.southampton.gov.uk/people-places/community-safety/domestic-abuse/>  
<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>  
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>  
<https://safelives.org.uk/>  
<https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support>

For parents who are experiencing Domestic Abuse and need extra support or someone to talk to we recommend;

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

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

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

#### 12.10 HIGH RISK DOMESTIC ABUSE (HRDA)

As a priority for Southampton, CFSC have created a specialised referral and support for people who are at High Risk of Domestic Abuse. Referrals will be made through CRS (CHILDREN'S RESOURCE SERVICE) initially which will be passed immediately on to the HRDA team. A decision regarding the referral will be made within 24 hours and support, allocation of support or strategy meetings will be scheduled as appropriate.

'High Risk' indicates the victim is at risk of 'serious physical harm or death'. This risk must be current. The level of risk is assessed using the Safe Lives (DASH) Risk Assessment, with 15 or more (of 24) yes 'ticks'

considered to be 'high risk'. However, professional judgement or victim's own assessment of risk may escalate a DASH risk assessment level or identify 'significant harm' that should trigger an immediate 'high risk' response. 'Honour-based Violence' is always considered high risk DVA.

Other indicators include;

A pupil living with domestic abuse and those concerns are likely to meet safeguarding thresholds, always refer to CRS (CHILDREN'S RESOURCE SERVICE) :

-An adult known to be experiencing HRDA you can make one referral to CRS (CHILDREN'S RESOURCE SERVICE) for the adult and children

-Adult is not known to your service or your adult contact is not sufficient to complete form and/or the DA risk is below high (and you still have concerns about the pupil) contact CRS (CHILDREN'S RESOURCE SERVICE). Referrals in this situation will be for a pupil.

At Banister, when making a referral our Designated Safeguarding leads use the guidance provided by the Local Safeguarding Children Board which can be found here;

<http://southamptonscb.co.uk/wp-content/uploads/2016/06/Identifying-and-responding-to-High-Risk-DVA-in-Southampton-Guidance-for-Professionals.pdf>

[http://southamptonscb.co.uk/childrens-advice-and-duty-service-CRS-\(Children's-resource-service\)/making-a-referral-to-CRS-\(Children's-resource-service\)-for-high-risk-domestic-abuse/](http://southamptonscb.co.uk/childrens-advice-and-duty-service-CRS-(Children's-resource-service)/making-a-referral-to-CRS-(Children's-resource-service)-for-high-risk-domestic-abuse/)

<http://southamptonscb.co.uk/wp-content/uploads/2016/06/DVA-pathways-Guidance-for-Professionals.pdf>

<http://southamptonscb.co.uk/wp-content/uploads/2016/06/Identifying-and-responding-to-DVA-in-Southampton-Guidance-for-Professionals.pdf>

For advice and support for families considered below high risk, recommendation may be made to PIPPA or IDVA

#### 12.11 LIVING WITH DOMESTIC OR SEXUAL VIOLENCE

Domestic violence is extremely high in Southampton but often goes unreported or charges are dropped.

Children living with parents who are experiencing domestic violence also need support. The school has good links with the Southampton IDVAs and Women's Aid locally who are able to work with parents and children to help them keep themselves safe or make safe choices.

Concerns should be raised with designated lead in first instance. A decision will be made whether it is appropriate to approach the parent and by whom and how support can be offered without putting the parent / carer at risk.

The school will work closely with all agencies and will put in practice any actions that are shared with the family to support them where appropriate.

Referrals made need to be made to CFSC or Police, this will be the designated officer's decision.

### 13.0 OPERATION ENCOMPASS

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the pupil or children arrive at school the following day. This ensures that the school has up to date relevant information about the pupil's circumstances and can enable support to be given to the pupil according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### 13.1 NATIONAL DOMESTIC ABUSE HELPLINE

National Domestic abuse helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

### 14.0 MENTAL HEALTH

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

<https://www.time-to-change.org.uk/about-us>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

<https://www.solent.nhs.uk/our-services/services-listings/southampton-mental-health-in-schools-team-mhst/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020249/Promoting\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_and\\_wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a pupil's developmental needs, but it is essential to always assess its implications for each pupil in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the pupil's needs
- Pupil's physical and emotional needs neglected
- A pupil acting as a young carer for a parent or a sibling
- Pupil having restricted social and recreational activities
- Pupil finds it difficult to concentrate- impacting on educational achievement
- A pupil missing school regularly as (s)he is being kept home as a companion for a parent / carer

- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the pupil)
- Obsessional compulsive behaviours involving the pupil

In addition to the Southampton Mental Health in Schools team resources may be found at See, Hear, Respond Support Hub: <https://www.barnardos.org.uk/support-hub> . The Support Hub is an interactive central space for parents, carers and young people to access a range of materials and resources to help deal with some of the challenges the pandemic has presented.

- The Support Hub has lots of helpful resources, from articles to toolkits, podcasts to animations, and much more and covers the following:
  - Emotional wellbeing
  - Supporting families
  - Online life
  - Back to School
  - Special Education Needs & Disabilities
  - Young Carers
  -

School is aware we can use the following link to refer a child for support please do so through our portal <https://www.barnardos.org.uk/see-hear-respond> . Other ways a child or family can be supported locally are through the CRS and Children and families first service, the Mental Health in Schools teams, the Educational Psychology service, the Anna Freund centre resources or through CAMHS.

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

In our school we recognise that a mental health issue can be as a result of previous abuse or traumatic event – staff will always report any concerns about a child using (add in the school reporting system or process) acknowledging if the behaviours observed are new or triggered in certain situations.

The balance between the risk and protective factors are most likely to be disrupted when difficult and adverse childhood events occur in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving to a new house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
- **COVID** separation from others, unexpected change, changed endings and pandemic related issues for individuals and their families

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

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

- Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).
- Our school, will endeavour to become an active partner in the Mental Health in Schools Project in partnership with health colleagues as it establishes across the city. We will ensure that all staff are aware of the indicators that may need further exploration to determine the level of support required for a child which may be internally or through external partners.

Representatives of Banister Primary attend the Southampton Primary Schools Mental Health forum on a half termly basis and adopt best practice in line with guidance from Southampton's Pupil and Adult Mental Health Service (CAMHS). The Government has produced a [Mental Health strategy](#) that is used to support professionals. Our School is committed to working alongside the Government's response to the consultation for transforming children and young people's mental health provision.

All staff at Banister are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood and staff need to be aware of the impact these can have on the child's mental health.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Senior Mental Health leader for Banister is: Kate Vincent (Head Teacher)

#### 14.1 FABRICATED OR INDUCED ILLNESS

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

<https://www.nhs.uk/conditions/social-care-and-support-guide/caring-for-children-and-young-people/children-and-young-peoples-services/>

There are three main ways that a carer could fabricate or induce illness in a pupil. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Additionally over the last few years, we are aware COVID symptoms could be provided as a reason to not attend school. Our school will follow any PHE guidelines regarding testing and isolating and record absences and any notification of a household member's symptoms or illness within each child's records.

We will continue to liaise with EWO and health partners where parents are not following advice given regarding testing and isolating – especially where it is leading to non-attendance at school. We will consider a referral to CRS if the context of the case indicates the safety of a child is of concern.

- Where this is not COVID-19 linked - If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of HIPS and the Southampton Safeguarding Children partnership and be professionally curious to ascertain factual information that may support the illness or support our concerns. This may include a safeguarding discussion with GPs/ health colleagues. We will then refer to children's services CRS/ contact for advice if appropriate.
- When taking a decision of the need to refer the description of the concerns referred should clearly indicate they type of abuse the concern is linked to eg physical or emotional abuse, neglect, impairment of health or development.

It is also recognised that a child may be inducing illness and this could be linked to mental health needs or other forms of abuse indicating attention and exploration is needed

If we are concerned that a pupil may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

#### 14.2 SUBSTANCE MISUSE INCLUDING ALCOHOL AND DRUGS

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them. Banister is also aware that Hazing can be linked to substance misuse through Peer abuse.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-schools.htm>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.safe4me.co.uk/portfolio/drugs-primary-school/>

The school works to a separate drug policy linked to the school website and acknowledges and incorporates the inclusion of [The Psychoactive Substances Act 2016](#)

#### 14.3 PARENTAL SUBSTANCE MISUSE

<https://www.gov.uk/government/publications/safeguarding-children-affected-by-parental-alcohol-and-drug-use/safeguarding-and-promoting-the-welfare-of-children-affected-by-parental-alcohol-and-drug-use-a-guide-for-local-authorities>

Parental substance misuse of drugs or alcohol becomes relevant to pupil protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a pupil in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Pupil talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision )
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a pupil's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a pupil is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

#### 14.4 SUBSTANCE MISUSE INCLUDING ALCOHOL AND DRUGS – CHILDREN

The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

- For the purposes of School Policy, the term 'Drug' is used to include:
  - Illegal substances
  - Substances which are legal but can be misused

#### 14.5 HOMELESSNESS

<https://www.southampton.gov.uk/housing/housing-help/homelessness-advice/>

Being homeless or being at risk of becoming homeless presents a real risk to a pupil's welfare. The designated safeguarding leads are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their

needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the pupil's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

Local process for homelessness concerns is to complete the referral form in the link below or contact for advice:

During office hours you can contact on:

Telephone number: 023 8083 2327

email [homelessness.advice@southampton.gov.uk](mailto:homelessness.advice@southampton.gov.uk).

If the query or information is that someone is homeless as a result of an emergency outside of normal office hours, you can contact the council's out of hour's service on:

02380 233344

## **15. 0 MANAGING MEDICAL NEEDS AND CONDITIONS**

### 15.1 FIRST AID

[www.gov.uk/government/publications/first-aid-in-schools](http://www.gov.uk/government/publications/first-aid-in-schools)

- There is a separate First Aid policy which can be found on our website. This includes information about trained staff, retraining dates, storage of and use of first aid kits, recording incidents where first aid or injury has occurred, reporting of significant injury (HS2) and responsibilities on offsite activities.
- A record of Trained first aiders will be easily accessible for all staff in case of need, and where the age or development of pupils requires it paediatrically trained first aiders.
- An addendum for first aid during any changed staffing periods as a result of covid will be completed and reviewed. All staff will be made aware of any changes and who are first aiders on site daily.
- Pupils with Individual Health Care Plans/ medical conditions will be communicated with staff and plans reviewed in a timely manner with professionals where possible.
- Processes for notifying staff where a child/ young person has received an injury, eg head injury during the day should be in place so that symptoms can be monitored, process for further first aid if symptoms worsen should be set up and known by all adults supervising children and young people

### 15.2 Pupils with medical conditions (in school) including emergency evacuation

[WWW.GOV.UK/GOVERNMENT/PUBLICATIONS/SUPPORTING-PUPILS-AT-SCHOOL-WITH-MEDICAL-CONDITIONS--3](http://WWW.GOV.UK/GOVERNMENT/PUBLICATIONS/SUPPORTING-PUPILS-AT-SCHOOL-WITH-MEDICAL-CONDITIONS--3)

- [Using emergency adrenaline auto-injectors in schools](#)
- [Health and safety: advice for schools](#)
- [Emergency asthma inhalers for use in schools](#)

- [Health and safety in schools](#)
- [First aid in schools](#)
- As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All staff will be made aware of the condition so as to support the child and be aware of medical needs and risks to the child.
- An individual healthcare plan will be put in place to support the child and their medical needs. This will include a plan to reduce risks for any emergency situation that can be reasonably planned for or could arise due to the nature of the medical condition. It will take into account covid-19 risks for each child and include specific actions as supported by a health professional where appropriate.

### 15.3 PUPILS WITH MEDICAL CONDITIONS (OUT OF SCHOOL)

#### [Health and safety manual](#)

- There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:
  - children and young people suffering from long-term illnesses
  - children and young people with long-term post-operative or post-injury recovery periods
  - children and young people with long-term mental health problems (emotionally vulnerable)
- Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to discuss how to best support with the pupil's education. A "bear in the seat" approach may be taken where appropriate to continue a child's presence and support their return following absence.
- Where appropriate distance learning may be provided, this may be in conjunction with the hospital school in some circumstances, or directly from our school or another provider. This will be agreed with parents or health professionals on a case-by-case basis. As this would be defined as Alternative Provision, the guidance for Alternative Provision [Non-school alternative provision: voluntary national standards - GOV.UK](#) should be followed. The safeguarding of pupils who have Alternative provision education arrangements must be checked by the home school and the DSL be satisfied that arrangements to safeguard the child on their roll are sufficient. Coding of attendance at Alternative provision must be accurate and processes for first day absence reporting should be in place, settings should also be assured in line with KCSiE guidance, including gaining written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk to ensure the suitability of adults supporting children or young people with Alternative Provision including Work Placement. The school must have records of the address of the alternative provider and any subcontracted provision the child may attend. Alternative provision placements should be reviewed regularly to ensure the placement continues to be safe and meet the child's needs. If safeguarding concerns occur the placement should be immediately reviewed and ended if necessary.

### 15.4 INTIMATE CARE

#### INTIMATE AND PERSONAL CARE INCLUDING FOR CHILDREN WITH DISABILITIES

- The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff
- Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child,

and staff have a responsibility to work in partnership with children and parents. This advice should be recorded, as should whenever staff have had to carry out those activities.

- Intimate care can include:
  - Feeding
  - Oral care
  - Washing
  - Dressing/undressing
  - Toileting
  - Menstrual Care
  - Photographs
  - Treatments such as enemas, suppositories, enteral feeds
  - Catheter and stoma care
  - Supervision of a child involved in intimate self-care
- The procedures apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs and follow any agreed care plan. All plans have appropriate adjustment made regarding the use of PPE for tasks included or that become necessary to ensure the care of a pupil requiring intimate care.  
Any changes to plans for pupils requiring Intimate care will continue to ensure that staff who are trained and not on the barred list are those nominated to complete Intimate care activities.

#### STAFF RESPONSIBILITIES

- Staff should follow the agreed school policy when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the pupil what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the pupil's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a pupil needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

#### 16.0 EXPLOITATION

This can take many forms. Information and resources to support staff who may be concerned about exploitation of a child or young person, including CERAF and guidance to complete it can be found at: Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton ([hipsprocedures.org.uk](https://hipsprocedures.org.uk)).

It is important to note that the experiences, and indicators of exploitation for boys and girls of CCE and CSE can be very different, and that children exploited by CCE are also at greater risk of CSE.

The following sub-headings set out key information and how our school will respond to such issues.

- Key contacts for advice or query regarding exploitation are the SCC MET hub (see key contacts list)

Exploitation can be sexual, emotional or criminal, or a combination of these and can lead to increased vulnerability, for example, through grooming or radicalisation, modern slavery, or through other aspects of safeguarding. CSE is a form of abuse and can be present when a person thinks they are in a positive relationship, at aged 16 and 17. Further information can be found in Para 34, 38-40 and Annex B KCSiE 2025.

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. At Banister we recognise that any child or young person is vulnerable to any or all of this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital. We include in our training the use of CPI forms by staff for information that could be used for intelligence (safe4me website- <https://www.safe4me.co.uk/portfolio/sharing-information/>) if concerns exist and could be important in a wider context that the police may hold in addition to our own internal reporting to DSL and CPOMS system.

A CERAF should be completed for all children and young people where this vulnerability is known or exists. A copy of this form can be found at <https://www.hampshirescp.org.uk/new-version-of-the-child-exploitation-risk-assessment-framework-ceraf/>

#### 16.1 CHILDREN AT RISK OF SEXUAL EXPLOITATION (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a pupil into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. (n.b Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [Sharing Nudes and Semi Nudes: advice for education](#) from the DFE (2020) provides detailed advice about sharing of nudes and semi-nude images and videos)

CSE can affect any pupil or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the pupil or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The CCE indicators can also be indicators of CSE, as can:

- occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any

child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

<http://paceuk.info/>

<https://ceop.police.uk/>

[http://www.barnardos.org.uk/what we do/our projects/sexual exploitation.htm](http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm)

[http://www.local.gov.uk/safeguarding-children/-/journal\\_content/56/10180/3790391/ARTICLE](http://www.local.gov.uk/safeguarding-children/-/journal_content/56/10180/3790391/ARTICLE)

<https://www.nspcc.org.uk/preventing-abuse/pupil-abuse-and-neglect/pupil-sexual-exploitation/>

[Child sexual exploitation: definition and guide for practitioners - GOV.UK](#)

[CERAF Guidance 2020-08.pdf \(hipsprocedures.org.uk\)](#)

[Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

[\(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)

1. Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.
2. Child sexual exploitation can happen via technology without the pupil's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.
3. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the pupil or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
4. Child Sexual Exploitation can still be abuse even if the sexual activity appears consensual;
5. Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
6. May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
7. Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
8. Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Indicators a pupil may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

9. CSE can happen to a pupil of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
10. As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form (CERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.
11. We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Indicators a child may be at risk of CSE include:

- Leaving home/care without explanation and persistently going missing or returning late;
  - Exclusion or unexplained absences from school, college or work;
  - Associating with other young people being sexually exploited
  - Relationships with controlling or significantly older individuals or groups;
  - Acquisition of money, clothes, mobile phones etc without plausible explanation;
  - Drug and/or alcohol use – may return home or present at school under influence
  - Increasing secretiveness around behaviours;
  - Self-harm or significant changes in emotional well-being
  - Excessive receipt of texts/phone calls;
  - Multiple callers (unknown adults or peers);
  - Concerning use of internet or other social media;
  - Inappropriate sexualised behaviour for age/sexually transmitted infections;
  - Evidence of/suspicions of physical or sexual assault;
  - Frequenting areas known for sexual exploitation or adult sex work.
- CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

- As a school we educate all staff in the signs and indicators of sexual exploitation. We will use the exploitation risk assessment form - CERAF and associated guidance to identify pupils who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE. We use advice from the multi-agency safeguarding hub and MET hub and the DSL will share this information as appropriate with children's social care. A CPI form will also be considered.

DSLs at our school will use the short video presentation from SCC MET Hub team, on when and how to complete the Child Exploitation Risk Assessment Framework (CERAF). This is available on the SSCP website so practitioners can access the resource when they need to. It can be found here: [Child Exploitation – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://www.southampton.gov.uk/childrens-social-care/child-exploitation-risk-assessment-framework). Further guidance from [the DfE and Home Office guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612122/Child-Exploitation-Guidance-2019.pdf) will be used to help prevent Child Exploitation,

- We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form <https://www.safe4me.co.uk/portfolio/sharing-information/>, through school reporting and recording processes and through contact with the Children's resource service and where required the police directly by 101 or 999 depending on circumstance and the information.

## 16.2 CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a pupil into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to;

- work in cannabis factories,
- be coerced into moving drugs or money across the country (county lines, see Annex B page 151 KCSiE for more information)
- forced to shoplift or pickpocket,
- to threaten other young people,
- carrying or selling drugs,
- hiding stolen goods or weapons
- Stealing
- Involvement in burglaries
- Money laundering
- Vehicle crime
- Exploitation through inappropriate/unsafe employment
- Unlawful sexual activities
- Other criminal activity .
- They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always

recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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; and
- children who regularly miss school or education or do not take part in education.

### 16.3 COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018). It is one form of exploitation.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

- County lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.
- Children exploited through County Lines activity are particularly vulnerable to being trafficked. Modern slavery, including child trafficking, is child abuse. When an agency comes into contact with a child who may have been exploited or trafficked, Local Authority Children’s Services and the police should be notified immediately and who will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.

For further guidance please see Annex B of KCSiE 2025.

### 16.3.1 CUCKOOING

Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable adults by force and/or coercion, in a practice referred to as 'cuckooing'. Urban gangs then use children and vulnerable people to move drugs and money.

Like other forms of abuse and exploitation, criminal exploitation can:

- affect any child or young person (male or female) under the age of 18 years;
  - affect any vulnerable adult over the age of 18 years;
  - still be exploitation even if the activity appears consensual;
  - involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
  - be perpetrated by individuals or groups, males or females, and young people or adults; and
  - 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.
- Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice and make a CERAF referral. It may be that the DSL also decides to refer to the police if a child is at risk of harm, or use a CPI form to report information that may be linked to exploitation. .

*As a school we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation. We use advice from the multi-agency safeguarding hub, MET hub, the sexual/criminal exploitation risk assessment form – CERAF and associated guidance, accessed at : <https://hipsprocedures.org.uk/qkyvov/children-in-specific-circumstances/children-who-are-exploited> and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care and the police.*

- We will use the CPI (community partnership information Community Partnership Information Sharing Form – Safe4Me ) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted (use form on Safe4me website) it should be securely destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns or additionally make a separate referral to CRS.
- Youth violence can also be linked to exploitation – in our school we ensure that all staff understand the importance of reporting any information relating to serious youth violence and we also promote the information in the guide linked to parents for information and aiding understanding of issues facing young people in society.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing

Further information on the signs of a children's involvement in county lines is available in guidance published by the Home Office.

Locally, we use <https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>

to support

#### 16.4 TRAFFICKED CHILDREN AND MODERN SLAVERY

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

- Movement (including within the UK and into the UK);
  - For the purpose of exploitation
  - Any child transported for exploitative reasons is considered to be a trafficking victim.
- For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.
  - External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.
  - Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.
  - There are a number of indicators which suggest that a child may have been trafficked into the UK and may still be controlled by the traffickers or receiving adults. These are as follows:
    - Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
    - Has a history with missing links and unexplained moves;
    - Is required to earn a minimum amount of money every day; deprived of earnings by another person; or claims to owe money to another person (debt bondage)
    - Works in various locations;
    - Has limited freedom of movement;
    - Appears to be missing for periods;
    - Is known to beg for money;

- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
  - Performs excessive housework chores and/or rarely leaves the residence.
  - Is one among a number of unrelated children found at one address;
  - Has not been registered with or attended a GP practice;
  - Is excessively worried about being deported
- Children or young people may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the child sexual exploitation section). Other signs which may indicate trafficking risks:
    - Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation)
    - Talking about travel routes or modes of transport, or evidence of travel tickets / receipts
    - Travelling / found out of area without plausible explanation
    - Links with controlling or significantly older individuals or groups from other areas (without plausible explanation)
  - Where there are reasonable grounds to suspect a child to be the victim of trafficking, child protection procedures must be initiated by reporting to the DSL, who will contact the multi-agency safeguarding hub following procedure.
  - The above behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.

For many children, they will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. To avoid suspicion, traffickers may enrol a pupil on entry to the UK posing as a family member but remove the pupil from school shortly after. Schools need to be aware of any pupil who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address. Any concerns about a pupil should be notified to CFSC.

*Children may be:*

- in the care of adults who, whilst they may be their carers, have no parental responsibility for them
- in the care of adults who have no documents to demonstrate a relationship with the child alone
- in the care of agents.

Unaccompanied migrant children and child victims of modern slavery, including trafficking, can be some of the most vulnerable children in the country.

Unaccompanied children are alone, in an unfamiliar country and may be surrounded by people unable to speak their first language. Modern slavery includes human trafficking, slavery, servitude and forced or compulsory labour.

Exploitation takes a number of forms, including sexual exploitation, forced labour, forced criminality, begging, organ harvesting, and domestic servitude and victims may come from all walks of life.

**Advice should be taken from CRS and in where appropriate the police if trafficking or modern slavery is suspected or known. You may be asked to support a referral using the National Referral Mechanism (NRM)**

The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.

Modern slavery is a term that covers:

- slavery
- servitude and forced or compulsory labour
- human trafficking

From 31 July 2015, potential victims of slavery, servitude and forced or compulsory labour in England and Wales recognised with a positive reasonable grounds decision, may also have access to support previously only offered to potential victims of human trafficking. The child's details should be provided using the forms available on the [National Referral Mechanism website](#).

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the pupil has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a pupil i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the pupil or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a pupil is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a pupil is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Further details can be found:

[http://cscb.org.uk/downloads/policies\\_guidance/local/PupilTrafficking.pdf](http://cscb.org.uk/downloads/policies_guidance/local/PupilTrafficking.pdf) (5.8) and [Southampton MET](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

[Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK](#)

[HIPS Child Exploitation Strategy.pdf \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)

[https://www.barnardos.org.uk/what\\_we\\_do/our\\_work/trafficked\\_children.htm](https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm)

Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed. At our school the procedures for MET are to if possible, complete the SERAF form in line with City Policy to help identify and assess the risks. Banister DSL would then immediately report any concerns to the CSE Hub for Southampton, CRS (CHILDREN'S RESOURCE SERVICE) and / or Police as necessary.

#### 16.5 CHILD EMPLOYMENT OR PERFORMANCE

- The Local Authority should be alerted to any child who is known to be working in paid or unpaid employment. The referral form for illegal employment can be found here <https://www.southampton.gov.uk/schools-learning/employ-teach/>. Following the referral appropriate checks will be carried out to check that the employment of the child is lawful and the child is appropriately safeguarded. Any queries around child employment should be directed the Child Employment/Performance /Designated Safeguarding Lead Trainer – Grace Morris/ Julie Stubbington ([child.employment@southampton.gov.uk](mailto:child.employment@southampton.gov.uk)) If we were concerned about a young person from our school, or another where information was reported to us this would be acted on by Kate Vincent or one of the deputy DSL's.
- The same officer via [child.employment@southampton.gov.uk](mailto:child.employment@southampton.gov.uk) will also ensure the correct performance licencing is in place for children who perform, act, model or take part in paid sporting activities. It is the responsibility of the person running the event to apply for licence however as a school our DSL will liaise with the organiser and LA officer regarding child performance and absence required to take part.

#### 16.6 MISSING, EXPLOITED AND TRAFFICKED CHILDREN (MET)

[Child Sexual Exploitation \(CSE\) Hub, the team will be transforming into a Missing, Exploitation and Trafficking \(MET\) Hub. - Southampton Voluntary Services](#)

1. Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

Some children may already be in exploitative sexual relationships, others may be being groomed. In particular, schools should be aware of pupils who are truanting, who have unexplained expensive goods and clothes or who talk about a much older sexual partner.

#### 17.0 HARMFUL SEXUAL BEHAVIOUR

[Investigating and responding to sexual bullying \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)

[Rape Crisis England & Wales](#)

[Undressed \(lgfl.net\)](https://lgfl.net) LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders

#### 17.1 GENDER BASED VIOLENCE / VIOLENCE AGAINST WOMEN AND GIRLS

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

## 17.2 SEXUAL VIOLENCE

It is important that all staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

[Review of sexual abuse in schools and colleges - GOV.UK](#)

When we refer to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

(See Sexual Offences Act 2003 available at [Legislation.gov.uk](http://Legislation.gov.uk))

### What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Further information about consent can be found here: Rape Crisis England & Wales - [Sexual consent](#)

In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the

examples staff set as role models to our pupils as well as through PSHE (personal, social, health and economic education) and application of the behaviour policy and code of conduct.

Adults are expected to:

- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice ([hyperlink above](#)) is important.
- recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the pupil protection policy.

Where information includes an online element staff including the DSL must be aware of the searching, screening and confiscation advice for schools and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved. The DSL will report to children’s social care through CRS (CHILDREN’S RESOURCE SERVICE), and this will be in conjunction with the police. Parents/carers will be informed unless there is a compelling reason not to, such as safety of the pupil. The police will advise what information can or should be shared.

There may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out.

Banister procedures in line with [Keeping Safe in Education for Pupil on Pupil Sexual Violence and Sexual Harassment](#)

### 17.3 SEXUAL HARASSMENT

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. It can be between peers but also between children and adults. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.

PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4 but this begins with age appropriate understanding of consent in Ks1 and 2 relating to personal space, touch and personal belongings.

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation.

If Banister DSLs have any concern about the level of harm, they will seek expert advice especially if this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.

- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence<sup>137</sup>), and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos.

Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.

o sharing of unwanted explicit content

o sexualised online bullying

o unwanted sexual comments and messages, including, on social media o sexual exploitation; coercion and threats, and

o coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

At our school we recognise that these can be one-off incidents or part of repeated behaviours or messages targeted by one or more people. Our process of educating and managing incidents is linked to our behaviour and bullying policies.

- Ofsted "<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>" June 2021 provided a clear picture of prevalence of often daily experiences that would constitute harassment, but those incidents were not often challenged when observed by adults or peers, they were accepted as normal or unreported due to this, or were not fully investigated when reported. The widespread prevalence has shown this is an issue that must be addressed for all pupils. In our school we have taken note of the recommendations the report has made and will be addressing these by:
- Banister will carefully consider all observations and reports of sexual violence and/or sexual harassment or associated behaviours e.g. verbal abuse. The designated safeguarding lead (or deputy) will advise the head teacher following careful consideration and investigation what appropriate action will be put in place to support the victim, perpetrator and any others involved. The voice of the child is central to the ethos of our setting and is also central within incident responses, investigation and outcomes. At our school we have processes that enable all pupils to confidently report abuse, sexual

violence and sexual harassment, any prejudicial behaviours knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

- If relevant to the incident/ person police advice will be followed and this may override some aspects of school process.
- Where a report of rape, assault by penetration or sexual assault is made by an adult on a child, or between children this should be referred to the police. They will advise who to share the information with and confirm to refer to CRS.
- Banister Primary will do all they reasonably can to protect the anonymity of any children involved in any report to the police, and will follow advice from the police regarding communications. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.
- At our school leaders will report the numbers of incidents of sexual harassment or violence to governors regularly so that there is scrutiny and challenge regarding this issue, and the governing body are aware of how leaders are managing this aspect of safeguarding.
- HM Government have published a specific Violence against Women and Girls strategy, with Education a key part to prevent and reduce this: "Education has to start early, and it has to address boys/young men as well. All too often, responsibility falls upon the girls/young women to behave in a manner to protect themselves or discourage violence against them." – Call for Evidence, Public Survey. Tackling violence against women and girls strategy ([publishing.service.gov.uk](https://publishing.service.gov.uk)) This strategy is used to inform some of the PSHE programme at our school. It is included within the curriculum and also within our safeguarding processes and the staff code of conduct in terms of how staff are expected to respond to any reported incidents or issues.

Our school also follows the statutory guidance set out in Part 5 of KCSiE 2025 and as outlined in the hyperlinked document below:

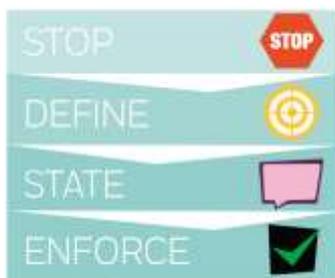
#### [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

- In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.
- Within our school all staff recognise our legal responsibility under the Equality Act 2010 and the Human Rights Act 1988 that it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights. It is recognised by all staff that by the way we, as staff and a school respond to any incidents or allegations can uphold these rights including:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requiring that all of the rights and freedoms set out in the Act must be protected and applied without discrimination;<sup>27</sup>
  - Protocol 1, Article 2: protecting the right to an effective education.

At Banister we will always use the continuum of behaviours (Brook Traffic light system) and the Hackett continuum as adopted by the NSPCC to help us identify the level of risk. We will always take into account contextual information relating to the child, family and peers, local community. We will always identify if

there is a cognitive delay for the child and use our knowledge to identify whether the behaviour shown is appropriate or not.

We train our staff to respond using the 4 step method to empower our adults to respond appropriately.



[https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting\\_documents/Sexual%20Harassment%20and%20Sexual%20Violence%20%20Advice.pdf](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Sexual%20Harassment%20and%20Sexual%20Violence%20%20Advice.pdf)

All staff are aware of the need to respond equally to allegations that are between children that are of the same sex, to those that are made between different sexes. Additionally, it is recognised that incidents can overlap with other characteristics such as homophobic, racial, disability or faith prejudices. It is recognised that pupils will need guidance to support and challenge this themselves inside and outside of school also and our school teaches pupils how to respond, act, resolve issues as well as how to report them and where to seek support.

- Curriculum input will be managed through our relationship's education teaching at age and developmentally appropriate times taking into account the understanding ability of children and young people with special educational needs.

#### **17.4 RESPONDING TO A REPORT OF CHILD-ON-CHILD SEXUAL VIOLENCE OR harassment (see KCSiE Para 467 part five use together with settings own policy and procedure)**

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges_-_GOV.UK.pdf)

All adults in our school are expected to:

- understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.
- Recognise that the initial response by Banister to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.
- It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Staff will continue to follow our reporting procedures as outlined in our policy and ensure that the concern is managed timely and responded to with urgency from DSLs.

DSLs will ensure that they;

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead)
- carefully manage any handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. When dealing with issues of this nature, the DSLs are advised as per the KCSiE 25 guidance that the key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection
  - not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or a deputy) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it.

It is important that the victim understands what the next steps will be and who the report will be passed to.

- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
  - listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
  - considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Banister is aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation, and

- informing the designated safeguarding lead, as soon as practically possible, if the designated safeguarding lead is not involved in the initial report.

Banister will follow through its recording procedures, engaging with parents, staff and agencies (as appropriate) who need or should be involved in any investigation. Completing referrals to additional agencies as needed throughout the process in a timely manner whether this is the Police or Children’s Services.

Alongside our multi-agency partners, Banister will ensure that a [risk assessment](#) is created and mitigate risk wherever possible.

Banister recognise the ongoing need for support for both the victim and alleged perpetrator and any other children who may have been involved or impacted and will review, amend and delegate support and resources to these individuals to best meet their needs. This also includes providing support for Parents if needed. With ongoing support, this may include referrals to further additional agencies who can best meet the child’s needs. This would be done in consultation with the child and family. Advice and guidance can be found in Section 5 KCSiE 25 and from [SCC toolkits](#).

Banister also recognise the need to reflect, review and evaluate our practices in light of any allegations to further improve our safeguarding mechanisms whether the incident occurred inside, outside or online – there is always more than can be done to secure the safety of our young people. At times this may include changes to processes, procedures, efficiency of time or curriculum adaptations or year group specific work that can be targeted to address any underlying needs.

Banister actively teaches its staff each year to remember that:

- This can happen to any person – it is not limited to only sexual aspects or females but can also include wider characteristics for any gender.
- It can be in person, reported or online.
- Be alert, and not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts, as well as comments that are derogatory or made to humiliate or embarrass others.
- Ensure their own behaviour and the school ethos reflects respect for gender and sexual orientation
- Recognise that “Upskirting” is now a criminal offence. It typically involves taking a picture under someone’s clothes without them knowing with the intention of viewing someone’s genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
- Understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in government advice ([hyperlink above](#)) is important.
- Recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- Record and report any incidents including the actions taken at the time if it was observed by an adult, or reported to them
- Recognise that allegations of sexual violence or sexual harassment are likely to be complex and will likely require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection – reporting concerns or disclosures.

- Decisions must be made with the impact for both parties considered. This should be recorded and consent to share should be considered for both parties, in line with police advice if an investigation is ongoing. (Tools in the [SSCP task and finish toolkit](#) - launched November 2022 will aid the recording of such incidents)
- Where information includes an online element, staff including the DSL must be aware of the [searching, screening and confiscation advice for schools](#) and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.
- The DSL will report to children's social care through contact with CRS, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared. This police advice **must** be followed.
- As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.
- If this situation arises our school will assess the [risk](#), using the SSC child on child abuse toolkit for support and identify if there may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out. A single point of contact for each pupil will be set up immediately and actions will be determined on a case-by-case basis. A risk assessment will include travel to and from school and any other relevant contextual information available and will be reviewed regularly by the DSL. The SSCP toolkit - launched November 2022 support this, in particular the need to consider both parties at all decision making points.
- If an adult behaved inappropriately to another adult or a pupil then all adults in our school know to report this using the steps set out below:
  1. Report to DSL immediately  
Review by the DSL as to what has occurred and to risk assess situation for children and adults
  2. Inform HT as to the incident, level of seriousness and refer (if adult ) to LADO.

Banister recognises the importance of considering the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.

Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children.

For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?

- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)

- that sexual violence and sexual harassment can take place within intimate 117 personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Immediate consideration will always be given as to how best support and protect the victim and the alleged perpetrator and any other children who may be involved / impacted.

#### 17.4 TEENAGE RELATIONSHIP ABUSE

[www.childrensociety.org.uk](http://www.childrensociety.org.uk)

- In addition to sexual harassment and violence research has shown that many teenagers don't understand what constitutes abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive. In response to this within our Relationships education curriculum provision we will provide high quality education supporting teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse, emotional and controlling behaviours, and understand what consent means within their relationships. We also include learning regarding prejudicial language and behaviours that again can sometimes be linked to controlling or coercive behaviours. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils. This will be in line with the statutory guidance "Relationships education, Sex and relationships education and health education".
- At Banister our policy and provision has been developed and consultations with parents/carers have been held. Our school will provide/ signpost parents to the government advice for parents where it is needed. These may include:
  - [Preventing Child Sexual Abuse & Keeping Children Safe | NSPCC](#)
  - [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC for parents](#)
  - [Sexual harassment - Victim Support](#)
  - [Parents – Safe4Me](#)
  - [Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](#) age specific advice for parents
  - [Guidance, policy and research \(thinkuknow.co.uk\)](#)

#### 17.5 UPSKIRTING

<https://www.gov.uk/government/news/upskirting-know-your-rights>

'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal

offence. Anyone of any gender, can be a victim. It is now a criminal offence under the Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, which came into force on 12 April 2019, this means that any incidents will be recorded and reported to the DSL and police and may also be reported to Children's services.

It is recognised that incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The DSL will determine how the school will approach any incident on a case by case basis ensuring a clear record is made by the person who it was first reported to.

## 18.0 HARMFUL PRACTICES

Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including FGM, forced marriage, abuse linked to faith or cultural practices such as breast flattening (also sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators. For example, honour linked abuse might be committed against people who (not exhaustive list):

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family
- hide or attempt to delay puberty in girls
- are suspected of being possessed by spirits
- are reported to have behaved outside of a family's or community's expectations

Any concerns held must be reported to the DSL without delay. The DSL will contact CRS for advice and follow up with a written referral and may contact the police. If the abuse includes reported FGM, regulated professionals must be mindful of their statutory duty to report to police themselves, as well as follow usual safeguarding practices and inform DSL.

- It is recognised in our school that within lockdown harmful practices may have been carried out by people with little experience/ equipment, in turn raising the risk for this child considerably from a health and infection view.
- Women and girls are the most common victims of honour linked violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
  - domestic abuse
  - threats of violence
  - sexual or psychological abuse
  - forced marriage
  - being held against your will or taken somewhere you don't want to go
  - assault
  - also for example, removal/limit of access to phones/ communication
- If staff believe that a pupil is at risk from honour-based abuse the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by CRS.  
NOTE: Circumstances for NON-CONSENT FOR CRS REFERRAL. It is important that if honour based abuse/harmful practice is known or suspected that communities and family members are **NOT** spoken to prior

to referral to the police or social care as this could increase risk to the child depending on individual circumstance. This decision should be recorded with the reasons not to gain consent.

#### 18.1 SO-CALLED HONOUR BASED ABUSE: HBA

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Hants-HBV-multi-agency-guidance-V5-Final-2013.pdf>

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a pupil being at risk of HBA, or already having suffered HBA.

Southampton has a very high number of HBA cases each year. HBA is considered as high risk as High Risk Domestic Abuse and will be referred through the HRDA panel for immediate consideration (See Referrals)

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional in their culture
- convert to a different faith from the family

**Women and girls are the most common victims of honour based violence however it can also affect men and boys.** Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the pupil.

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving

“honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

## 18.2 FEMALE GENITAL MUTILATION (FGM)

[HTTP://SOUTHAMPTONLSCB.CO.UK/WP-CONTENT/UPLOADS/2012/10/4LSCB-FLOWCHART.PDF](http://SOUTHAMPTONLSCB.CO.UK/WP-CONTENT/UPLOADS/2012/10/4LSCB-FLOWCHART.PDF)

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/746560/6-1914-HO-Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_MASTER\\_V7\\_-\\_FINAL\\_-\\_Amended081018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746560/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_-_Amended081018.pdf)

<http://nationalfgmcentre.org.uk/>

FGM is a cultural practice that involves a procedure to remove part or all of a young girl’s female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK or the removal of a woman or girl, possibly to another country, for the purpose of carrying out the procedure.

The procedure can be carried out at any age from birth onwards but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term. Schools need to be aware of girls who are at risk of FGM or have been abused through FGM.

For those at risk, schools should be aware of family plans to take the girl out of the UK for a prolonged period. If there is good reason to suspect that the pupil may be about to have the procedure, schools should contact CFSC without notifying parents.

For girls who have already had the procedure, schools should be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this. Any concerns should be referred to CFSC immediately, especially if the girl has younger female siblings.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls’ and women’s bodies.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during pupilhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk, but not always the case.

Girls may report being excited that they are going to have a ceremony or celebration in their honour, a female relative visiting, possibly from overseas, that they are going to become a woman soon. These can be indicators of risk but are not always an indicator of FGM and should be treated sensitively. Staff should raise awareness if appropriate, and be reviewed case by case, in context. Staff should always refer to the DSL for advice and record clearly what they have heard and from whom without delay. Unless this information has come directly from the victim is not sufficient to warrant the mandatory reporting duty coming into force if it is known that FGM has occurred from this third-party information

alone. It is recommended that staff swiftly seek advice from the DSL, or police if unsure if the mandatory duty applies.

**At no time will school staff examine pupils to confirm FGM concerns.**

For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact CRS/police / adult social care. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

MANDATORY REPORTING OF FGM FOR TEACHERS

FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became **mandatory for teachers and other regulated professionals** to report known or disclosed cases of FGM directly to the police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then CRS. Those failing to report such cases may face disciplinary sanctions.

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

**At no time will staff examine pupils to confirm FGM concerns.** For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other pupil protection concern.

Concerns relating to this need to be immediately discussed with the designated Leader who will then call CRS (CHILDREN’S RESOURCE SERVICE) for advice before taking the next appropriate step to secure the safety of the pupil.

All staff will complete the Home Office training in addition to school provision-

<https://www.fgmelearning.co.uk/>

18.3 BREAST IRONING / BREAST FLATTENING

<http://nationalfgmcentre.org.uk/>

Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to FGM, breast ironing is classified as physical abuse.

Breast Ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely.

The process can occur in a single incident, but most likely over an extended period of time, sometimes years.

A rock, spoon, implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.

Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to protect the girl from becoming a woman too early, to rescue them from being attractive to males for example.

Girls may be seen to be experiencing pain or itching, have absences from school, wearing a band across chest, reluctant to change at school, there may be smell from the damage/ burns indicating infections or lack of washing due to injury.

Reports of concerns should be made through the usual process in school and the DSL will determine how and when to report to CRS, depending on circumstance and consider contextual factors such as a female relative staying or arriving, possibly from extended family, another area of UK, or from overseas.

It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must refer.

**Risks:** The girl generally believes that the practice is being carried out for her own good and she will often remain silent. Young pubescent girls usually aged between 9 – 15 years old and from practising communities are most at risk of breast ironing. Indicators Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

**At no time will staff examine pupils to confirm Breast Ironing concerns.** For cases where it is believed that a girl may be vulnerable, staff will inform the DSL who will report it as with any other child protection concern.

#### 18.4 CHILDREN AT RISK OF FORCED MARRIAGE

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, 153 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that

another teacher has already reported the case. 156 threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages

[Right to choose: Government guidance on forced marriage](#)

<https://www.gov.uk/guidance/forced-marriage>

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

Forced marriage is illegal in the UK. A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. Violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.

It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene.

The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage. Where schools are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should notify CFSC immediately.

The family should not be notified or approached in any way. Schools should remain aware of a family's plans to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
  - emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family or will if they do not comply
  - financial abuse, for example taking someone's wages, may also be a factor.
- *The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One on three victims of forced marriage in the UK are under 18, two out of three are under 25.*
  - It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care, the link above gives awareness and advice on how to apply for a prevention order to help safeguard the child or adult. LA CRS staff, and DSL representatives are trained in how to apply for orders, and can support if needed through contacting CRS.

- Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers, but recognises that direct action may need to be taken if to not do so would increase the risk for the young person.

### ***Characteristics that may indicate forced marriage***

- While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:
  - an extended absence from school/college, including truancy;
  - a drop in performance or sudden signs of low motivation;
  - excessive parental restriction and control of movements;
  - a history of siblings leaving education to marry early;
  - poor performance, parental control of income and students being allowed only limited career choices;
  - evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
  - evidence of family disputes/conflict, domestic violence/ abuse or running away from home
  - siblings or family members becoming withdrawn / upset due to pressure to stay silent
- On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.
- *In our school we will consider all extended leave of absence requests sensitively and in context for each individual. Staff managing these requests will ensure they have considered, recorded and if required, referred any safeguarding concerns regarding any request for leave. Staff will consider the "one chance rule" – E.G.in the case of forced marriage it is highly likely that there will be only one chance to speak to a victim.*

Concerns will be shared with designated Leader and information will be shared with CRS (CHILDREN'S RESOURCE SERVICE) either through referral or anonymous request for advice.

The Forced Marriage Unit (FMU) has created: [Multi-agency practice guidelines: handling cases of forced marriage](#) (pages 75-80 of which focus on the role of schools and colleges) and, [Multi-agency statutory guidance for dealing with forced marriage](#).

19.0 YOUNG PEOPLE AT RISK OF EXTREMISM / PREVENTING RADICALISATION AND EXTREMISM

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)  
<https://www.southampton.gov.uk/council-democracy/partnership-working/safe-city/prevent>  
<https://www.hampshire.police.uk/advice/advice-and-information/t/prevent/prevent/>

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation** refers to the as the process of a person legitimising support for or use terrorist violence.

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a pupil is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a pupil's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other terms they are defined in the Government's Counter Extremism Strategy. As defined in the Revised Prevent Duty Guidance for England and Wales. As defined in the Terrorism Act 2000 (TACT 2000)

- Staff who may attend a Chanel Panel (DSL) have or will undertaken training or discussion with the LA regarding this responsibility prior to attending panel.
- Our setting has undertaken the Prevent audit tool issued in May 2021 with the safeguarding update number 10, May 2021 it has been utilised to review our systems, policies and processes with regards to the Prevent duty in our school. The governing body have also been included in this audit and the outcomes.
- [Prevent national referral form \(southampton.gov.uk\)](#); [Prevent flow chart and vulnerability awareness](#)

The person to contact in our school regarding Prevent is Lynsey Heller.

#### 19.1 PREVENT DUTY

The Prevent duty requires that all schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers pupilcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The prevent duty requires that all staff are aware of the signs that a pupil maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a pupil becoming radicalised. All staff have received prevent WRAP training/undertaken e-learning/received awareness training yearly in order that they can identify the

signs of children being radicalised. This is recorded as a part of the schools monitoring of the reading and understanding of policies.

We also ensure and record that any hirer has appropriate awareness of safeguarding issues and how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a record of this awareness.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

#### 19.1 PREVENT TRAINING

During 2025-2026 all staff will complete the current Home Office Prevent awareness training, if they have not already done so in the previous academic year or the refresher awareness training. In our school a record of the completion of this training (for which certification is obtained when completed)

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> 15.5.2

Training is completed so that all can identify the signs of children being radicalised and updates are provided to staff through annual safeguarding training or information shared. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training. It is reported to the LA through the completion and submission of the annual safeguarding self-evaluation tool, (by end of Spring term each academic year).

- All staff will complete the Home Office Prevent awareness training. Once complete the DSL will confirm, within their safeguarding self-evaluation return to the LA, that all staff up to the date of submission have completed this awareness training in 2024 – 25 or 2025 - 26.
- DSL's will complete the Making referrals course in addition to the Prevent awareness refresher course.
- The attending Channel Panel course will only be completed in the event that the school is invited to a Channel Panel meeting. The DSL attending the meeting will complete the course prior to the meeting.
- [All staff will also have local contextual information for training and awareness shared for example, regarding ideologies included in SCC safeguarding updates to supplement home office awareness training.](#)

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Southampton's Prevent Officer under the Prevent strategy where there are concerns that they are being radicalised.

Where there are concerns that a pupil may be at risk of radicalisation, as opposed to exploring new ideas and perspectives, support should be considered to help challenge extremist ideologies.

Before making a referral, advice could be sought from Police Prevention Officer Wendy Steward:

[Wendy.steward@hampshire.pnn.police.uk](mailto:Wendy.steward@hampshire.pnn.police.uk)

Tel: 07796 191771

All referrals should be also be shared with CRS (CHILDREN'S RESOURCE SERVICE).MSG

#### 19.2 REPORTING PROCEDURES EXTREMISM, TERRORISM AND RADICALISATION:

All concerns should be reported immediately to the school's Prevent Leader or Head teacher.

Our school will closely follow the locally agreed procedure as set out by the Prevent Training in Hampshire and Southampton and/or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. The person to contact for Prevent is: Lynsey Heller

#### 19.3 CHANNEL

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the CRS (CHILDREN'S RESOURCE SERVICE) process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process

#### 19.4 CURRICULAR PROVISION AND ETHOS FOR PREVENTING RADICALISATION

- As part of the preventative process resilience to radicalisation will be built through the regular promotion of fundamental British values through aspects of the school's ethos, the PSHE/ Relationships, Sex and health and well-being education and wider curriculum available at our school. We are particularly conscious that where children and young people have been away from school during covid-19 there has been an extended period where children and young people may have been more vulnerable to exploitation and radicalisation especially online. Teaching will take this into account and ensure that all pupils re-build trusted relationships with adults, and adults are aware of any changes and signs of radicalisation and report these using the school's system for recording concerns.
- Any child who is considered vulnerable to radicalisation and there are evidence-based concerns indicate they may be at risk of being/ have been radicalised will be referred by the DSL via direct national referral using the template and flowchart in Appendix 2. Concerns will then be considered by CTLP and shared with SCC Children's Resource Service (CRS). This may lead to contact with the

school by the police for discussion regarding actions. It may be decided to refer to into Chanel panel process. A “channel panel” will be convened and the school will be invited to attend and support this process (See Appendix 3). Referral form is to be sent direct to Prevent – as directed in the flowchart. This receiving police email is secure.

- We also seek and retain signed and dated assurances that any hirer has appropriate awareness of safeguarding issues/ policies and procedures in line with their hire purpose. Additionally, that they are aware of their responsibilities that in hiring our facilities they will not be used for promotion of extremism in any form. They may be asked to demonstrate evidence of training undertaken and knowledge of how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a written record of confirmation of this hirer awareness retained with the hirer records.
- Hirers are given information how to report concerns to the school designated safeguarding lead, head teacher or Southampton Children’s Resource Service in line with SCC and Association of Chief Police Officers (replaced by National police chiefs council, NPCC, 1/4/2015) regarding speakers, that can be applied to groups (<http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-Guidance.pdf>) – note: this may have an update during 2022-23. (for how to refer See appendix).
- Hirers, or organisations who use the school facilities for activities involving children will have clear expectations set out before any hire or use occurs about what to do if they are concerned about a child or an adult working/ volunteering with children – the sharing of this expectation will be recorded with any hirer/ use agreement. It will include how to report any concerns to the DSL in school or to CRS.

### **Safety in an emergency situation – planned drill or unforeseen occurrence**

- Systems for monitoring visitors and volunteers can be found in our school visitor and onsite security procedures. These also will include lockdown/scatter procedures that can be implemented in an emergency in addition to fire evacuation procedures.
- Fire drills/ emergency procedures practices will be held regularly throughout the school year (termly as a minimum), at different times of the day, most of which will be unannounced so as to develop the effectiveness of the processes. These will be monitored by the governing body.
- Any contextual information regarding our site or emergency procedures will be provided to Hampshire constabulary to ensure an efficient emergency response should one be required. The process for sharing this will be developed by the SSCP education sub-group during Autumn term 2022 and communicated through the end of term SCC safeguarding update.

### **Help and support**

- Procedures for pupils (and visitors who have concerns) to know how and where to seek support in school can be found at (add link). We also provide information on our website for children and parents to seek support from places outside school. Add link
- As a school we encourage staff to act upon patterns of behaviour, especially that which may be different from previous behaviour or patterns or unusual absence for all pupils, especially the most vulnerable by discussing their observations with staff e.g. Attendance Officer or DSL if an unexplained absence of a vulnerable pupil especially where it has changed or they may indicate exploitation factors are present.

- DSLs can obtain help and advice from CRS or social care colleagues as well as through the DSL drop-in and direct contact with their SCC SIO
- A wide range of on-line or local providers can also provide helpful information where needed. Many of these are listed with specific issues within this document or via local partnerships or agencies working with children and young people.
- Where a parent or carer has indicated they wish to Electively Home educate their child the local procedures should be followed. [Inclusion services](#) - A school cannot keep a child on roll if a parent has acted in accordance with their rights to electively home educate. If a school has any concerns about the safeguarding risk to the child, they should contact the social worker or virtual school if the child has ever had a social worker for advice or refer their concerns to CRS. Other professionals who may be able to support include: link EWO, Link EP, Children and Families First, SCC inclusion managers and EHE visitors, SIO team.

#### 19.5 SAFEGUARDING RISKS OF EXTREMISM, TERRORISM AND RADICALISATION

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral

Staff need to be aware of any pupils who may be in contact with or being targeted by violent extremists. If there is evidence that a pupil is becoming deeply enmeshed in the extremist narrative, schools should seek advice.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors – or external sources – school community, external agencies or individuals.

Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy.

We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. For these reasons, the school will:

- Provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.
- Raise awareness that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet.

- Ensure that network/internet filtering is in place to protect users from inappropriate material.
- Ensure that any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Safer Working Practices.
  - Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.
  - Risk assess to understand the general risks affecting children in the context of locality and to identify specifically vulnerable individuals at risk and the appropriate support.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Non-violent extremism.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

## 20.2 GANGS AND YOUTH VIOLENCE INCLUDING ACROSS COUNTY LINES

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. It is linked to exploitation.

Factors that may indicate a young person is at risk from or involved in serious violence include:

- being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Factors that may indicate a young person is a risk or involved in serious violent crime include:

- Increased absence from school,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in performance,
- Signs of self-harm or a significant change in wellbeing,
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possession

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence

also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum including the use of restorative questions and processes;
  - challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
  - understand risks for specific groups, including those that are gender-based, and target interventions;
  - safeguard, and specifically organise child protection, when needed;
  - make referrals to appropriate external agencies;
  - carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
  - work with local partners to prevent anti-social behaviour or crime, including the Violence Reduction Unit – VRU partnership action group
  - ensure that adults in our school behave and respond appropriately and proportionately to set an example and challenge where needed
  - attend DSL network meetings/ read LA safeguarding updates or shared information that will inform our provision and approach so that we can work in a preventive educational and proportionate manner with our children and young people, and the wider community.
- We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of gang/ violence issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns to ensure the oversight includes all relevant information.

### 20.3 MULTI-AGENCY PUBLIC PROTECTION ARRANGEMENTS

Where the school is made aware of a parent or person who will visit the school who has a conviction that is subject to MAPPAs the school will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all

### 21.0 Prejudice based abuse

Respecting Diversity: <https://www.safe4me.co.uk/portfolio/respecting-diversity>

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

Any protected characteristic can be a target and additional characteristics such as related to socio-economic / parental characteristics may also be present with protected characteristics or alone.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion

- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively
- supporting victims of prejudice based incidents and hate crimes
- recognise that anyone can be a perpetrator and that this can take place within groups who have a protected characteristic as well as those who do not

## 21.2 BULLYING

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

[Anti Bullying \(Child on child abuse\) information](#)

[Bullying information for Parents/carers | Children and Families | Hampshire County Council](#)

The school works to a separate bullying policy published on our website. This is linked to our behaviour policy and our PSHE programme which includes statutory Relationships, Sex and relationships and health education.

## 21.3 FAITH ABUSE

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-pupil-abuse-linked-to-faith-or-belief>

<http://nationalfqccentre.org.uk/calfb/>

<https://hipsprocedures.org.uk/zkyysy/harmful-practices-linked-to-faith-or-culture/child-abuse-linked-to-spiritual-cultural-or-religious-beliefs>

Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as any other abuse. It can be any person of any faith/belief group abusing any person of any faith/belief or group. It can also be experienced from within faith/belief groups.

Faith/belief and no faith/belief is a protected characteristic within the Equality Act 2010 and therefore should be managed within this understanding. At our school pupils will be spoken with and asked for their account and understanding of what has been said or done. The toolkit for prejudicial language and behaviours includes a reporting form that should be used and there is also a leaflet which can be useful when discussing any incidents with parents.

[Living Difference III - A5 leaflet \(PH approved text\)](#)

The SSCP task and finish group on tools to support peer on peer / child on child abuse also include advice that may be helpful in this circumstance.

#### 21.3.1 POSSESSION OR WITCHCRAFT ALLEGATIONS

Sometimes faith/belief issues are believed to be linked to accusations of “possession” or “witchcraft”. Whilst this is not common, children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when an adult/ carer views a child as being “different” for any reason, and this is the reason for bad things happening to them/family or community. The adult attributes this difference to the child being “possessed” by a spirit or involved in “witchcraft” and attempts to exorcise him or her. This is sometimes attributed to faith/belief, or other protected characteristics.

A child could be viewed as “different” for a wide variety of reasons, these could include, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child or for example, different family structures present such as private fostering arrangement. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives, or sometimes a place of worship.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route into children’s social care through CRS. Referral without Consent will need to be considered in these situations with contextual information available regarding harm that may be brought to the child if consent is sought, advice should be gained from CRS.

#### 21.4 HATE CRIME

These are incidents or offences which are motivated by hostility, prejudice or hatred towards someone's actual or perceived:

- colour of skin, race, ethnicity, nationality and/or national origin
- disability
- sexual orientation
- faith, religion or belief
- gender or gender identity

- age

## 21.5 MATE CRIME

<https://www.hampshire-pcc.gov.uk/get-involved/hatecrime>

[https://arcengland.org.uk/wp-content/uploads/2019/04/mate\\_crime\\_July13.pdf](https://arcengland.org.uk/wp-content/uploads/2019/04/mate_crime_July13.pdf)

<https://arcengland.org.uk/wp-content/uploads/2019/06/Friend-or-Fake-Booklet.pdf>

Mate crime is a rapidly increasing problem across the country and is defined as:

*“the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends.*

*Those that commit such abuse or theft are often referred to as 'fake friends'.” Mate crime is most prevalent when the victim suffers with a mental disability and is especially common when that disability is Autism or Asperger’s. Please see the links below for some useful guidance on how to spot, and how to deal with mate crime (Hampshire Constabulary is not responsible for the content of external sites)*

Staff training will ensure that peer to peer abuse will be recorded and investigated as with any Safeguarding concerns. This will include consideration of the wishes of the victim, nature of the incident including whether a crime has been committed and harm caused, ages of the children, gendered nature, developmental stages of the children, power imbalance between the children, any previous incidents, ongoing risks, other related issues or wider contexts.

These will be managed in 3 ways:

1. Monitored and managed internally
2. Early help intervention
3. Referral to CRS (CHILDREN’S RESOURCE SERVICE) or the Police

Whatever the concern or report, whether it took place in school or outside of school and however long it has taken for them to come forward children and young people need to be assured that the information they have shared will be taken seriously.

- They also need to be assured that the law is there to protect them as children.
- Reports may be of abuse from inside a family - intra familial harm. IN this instance our DSL will take advice upon reporting for any additional support that may be needed for any siblings or related children/ young adults.

## 21.6 CHILD ON CHILD ABUSE

STAFF RESPONSIBILITIES AND UNDERSTANDING:

All staff are aware that children can abuse other children (often referred to as child-on-child abuse). It can happen both inside and outside of school and online. All staff should be clear as to our policy and procedures with regard to child-child biases and the important role that they play in preventing it and responding where they believe a child maybe at risk from it.

All staff understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. **If** **When** staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

Where allegations made Child on child are found to be unsubstantiated, unfounded, false or malicious our DSL will firstly, consider if any support is required for the child making the allegation. If a report is shown to be deliberately invented or malicious, our DSL will also consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It may also be behaviour that exploits or is linked to another’s persons vulnerabilities which may be linked to a Special Educational Need, protected characteristic or including simply wanting to “fit in” with peers.

In some cases, some people may see verbal harassment against any personal characteristic or sexualised comments as “banter”, “part of growing up”, “so common it is seen as normalised”. Through this statement **we are making it clear it is not.**

This type of behaviour is NOT acceptable in our setting and all adults, and young people are expected to positively challenge any such incident, report it to a DSL and follow up with the Designated safeguarding lead/s or a trusted adult if needed.

All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of our staff can be reassured that they will be taken seriously and supported to take any appropriate actions which may be in school or

with external agencies as needed.

All staff are made clear as to the school's policy and procedures with regard to Child on Child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

*The Ofsted published report into sexual abuse in schools and colleges June 2021 indicates that abusive behaviour or harassment is too common across schools and colleges and reporting may be low due to it being unchallenged by adults or perceived as acceptable.*

In our school all pupils are taught about appropriate behaviours towards others (age and developmentally appropriately) within our Relationships Education curriculum. This includes what to do if they see/ hear or experience inappropriate behaviours or attitudes.

The curricular provision in our school includes pupils being taught about hate crime, and how this can link to mate crime in addition to Harmful Sexual Behaviours. All pupils, at a developmentally appropriate stage will undertake learning about protected characteristics and how others can groom, exploit, show prejudicial behaviours which may lead to negative outcomes for both people.

#### 21.7 SERIOUS VIOLENCE

All staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include;

- increased absence from school,
- a change in friendships or relationships with older individuals or groups, a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation
- All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

#### 22.0 ONLINE SAFETY

[Child Exploitation and Online Protection Centre](#)

[UK Safer Internet](#)

To report/remove content online, contact the site directly or via the [Internet Watch Foundation](#)

[Child Safety Online: A practical guide for parents and carers whose children are using social media](#)

[Safeguarding children and protecting professionals in early years settings: online safety considerations for managers](#)

<https://www.thinkuknow.co.uk/Teachers/>  
[www.safe4me.co.uk](http://www.safe4me.co.uk)  
[Child net online advice for parents](#)

As Banister increasingly works online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, Banister governing body ensures appropriate filters and appropriate monitoring systems are in place.

- With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
  - unwanted contact
  - grooming
  - online bullying
  - sharing of nudes/ semi-nudes
  - leaving digital footprint
  - Accessing inappropriate material deliberately or by accident
  - Accessing inappropriate material beyond a child's capacity to comprehend

These on-line risks can be broadly categorised into four areas (the 4 Cs) as set out in KCSiE 2025.

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)
- The school will therefore seek to provide information and awareness to teachers, pupils and their parents through:
  - Acceptable use agreements for children, teachers, parents/carers and governors
  - Clearly communicated policy around the use of mobile technologies in school and for school activities
  - Training and updates for staff around on-line safety
  - Curriculum activities involving raising awareness around staying safe online with regard to age appropriate awareness of the 4 Cs
  - Regular pupil surveys to ensure that the content of lessons are up to date and relevant and effective
  - Opportunities for pupils to ask questions, anonymously if needed regarding safety on-line
  - Information included in letters, newsletters, web site,
  - Parents evenings / sessions
  - High profile events / campaigns e.g. Safer Internet Day
  - Building awareness around information that is held on relevant web sites and or publications

- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety
- The school uses the 360 Online safety toolkit ( <https://360safe.org.uk> ) to assess its provision and effectiveness. Pupil, parent and staff surveys also inform leaders and governors of the relevance of our provision to ensure pupils are kept safe online in school, and also know how to keep themselves safe when using any electronic devices.
- In developing any future home learning policy, we will follow the most up to date DfE guidance regarding remote learning. We will also ensure that appropriate process is set out to protect pupils whilst on-line and provide clear protocols for staff to follow that also protect teachers from allegations.

#### 22.1 ONLINE FILTERING AND MONITORING PROCESSES

These changes were introduced when [Frankie, a teenager aged 15, died by suicide](#) when she accessed inappropriate material online via a school-issued device because the school's filtering and monitoring software had stopped working and nobody realised.

DfE's new [filtering and monitoring standards](#) (2022 – updated 2025) are being used at Banister to support us establish and develop effective systems. Additionally, we are also using the DfE's [cyber security standards for schools and colleges](#) (2022 – updated 2025)

These areas are explained in more depth in our Online Safety Policy alongside safeguarding elements in more depth.

At Banister we have an online safety group that meets multiple times per year and works hard to keep our children safe.

Our online safety group reviews the monitoring and filtering process amongst safeguarding trends and patterns (both within school and Nationally), staff training and developing staff knowledge and expertise. Within our group at Banister is our IT technician, a member of Senior Leadership, a DSL and our Online Safety lead with representation from staff in Ks1 and Ks2.

Our online safety group follow the 360 online safety guidance alongside.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and are informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published [filtering and monitoring standards](#) (2022 – updated 2025) which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

The Prevent duty Departmental advice for schools and childcare providers and Home Office Statutory guidance: Prevent duty guidance. 38 Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: "appropriate" filtering and monitoring

<https://www.saferinternet.org.uk/advicecentre/teachers-and-school-staff/appropriate-filtering-and-monitoring>.

South West Grid for Learning ([swgfl.org.uk](http://swgfl.org.uk)) have created a tool to check whether a school filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content). Banister has used this tool with it's online safety group now for many years. Our action planning is also informed by this.

Support for schools when considering what to buy and how to buy it is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).

The Department has published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education. Information security and access

## 22.2 INFORMATION SECURITY AND ACCESS MANAGEMENT

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance on e-security is available from the [National Education Network](#). Banister is considering meeting the [Cyber security standards](#) (released 2023) for schools.

Broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff](#). As a new element, the online safety group, which includes Governors will be reviewing this in the Autumn term.

### Reviewing online

Technology, and risks and harms related to it, evolve, and change rapidly, at Banister we carrying out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks own children face.

At Banister we use a free online safety self-review tool for schools; [360 safe website or LGfL online safety audit](#).

UKCIS has published [Online safety in schools and colleges: Questions from the governing board](#) (2022). The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring. When reviewing online safety provision, the UKCIS external visitors guidance highlights a range of resources which can support educational settings to develop a whole school approach towards online safety.

## 22.1 SOCIAL MEDIA

<https://www.ceopeducation.co.uk/>

<https://360safe.org.uk/>

<http://www.childnet.com/search-results/?keywords=social%20networking>

<https://www.childnet.com/help-and-advice/social-media-11-18-year-olds/>

<https://parentsafe.lgfl.net/>

In addition to the above online safety guidance, and guidance around managing peer on peer /child on child abuse we recognise there are some specific risks with the use of social media platforms by increasingly younger children.

- Pupils of a young age are now aware of a wide range of social media platforms. They may access them via friends or family member's phones.
- Many have an age restriction mainly due to how the platform can be used.
- Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our educational provision sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring in an age or developmentally appropriate way for parents and pupils.
- New apps and platforms appear regularly and a common issue is the spreading of sensitive or untrue information regarding incidents or issues.
- Also there are many users adept at targeting certain profiles with fake, misleading or extremist information. This is also linked to or referred to as FAKE news. It is very difficult for most people to distinguish between these types of information on social media.
- As a school we regularly re-visit the consideration of the use of social media in an age appropriate way, we check with pupils and parents that the learning opportunities we offer reflect their experiences with social media.
- We provide parents with information and engage with our pupils as to the positives but also potential negatives of social media.
- Within our RSHE/ PSHE lessons we explored and continue to explore the impact social media has had over covid and also in non-covid times on relationships with others, and explore at a time indicated in our curriculum plans how negative use of social media can be harmful and how to manage this.

Banister Primary school is proud to be a National Online safe community. We have funded and secured online training relating to safeguarding for all our parents, staff and Governors to help build awareness and protect our children.

See [Safety online Policy / Social Media policy](#)

## 22.2 CYBERCRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

### 22.3 CYBERBULLYING

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

<https://www.hampshire-pcc.gov.uk/get-involved/crime-prevention/online/safer-social-online>

<https://www.childnet.com/>

<https://www.safe4me.co.uk/>

- Central to the School's anti-bullying policy is the principle that *'bullying is always unacceptable'* and that *'all pupils have a right not to be bullied'*.
- It is recognised that cyber bullying can often form a part of incidents that repeatedly target a victim through the use of sexual abuse as outlined earlier in the guidance. This is **not tolerated in our school** and we expect all adults to address any issues they see or hear, or are brought to their attention.
- The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site. We will always communicate any concerns to parents/carers and may also report any incidents to the police or Local Authority children's social care.
- Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."
- By cyber-bullying, we mean bullying by electronic media:
  - Bullying by texts or messages or calls on mobile phones
  - The use of mobile phone cameras to cause distress, fear or humiliation
  - Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
  - Using e-mail to message others
  - Hijacking/cloning e-mail accounts
  - Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

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

#### 22.4 YOUTH PRODUCED SEXUAL IMAGERY (CONSENSUAL AND NON-CONSENSUAL SHARING OF NUDE AND SEMI NUDE IMAGES)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

<https://www.hampshire.police.uk/advice/advice-and-information/online-safety/online-safety/sextortion/>

<https://www.safe4me.co.uk/portfolio/sendingnudes/>

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

The sharing of naked or 'nude/semi-nude' pictures or video through mobile phones and the internet was previously referred to as Sexting. It also includes underwear shots, sexual poses and explicit text messaging. The terminology is more recognised by young people as "Sending nudes" as well as other slang terms.

- While this often takes place in a consensual relationship between two young people, the use of images in revenge following a relationship breakdown is becoming more commonplace. It can also be used as a form of sexual exploitation and take place between strangers. In our school we will treat any incidents sensitively and may inform parents if it will not raise risks for either child, children's services or the police.
- As the average age of first smartphone or camera enabled tablet is 6 years old, the sending of inappropriate photo's, even unintentionally or with a lack of understanding of implications is an issue that requires awareness raising across all ages.
- The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.
  - Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

#### 22.5 GAMING

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals>

<https://www.childnet.com/resources/parents-and-carers?topic=gaming>

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

By talking to parents and carers about the games their children play and help them identify whether they are appropriate.

By support parents in identifying the most effective way of safeguarding their children by using parental controls and pupil safety mode.

By talking to parents about setting boundaries and time limits when games are played.

By highlighting relevant resources.

## 22.6 ONLINE REPUTATION

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation>

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

For an employee it can bring disciplinary action and staff are encouraged to follow the Banister code of conduct and Online Safety policy regarding professional reputation of the individual or their organisation or profession.

For teachers, this would include for example, the teacher standards [Teachers' standards: overview \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) and the Nolan principles of public life [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

- We will aim to educate our children through PSHE curriculum and online safety curriculum.
- Our staff will be made aware of their own responsibilities around reputation and the possible consequences if this affects the school's reputation, as well as the suitability to work with children criteria in KCSiE 2025 for managing allegations against staff (managing allegations processes, including LADO consultation)

## 22.7 GROOMING

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a pupil online, with the intention of developing a relationship with that pupil, to be able to meet them in person and intentionally cause harm. It is linked to exploitation of young people that can be, for example, sexual or criminal.

The school will build awareness amongst children and parents about ensuring that our children:

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

- to never give personal information or share pictures to anyone they don't know in person, and even limit information they share with friends

That parents should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online
- recognise it is a form of exploitation
- including about unsafe online challenges and hoaxes

The school will raise awareness by:

- Running sessions for parents and signposting helpful information – safe4me website
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming
- Establish this learning as a part of the planned relationships education content.
- Consider how to best raise awareness with parents and pupils of harmful online challenges, hoaxes and where to get help

## 22.0 CHILDREN WHO RUN AWAY

Running away is a dangerous activity that puts children at risk. Schools need to be aware of the Southampton guidance on missing children so that staff are clear of their role in helping to locate missing children and actions the school can take to help them reintegrate into school on their return.

If schools are worried about a pupil or young person who is thinking about running away, they can refer the young person to the Barnardo's project on 020 7700 2253 for support to help them to deal with issues and stop them running away.

Schools should also be aware that going missing is an indicator of other issues, such as pupil sexual exploitation, gang activity and trafficking.

### 22.1 CHILD MISSING FROM HOME OR CARE

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

1. Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.
2. The association of chief police officers has provided the following definitions and guidance:
  - *“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*
  - *An absent person is: ‘A person not at a place where they are expected or required to be.’*
  - *All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a pupil. Cases where the pupil was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.*

- *The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.*

3. Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

4. Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker
- Less rules

5. As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their pupil, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

• Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- Grooming
- Exploitation
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

- The school will inform all parents of children who are absent (unless the parent has informed us) as soon as possible. At our school our register closes at 8:30am and 1:00pm to register attendance. If when contacted the parent is also unaware of the location of their child, and the definition of them missing school is met, we are likely to advise the parent/carer to report this matter to the police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a case of emergency and record this in the safeguarding log/ school recording system.
- A discussion with the MET team or referral to CRS may be deemed appropriate action by the DSL based upon individual context and professional decision making for which a record will be kept.
- Upon return we will support the LA MET team in completing a return interview with a young person where required (MET hub contact details in key contacts section).

## **22.2 CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As

children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## 22.2 ABSENCE FROM LESSONS OR SCHOOL

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[School attendance: guidance for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Absence from school at any point may be considered, in individual contexts as a safeguarding risk.

From September 2022 duties relating to regular attendance at school are set out and regular attendance is expected and from September 2025 'Working together to improve school attendance' is statutory guidance. We will engage in the new duties by Local Authorities relating to regular attendance at school, and multi-agency working where necessary.

Staff in our school will aim to work with parents and carers to establish regular attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time we will discuss each on a case by case basis with the linked EWO to consider any additional actions or the use of the referral for Penalty notice process to aim to secure regular attendance at school.

The family context will also be taken into account and a referral to Children and Families First (previously Early Help) may be discussed to support with matters that may be impacting on the child being able to regularly attend.

We recognise that Educational Neglect is a factor that adversely affects a child into adulthood and staff will use the guidance for practitioners in liaison with partner agencies with the aim of securing regular attendance at school for all children.

Staff will proactively reach out for support when school actions have not had the desired impact, this may require significant exploration and the set-up of Alternative Learning Provision for short or long term that will need to be reviewed regularly. If any provision is reduced the LA guidance for Reduced timetables should be followed.

We will participate termly in the attendance meetings with the LA and not wait until these meetings to raise concerns about children's absences.

First day absence processes should be established taking safeguarding into account. They should be reviewed regularly to ensure they are effective.

DSLs and staff should continue to consider:

- **Missing lessons:**
  - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is there potential that the child may be being exploited during this time?
  - Are they late because of a caring responsibility?
  - Have they been directly or indirectly affected by substance misuse?
  - Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
  - Is the lesson being missed one that would cause bruising or injuries to become visible?
- **Single missing days:**
    - Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
    - Is the parent informing the school of the absence on the day?
    - Are missing days reported back to parents to confirm their awareness?
    - Is the child being sexually exploited during this day?
    - Do the parents appear to be aware?
    - Are the pupil's peers making comments or suggestions as to where the pupil is at?
  - **Continuous missing days:**
    - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
    - Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual or criminal exploitation?
    - Have we had any concerns about physical or sexual abuse?
- The school will view absence as both a potential safeguarding issue as well as an educational outcomes issue. The school will work with parents to try and establish regular attendance at school. Additionally, we may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case by case basis.

If a child (or adult) displays COVID symptoms or tests positive the most recent government advice for our phase of education will be followed.

### 22.3 CHILDREN WITH ALTERNATIVE TO FULL-TIME ON SITE PROVISION ARRANGEMENTS ATTENDANCE

Schools may from time to time need to arrange temporary or ongoing alternative provision to that which would be full-time onsite for pupils. At our school we ensure that safeguarding arrangements are in place at the provider/setting/ alternative and for communication between ourselves and them with our DSLs and attendance leads, recognising that these are likely to be bespoke per provision and child. These arrangements should include first day absence processes.

A risk assessment should always be in place to include any travel arrangements. It should also set out any changes to usual school day times that may be relevant. The provision and risk assessment should be agreed with parent/carer and reviewed regularly. The local reduced timetable process should be followed if this is applicable, and elements will support Risk Assessment where full time alternative provision is offered.

Where such arrangements are in place the school must always use appropriate coding to support an accurate registration certificate, check attendance and enable the provision provider to report any concerns to the DSL at school as well as where relevant refer to CRS or the police without delay where relevant. Where safeguarding information or training is required for the provider out school will ensure this is in place before any placement begins or will provide adequate supervision until it can be undertaken, this will be included in the risk assessment.

### 23.1 CHILD LOOKED AFTER (CLA)

<https://hipsprocedures.org.uk/gkyyht/children-in-specific-circumstances/looked-after-children-and-other-children-living-away-from-home>

<https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

All staff have a responsibility to keep all children safe. Staff need to be aware of the child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead will have all details of the child's social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.

The Designated Teacher in our school is a qualified teacher, and has received training to undertake their role with regards for looked after and previously looked after children and children in kinship care. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. They have been appointed into role. The designated teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

**The Designated Teacher for our school is: Kate Vincent**

**The name of the Virtual School Head Teacher in Southampton is Maria Anderson.**

**Contact details: [maria.anderson@southampton.gov.uk](mailto:maria.anderson@southampton.gov.uk)**

Governors in our school ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children and those in kinship care. In other schools and colleges, an appropriately trained teacher should take the lead

The Designated Teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a pupil's looked after legal status and contact arrangements in place for the pupil.

Any concerns by staff will be raised to the designated teacher and DSL if different to then be escalated through appropriate channels within Social Care and with the Independent Reviewing Officer and kept a record of.

#### 23.1.2 CHILDREN WHO HAVE, OR HAVE EVER HAD A SOCIAL WORKER

New non-statutory responsibilities have been issued for Virtual Schools. In Southampton advice can be obtained through the virtual school by emailing: [thevirtualschool@southampton.gov.uk](mailto:thevirtualschool@southampton.gov.uk)

Our school reviews records upon transfer of a child to check if a child has ever had a social worker. Our school also checks records upon transfer to ascertain if a child/ young person currently has a social worker. This information will be included in the revised [transfer of records template form](#) (May 2024). In our school we will monitor this group of pupils attendance, well-being, progress and attainment to ensure that they make the best progress during their time as a pupil in our school, and we will continue to work with multi-agency colleagues where they are engaged with the child and their wider family.

In light of new extension to the Virtual School duties it needs to be noted that the role of the Designated teacher **does not change** but the DSL can seek advice from the Virtual School for children who have had, or ever had a social worker.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/994028/Promoting\\_the\\_education\\_of\\_children\\_with\\_a\\_social\\_worker.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf)

### 23.2 PRIVATE FOSTERED CHILDREN

[http://www.proceduresonline.com/4lscb/southampton/p\\_ch\\_living\\_away.html?zoom\\_highlight=private+fostering](http://www.proceduresonline.com/4lscb/southampton/p_ch_living_away.html?zoom_highlight=private+fostering)

A privately fostered pupil is a pupil or young person aged up to 16 who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days.

Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a pupil is sent to the UK to live with family friends or distant relatives.

In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. All private fostering arrangements must be notified to the local authority and Southampton has a duty to visit a privately fostered pupil in order to safeguard their welfare.

The law requires that the carer/s and parents must notify the children's services department of any private fostering arrangement. If our school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so unless there is a reasonable belief that by informing a parent/carer this may increase the risk of harm to a child. Advice can be gained from CRS if required.

### 23.3 PARENTING

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions, for example through school staff or the Children and Families First (previously Early Help) team can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources ( <http://www.familylives.org.uk/>)
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate services or referral for support from Children and Families First (previously Early Help (southampton.gov.uk))

### 23.3 YOUNG CARERS

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a pupil of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a pupil's life and can lead to poor educational outcomes and social isolation. If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on 020 7254 6251 for advice and can refer the pupil on for services and support. Further details can be found on the website. [www.family-action.org.uk](http://www.family-action.org.uk)

### 23.4 CHILDREN AND THE COURT SYSTEM

The YOS team in Southampton can be contacted where needed through Anna Harbridge [anna.harbridge@southampton.gov.uk](mailto:anna.harbridge@southampton.gov.uk), Southampton Youth Offending Service Manager Integrated and Restorative Service, Church View, 28-29 St Mary Street, Southampton.

Those children who themselves are going through either the out of court system or the court process for offences they have committed - there will be YOS involvement whether that be a court officer supporting in court or a YOS officer writing a report for the court. As a school we will work together with relevant agencies as required.

Once a decision has been made in the joint decision-making panel for children (in the out of court system) or a child has pleaded or been found guilty in court, those children will be allocated to the YOS. All children who are open cases to YOS regardless of the type of order, a letter will go to the headteacher to notify of them of our involvement so we can work together to support any relevant children.

Other ways children may be involved in the court system:

- Sometimes children are arrested or interviewed as part of a criminal investigation and they may have to attend court for cases where they are a defendant or to give evidence in a prosecution.
- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds ([Young witness booklet for 5 to 11 year olds - GOV.UK](#)) and 12-17 year olds ([Young witness booklet for 12 to 17 year olds - GOV.UK](#)). They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

If this situation arises for a child at Banister we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case-by-case basis. This would include working with relevant agencies if a child were alleged to have committed a criminal offence.

### 23.5 CHILDREN WITH FAMILY MEMBERS IN PRISON

[National Information Centre on Children of Offenders](#)

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at Banister we will work together with the relevant agencies including NICCO to ensure that the pupil is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.

If we become aware of a family member being in prison without having had contact with external agencies the DSL will establish contact through taking advice from CRS professionals line advisors.

#### **24.0 MONITORING AND REVIEWING POLICIES**

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Head Teacher will ensure that:

- all school policies are regularly monitored by the designated leader and annually reviewed by the Head Teacher and governing body
- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the Head Teacher has an overview all accidents/incidents
- racist incidents are recorded and dealt with in accordance with DfE guidance
- serious accidents and incidents are reported to the board of governors
- the designated teacher ensures a high standard of recording of pupil protection concerns
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action

## Appendix 1: Transporting of Pupils by Parents

### **Draft letter:**

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of children, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting children.

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of children. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

### **DECLARATION FORM**

#### **Safeguarding statement**

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, children, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-

bullying and pupil protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

**All drivers must:**

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

**Insurance:**

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

**Safety:**

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use pupil proof locks on rear doors where necessary
- Pupil seats such as booster seats are to be used at all times according to the height and age of each pupil in the vehicle

I have read and understood the above requirements and agree to comply with them.

I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:

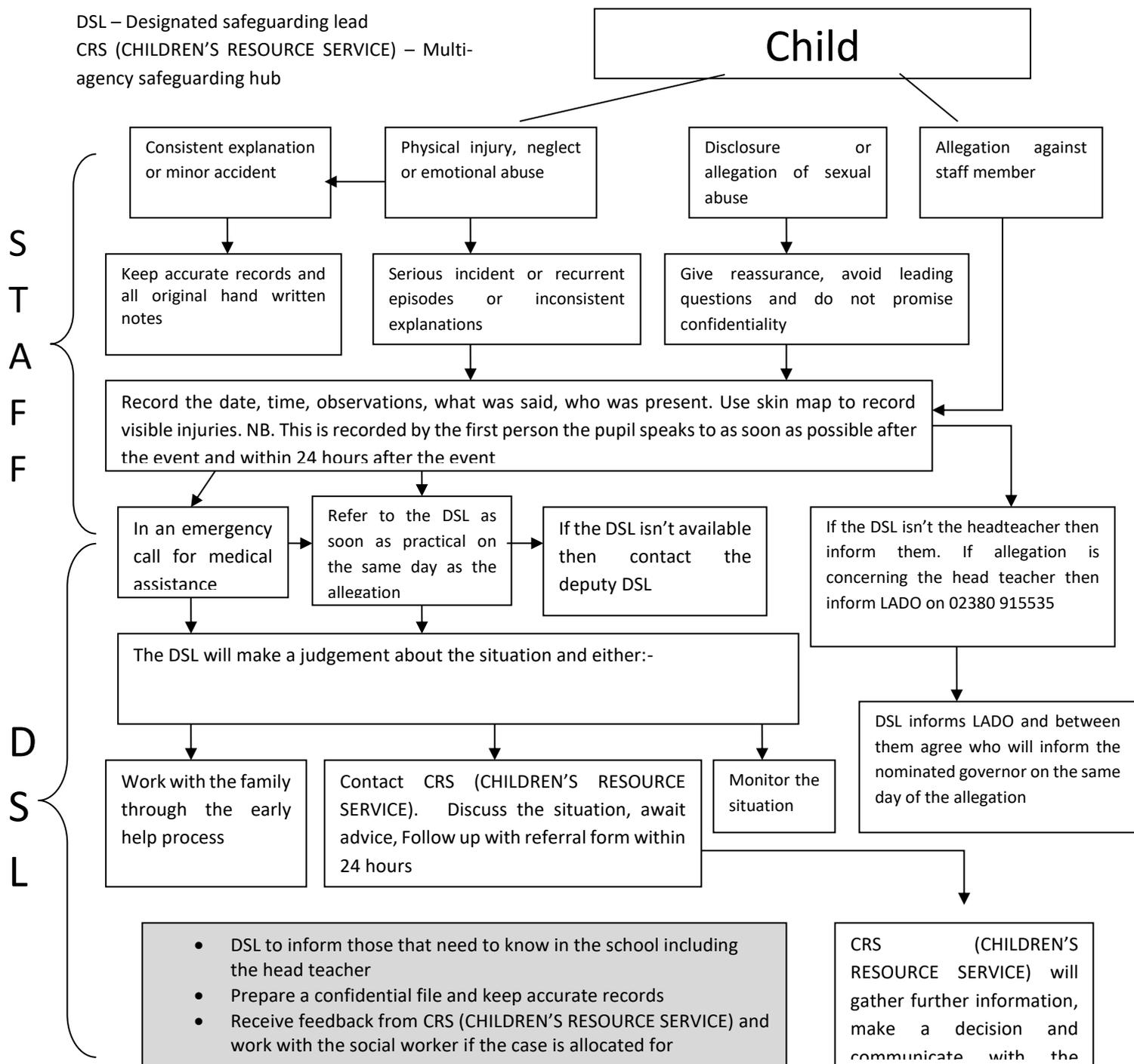
Date:

Name (Please print)

Number of seats in vehicle:

## APPENDIX 2 FLOWCHART FOR PUPIL PROTECTION PROCEDURES

### Annex 1: Flowchart for pupil protection procedures



### ANNEX 2 : BODY MAP

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a pupil's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or pupil's social worker if already an open case to social care.**

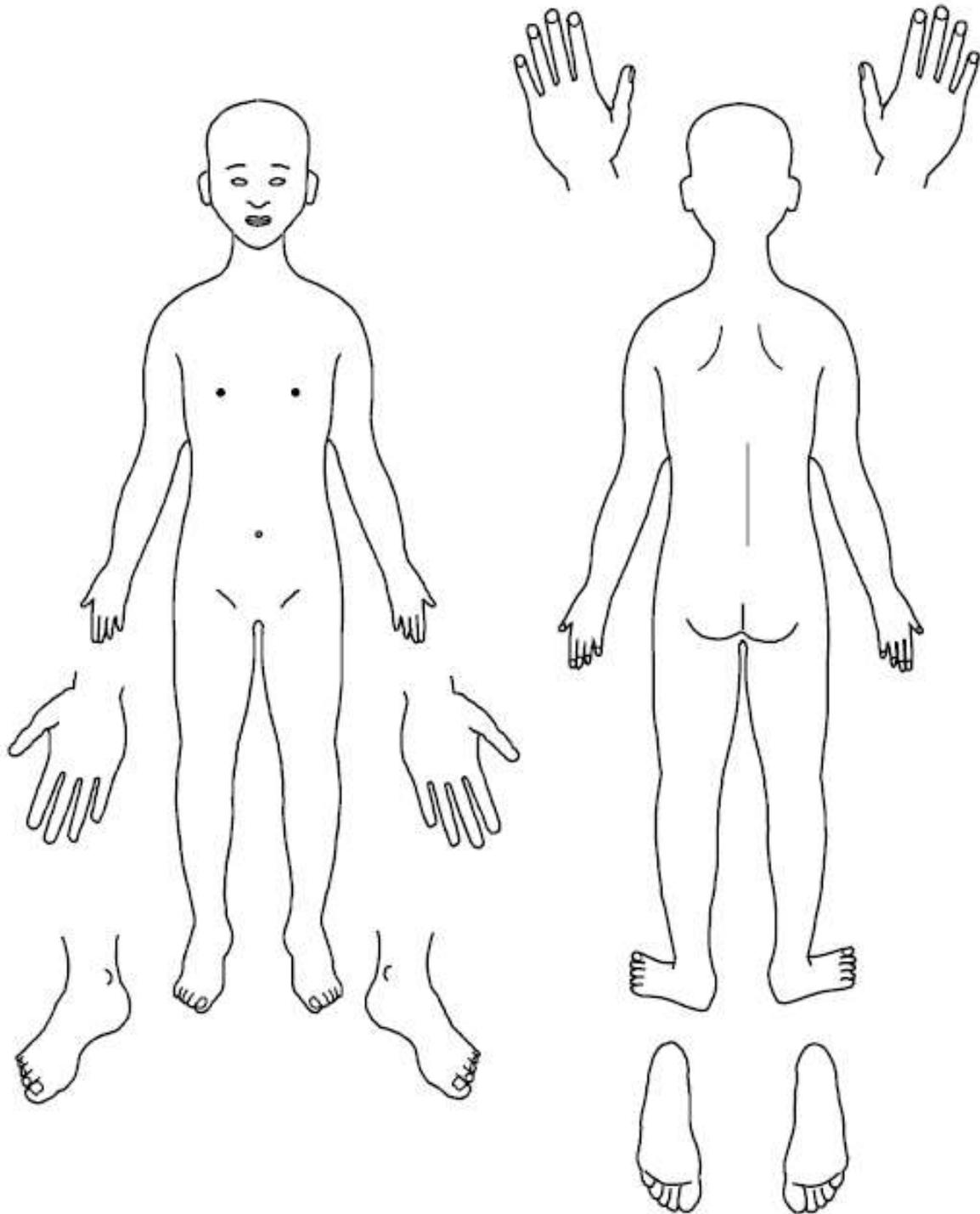
**When you notice an injury to a pupil, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

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

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

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the pupil's concern/confidential file.



Name of Pupil: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

## **ANNEX 3: DEALING WITH DISCLOSURES**

### **Dealing with disclosures**

#### **All staff should:**

A member of staff who is approached by a pupil should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the pupil or other children safe. The degree of confidentiality should always be governed by the need to protect the pupil.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a pupil home.

#### **Guiding principles, the seven R's**

##### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

##### **Reassure**

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

##### **Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the pupil's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

##### **Report**

- Share concerns with the designated safeguarding lead as soon as possible

- If you are not able to contact your designated safeguarding lead, and the pupil is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

### **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the pupil. If the pupil uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

### **Remember**

- Support the pupil: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

### **Review (led by DSL)**

- Has the action taken provided good outcomes for the pupil?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required

### **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Pupil in Need plans or Pupil Protection plans. This will always involve multiagency working around the pupil / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider picture.

### **ANNEX 4: ALLEGATIONS AGAINST STAFF**

## **Allegations against staff**

### **Procedure**

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a pupil, or may have harmed a pupil;**
- **possibly committed a criminal offence against or related to a pupil; or**
- **behaved towards a pupil or children in a way that indicates he or she would pose a risk of harm to children**

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

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or the DSL as soon as possible
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Head teacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2016) and the LSCB procedures.

### **ANNEX 5: MANAGING ALLEGATIONS AGAINST OTHER PUPILS: MODEL POLICY AND PROCEDURE**

#### **Managing allegations against other pupils**

##### **Model policy & procedure**

DfE guidance keeping children safe in education (2016) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

#### **The safeguarding implications of sexual activity between young people**

The intervention of pupil protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a pupil under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a pupil is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

### **Policy:-**

At Banister Primary 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 students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

### **Prevention**

As a school we will minimise the risk of allegations against other children by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued

- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children.

### **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other children in the school
- Indicates that other children may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

#### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

#### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

#### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

#### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

#### **Procedure: -**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both children's files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## **ANNEX 6: BRIEFING SHEET FOR TEMPORARY AND SUPPLY STAFF**

### **Briefing sheet for temporary and supply staff**

#### **For supply staff and those on short contracts in *Banister Primary* school**

While working in *Banister Primary* school, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a pupil or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Kate Vincent (Head Teacher)

*The Deputy DSL are; Lynsey Heller and Tracy Price. There is a designated safeguarding lead on each floor of the school.*

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a pupil or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a pupil or young person
- a pupil or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the pupil has been led in any way.

If a pupil talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the pupil, just listen and be supportive
- Never stop a pupil who is freely recalling significant events, but don't push the pupil to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/pupil protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in Banister Primary School.

**Remember, if you have a concern, discuss it with the DSL.**

## **ANNEX 7: WHAT IS CHILD ABUSE?**

### **What is Child abuse?**

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

#### **What is abuse, neglect?**

Abuse and neglect are forms of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another pupil or children.

#### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a pupil. Perplexing presentations (previously known as fabricated illness) in a child could also be a sign of physical harm.

#### **Emotional abuse**

The persistent emotional maltreatment of a pupil such as to cause severe and persistent adverse effects on the pupil's emotional development. It may involve conveying to a pupil 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 pupil 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 pupil's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the pupil participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious

bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a pupil, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a pupil or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the pupil 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 pupil in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a pupil's basic physical and/or psychological needs, likely to result in the serious impairment of the pupil's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a pupil 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 pupil 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 pupil's basic emotional needs.

### **Indicators of abuse**

#### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on pupil protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a pupil from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the pupil. The duty to safeguard and promote the welfare of children (*what to do if you are worried a pupil is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a pupil continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/pupil protection co-ordinator.

### **Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a pupil is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a pupil is being abused. Each pupil should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.**

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse**

#### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse, neglect and exploitation have emotional effects although emotional abuse can occur by itself.

Children can be harmed by seeing, hearing or experiencing the effects in relation to domestic abuse.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

#### **Indicators of emotional abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical abuse**

#### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no pupil should be asked to remove clothing by a member of staff of the school.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the pupil (adults words)
- no explanation is forthcoming
- the pupil (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

#### **You should be concerned if the pupil or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

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### **SEXUAL ABUSE**

#### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the pupil – e.g., relatives, family friends, neighbours, babysitters, and people working with the pupil in school, faith settings, clubs or activities. Children can also be subject to pupil sexual exploitation.

#### **Characteristics of pupil sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the pupil – people who abuse children take care to choose a vulnerable pupil and often spend time making them dependent
- grooming the pupil's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

### Indicators of sexual abuse

#### Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

### APPENDIX 3 SOUTHAMPTON CITY COUNCIL PRACTITIONER GUIDANCE – EDUCATIONAL NEGLECT (REVISED MAY 2021)

There is no statutory definition of educational neglect. A task and finish group from across SCC education team developed this guidance as a result of recommendations from a Serious Case Review in 2019 and has since reviewed the guidance with wider colleagues. The Local Safeguarding Childrens Board, now Southampton Safeguarding Childrens Partnership has overview of the work.

Neglect is defined as, ***“The persistent failure to meet a child’s basic physical, emotional, and/or psychological needs, likely to result in the serious impairment of the child’s health or development”*** Working Together to Safeguard Children (July 2018).

The definition agreed for Southampton and included in the Safeguarding Partnership Neglect Strategy is:

***“Neglect is the most common form of child abuse. In Southampton we recognise neglect as the ongoing failure to meet a child’s basic needs in order for them to thrive. Neglect means that a child may be left hungry or dirty without adequate clothing, shelter, supervision or medical care. A child may be put in***

***danger or not protected from harm. Neglect also includes psychological and emotional harm; a child needs care and attention and opportunities to relax, play and learn”.***

[Neglect – Southampton Safeguarding Children Partnership \(neglect toolkit\)](#)

Within this definition the Local Authority recognises that educational neglect exists and can be a factor within physical, emotional, sexual or criminal harm. It is a likely outcome of a range of contributing factors that could be attributable to parent(s)/carer(s), professionals or organisations. It could also be the continued persistent failure of a parent or young person, deemed old enough to determine their own actions, to manage their own travel to and from school and to attend school regularly.

In attendance guidance published by the DFE May 2021 for Local Authorities and Schools ([School attendance: guidance for schools](#), and , <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>) it is clear that educational attendance and provision should be a central part of any multi-agency planning for children.

It includes the statements below regarding where *pupils are at risk of persistent absence, in addition to those who are already classed as persistently absent.*

*SCC has clear process for how attendance issues should be managed and escalated if unresolved, making clear for all when to follow different steps of intervention and involving all relevant agencies, including for social workers to engage with linked EWS officers when pupil absence or arrangements for education are of concern.*

*The May 2021 guidance specifically states that Social workers and family support workers should:*

- *convey high expectations for attendance*
- *make sure school attendance is prioritised within multi-agency plans*
- *in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support*

*For looked-after children and all children in kinship care, Virtual School Heads should ensure personal education plans identify and address any barriers to good attendance.*

It also states actions that are recommended for:

- Leadership and management in schools
- Teachers and tutors
- Attendance officers, pastoral staff and family support workers
- Local Authorities and external partners
- Pupils

In Early Years, it is recognised that educational neglect can begin to establish behaviours by adults that can impact on later routines and provision. Whilst attendance in early years education (that is before the term after the child’s 5th birthday) is not statutory, non-attendance at an early years setting can equally be recognised as educational neglect if this absence is likely to seriously impair the learning and educational development of the child.

SCC has clear processes for how attendance issues in early years settings should be managed, making clear for all when to follow different steps of intervention. All opportunities should be taken by professionals

working or involved with families with 2 year olds who are eligible for funded sessions, and families with 3 and 4 year olds, to promote the benefits of regular attendance.

Similar risk and preventative factors apply to under 5s as to over 5s

In Southampton we recognise that educational neglect can be any one or more of the following:

**Parental:**

- Failure to identify provision for their child or adequately maintain schooling/education provision
- Failure to engage in most school/ Local Authority/ trust meetings -even where support is offered - that leads to a disengagement of a child in their schooling with a detrimental impact on their learning and development
- Failure to engage as required with agencies beyond school, for example health services that leads to a delay/ deterioration in their child's development, taking into account of a child's needs that impacts negatively on their child's learning and development
- Parental failure to provide substantiated reasons for absences from school
- At least one court intervention which fails to improve attendance
- Ineffective take up of support that may have been likely through identified need to improve the educational development of their child

**Young person(s):**

Consideration of educational neglect could be applied when a young person is old enough to determine their own actions and independently travel to and from school safely where:

- Full parental co-operation is clearly demonstrated, and educational provision offered is appropriate for the young person's needs
- Pupil engagement and attendance levels are identified as seriously impeding their development
- Action may have been taken previously against the parent for failing to secure regular attendance of the young person and the young person will have awareness of the impact of their disengagement

**Professional(s):**

- Where one or more professionals or organisation(s) have failed to report concerns that require additional intervention to avoid serious impairment of a child's learning and development
- Where educational provision that is alternative to full-time education is not provided/is not in line with needs and is not monitored effectively or changed/adapted to reduce the serious impairment of a child's educational development, taking into account an individual child's needs and wishes
- Where a school putting in place an alternative provision has not met the checks to ensure the safeguarding of a pupil in the placement
- Where transfer of records or known information that supports a child's learning and developmental needs, including their social, emotional, mental health and well-being and learning needs are not shared with other professionals or transferred to new settings in a timely manner
- Where a child is 'off-rolled' from a school that does not follow correct process, or is off-rolled not in the best interests of the child where learning is lost but is in the interest of the school.. Ofsted currently define 'off-rolling' as; *"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the*

*pupil*". It must be noted that there are circumstances where off-rolling is not unlawful – where it is in the best interests of the child and has followed due process.

- Where an agency has failed to take timely action to minimise the impact of known and recognised poor parental management of educational attendance or provision
- Where an agency has not put into place in a timely manner, or sufficiently taken into account advice from health professionals, to establish an Individual Health Care Plan to support individual health needs.
- Where a lead agency has not ensured the child's learning and development needs are central to multi-agency planning, monitored and challenged where improvement is required.
- Where an LA officer has received information about a young person no longer attending a post-16 provision – they MUST notify the post-16 education team without delay so the young person can be supported back into education, employment or training.

### **In Southampton**

Abuse/neglect is a broad category for Child in Need cases therefore most children will have this as an identified feature in their assessments.

52% of children on a Child Protection Plan in Southampton have neglect as a primary feature identified (May 2021). It may be a feature in other planning also, but not the primary concern.

Additionally, many of these pupils have had attendance issues that may have been heightened during the pandemic, or upon return to full opening of schools. They may also be persistent absentees and/ or are known to have a reduced/or had experienced a reduced timetable.

### **Advice for practitioners**

The term "educational neglect" can be used to challenge colleagues, agencies and parents to consider if their actions could be viewed as neglectful i.e. likely to seriously impair the learning and educational development of the child.

It may be helpful to use the neglect strategy and practitioners guide [Neglect – Southampton Safeguarding Children Partnership \(neglect toolkit\)](#) when considering educational neglect.

NOTE: A simple overall total percentage attendance does not provide enough detail to know if there is an issue to be tackled or not. Absence can be authorised or unauthorised by a school and therefore will relate to a range of factors some of which may indicate less concern than others. So, it is important to understand the coding, and reasons for it where overall attendance appears to be of concern. Contacting the linked EWO will be of importance in understanding absence coding. It is important to note that reduced timetables are not illegal and can be used, although SCC would encourage all schools to follow the SCC reduced timetable protocol and guidance for schools and school leaders regarding any reduction and the monitoring of it [Inclusion services](#).

### **Key questions to consider:**

- Are the child's educational development needs being met? Is this in line with expected learning milestones nationally for all children?
- Are learning needs being addressed so that learning and educational progress can be seen appropriate to identified needs?
- Are there aspects of the provision that are impacting negatively on the educational development of the child?

- Is a full-time education offer in place?
- Has each child in a family had an application made for a school place or a parental decision to Electively Home educate been made?
- Have I notified other LA teams/ agencies who may be able to support a young person e.g. if post-16 or any additional needs.

Each child's education is paramount and therefore needs should be considered equally alongside health and well-being or other factors, when determining what support a family requires and not after all other family needs are addressed, but alongside.

1. Where needed set appropriate, achievable steps within a clear timeframe in addressing the health, well-being and educational needs being discussed. Parents usually want the best for their child and so ensure they are supported to achieve this at the earliest possible opportunity with engagement through individual organisation teams and CRS support. Where parents are not supporting the educational learning and development of their child this should be clearly recorded and the necessary steps taken to minimise the impact of this together with other professionals.
2. Observe, engage and support the child – a range of professionals' perspectives may be required. Ensure the child's voice is heard and give time for this to happen in a meaningful way, with reassurance they will be taken seriously.
3. It is expected and reasonable to challenge behaviour and provision with regard to a child's educational needs, including transfer of records that appears may be neglectful. Be sensitive in any challenge of parents or professionals and record reasons for challenge and any outcome. Escalate where a child's basic needs are often not met, challenge parents where children present in a manner that is different to that which is expected for every child, on all occasions. Different parenting styles can affect what expectations are manageable and understood, these can also be cultural differences therefore be sensitive and knowledgeable, but do not fail to challenge. It is possible that there may be other aspects of neglect that may cross over with educational neglect therefore clear recording is essential.
4. Review a child in the context of their family and previous events or patterns. Record your thoughts and reasons for decisions, be professionally curious when safeguarding children and always consider their educational development in addition to other needs.
5. Discuss cases with another appropriate person, consider if others may hold different/ similar or the same concerns, build a picture of different professionals' views. Be proactive and call a professionals' meeting if you, as the professional, consider that the picture/understanding of the concerns is likely to be clearer as a result. Ensure there is a planned and cohesive approach to tackling neglectful adult behaviour and escalate to the appropriate managers/ supervisors to make them aware.
6. Consider if other aspects are present, such as but not limited to: exclusions (lawful or unlawful); Children Missing Education – what has been discovered or looked in to and what actions have been taken; whether there is a full-time offer of education; whether there is a reduced timetable that is reviewed regularly and amended to support education need; whether there is a provision relative to needs that may be short or long term for medical needs; whether parents are fully aware of their responsibilities if removing a child to be Electively Home Educated – how do they know?

7. Always ensure that on any change of schools – at normal transition points or in-year - that the records to facilitate the educational development of a child/young person are shared to ensure that the child will be supported appropriately from arrival. This should include any information that supports their attendance such as start of day arrangements that support arrival/settling in to school.
8. Ensure that where any change or reduction in an offer of full-time education is made that parents understand and agree with this in the interests of their child. Check that Southampton City Council guidance for reduced timetables or flexi-school arrangements are followed and review is planned and regular.

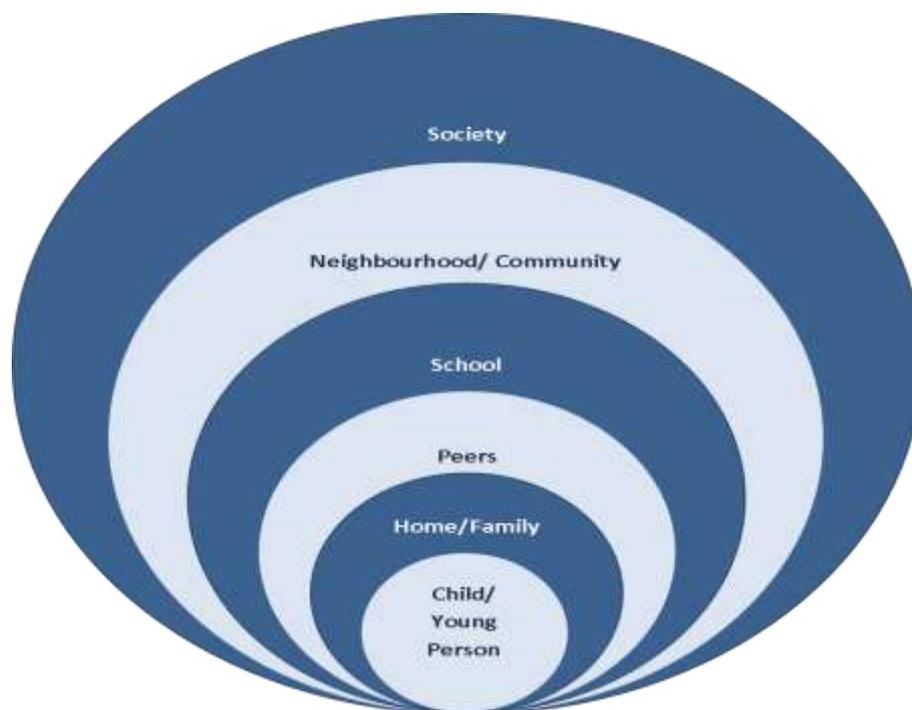
Educational neglect may be more likely if any of the following factors are present:

Child Risk factors	Parental risk factors	Wider agency & professionals risk factors
<ul style="list-style-type: none"> <li>• Adverse childhood experiences (neglect/abuse)</li> <li>• Disability</li> <li>• Substance misuse</li> <li>• Learning difficulties</li> <li>• Family unit breakdown</li> <li>• Bereavement</li> <li>• Views not taken into account in decision making about education</li> <li>• Chronic ill-health</li> <li>• Poor mental health</li> <li>• Child subjected to exploitation (sexual or criminal)</li> <li>• Living in poverty</li> <li>• Going missing</li> <li>• Reduced or inappropriate educational or timetable provision</li> <li>• Child performing role of carer</li> </ul>	<ul style="list-style-type: none"> <li>• Previous action regarding poor attendance at school</li> <li>• Poor parental mental and emotional well-being</li> <li>• Substance misuse</li> <li>• Domestic Abuse/violence</li> <li>• Learning difficulties</li> <li>• Lack of positive parenting in childhood</li> <li>• Adverse childhood experiences</li> <li>• Being obese or underweight</li> <li>• Poor parental engagement in education</li> <li>• Family history of poor engagement of other siblings in education</li> <li>• Unable to provide/uninterested in development of child of any age</li> <li>• Disguised compliance/ non-compliance with agencies</li> <li>• Exploitation or criminality</li> <li>• Bereavement</li> <li>• Family breakdown</li> <li>• Ill health</li> <li>• Not following health advice that enables engagement in education</li> <li>• Low/poor pre-school developmental experiences provided for child</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Unemployment</li> <li>• Lack of positive personal networks</li> <li>• Lack of sharing of information between agencies regarding concerns</li> <li>• Ineffective monitoring and review of reduced timetables or alternative provision</li> <li>• Lack of triangulation or challenge regarding information provided by parent where it raises query/ may not be substantiated</li> <li>• Lack of substantiated / reasonable information for absence</li> <li>• Inconsistent or unsustainable responses to agency support</li> <li>• Lack of health information to support a suitable Individual health care plan that supports engagement in education</li> <li>• Lack of consideration of wider context e.g of family history of poor engagement of siblings in education or previous actions not sustained</li> <li>• Lack of transfer of information</li> </ul>

Protective factors:

- Parental interest and action to support the educational development of their child, including providing a suitable education if EHE
- Full educational provision that meets needs or amendments that are effectively reviewed regularly
- Positive and effective engagement with agencies to support the child, parent/ family (health, social care, CRS, education)
- Sustained improvements in attendance managed independently by pupil or parent
- Effective agency communication and sharing of information to safeguard a child including for their attendance at school or educational provision

ANNEX 8: RISK TO CHILDREN OUTSIDE OF THE HOME / CONTEXTUAL SAFEGUARDING



As children move from early pupilhood and into adolescence they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang- related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families.

Risk to children outside of the home / Contextual Safeguarding – Areas of Risk

Risk to children outside of the home /Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This list isn't exhaustive but includes:

- peer on peer and relationship abuse

- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces
- trafficking and modern slavery

## 1 What is it?

Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

## 2 Why is it matters

Traditional approaches to protecting children/young people from harm have focused on the risk of violence and abuse from inside the home, and don't always address the time that children/young people spend outside the home.

## 3 Why it matters

As children move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families. The nature of young people's relationships, that they form in these settings, inform the extent to which they encounter protection or abuse.

## 7 What should we do?

Identify the ways in which young people can change the social conditions where abuse has occurred, and encourage self-responsibility for making these changes. Engage with individuals and sectors who have a bearing on social contexts, ie shopkeepers, local policing, community leaders, to make environments safer.

## 6 What should we do?

A Contextual Safeguarding approach aims to disrupt harmful extra-familial contexts rather than move young people away from them. The approach seeks to identify the ways in which professionals, adults and young people can change the social conditions of environments in which abuse has occurred.



## 4 Peer relationships

Research tells us that peer relationships are increasingly influential during adolescence. If a young person forms friendships in contexts characterised by violence and/or harmful attitudes these relationships will be anti-social and unsafe.

## 5 What are the risks?

There are a wide range of potential risks where the prime cause of harm is outside of the family. This list isn't exhaustive but includes: peer on peer abuse; exploitation and online abuse; missing episodes; gang involvement; radicalisation; trafficking and modern slavery.

## **ANNEX 9: USEFUL LINKS FOR STAFF, PARENTS AND PUPILS**

### ADVICE FOR GOVERNING BODIES/PROPRIETORS AND SENIOR LEADERS

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- [UK Council for Internet Safety](#) have provided advice on, and an Online Safety Audit Tool to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

### REMOTE EDUCATION, VIRTUAL LESSONS AND LIVE STREAMING

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely](#)
- [London Grid for Learning guidance](#)
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre guidance](#) on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

### SUPPORT FOR CHILDREN

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre to report and remove harmful online content](#)
- [CEOP](#) for advice on making a report about online abuse

### PARENTAL SUPPORT

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [NSPCC](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) and the [HSB toolkit](#) resources from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency Thinkuknow](#) /[CEOP](#) provides support for parents and carers to keep their children safe online
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online

## **ANNEX 10: BROOK SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL**

### **Brook sexual behaviours traffic light tool**

#### **Behaviours: age 0 to 5**

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

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

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls.</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online.</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play.</li> </ul>

## Behaviours: age 5 to 9 and 9 to 13

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>

<p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul>	<p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul>
<p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>

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## Behaviours: age 13 to 17

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• sexually explicit conversations with peers</li> <li>• obscenities and jokes within the current cultural norm</li> <li>• interest in erotica/pornography</li> <li>• use of internet/e-media to chat online</li> <li>• having sexual or non-sexual relationships</li> <li>• sexual activity including hugging, kissing, holding hands</li> <li>• consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>• choosing not to be sexually active</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• accessing exploitative or violent pornography</li> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,</li> <li>• withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• concern about body image</li> <li>• taking and sending naked or sexually provocative images of self or others</li> <li>• single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>• giving out contact details online</li> <li>• joining adult- only social networking sites and giving false personal information</li> <li>• arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• preoccupation with sex, which interferes with daily function</li> <li>• sexual degradation/humiliation of self or others</li> <li>• attempting/forcing others to expose genitals</li> <li>• sexually aggressive/exploitative behaviour</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• non-consensual sexual activity</li> <li>• use of/acceptance of power and control in sexual relationships</li> <li>• genital injury to self or others</li> <li>• sexual contact with others where there</li> <li>• is a big difference in age or ability</li> <li>• sexual activity with someone in authority and in a position of trust</li> <li>• sexual activity with family members</li> <li>• involvement in sexual exploitation and/or trafficking</li> <li>• sexual contact with animals receipt of gifts or money in exchange for sex</li> </ul>

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## ANNEX 11: PREVENT REFERRAL

The school should use the specific national referral form for Prevent link set out below - complete send directly and securely to [preventreferralsouthampton@hampshire.pnn.police.uk](mailto:preventreferralsouthampton@hampshire.pnn.police.uk)

Any queries before referral contact should be made with the appropriate service team, advice regarding the referral form completion can be sought by using the Prevent gateway team, contact number below or CRS prior to referral if needed.

The referral form can be accessed through: [Prevent \(southampton.gov.uk\)](http://southampton.gov.uk/Prevent)

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:preventreferralsouthampton@hampshire.pnn.police.uk">preventreferralsouthampton@hampshire.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: 01865 555618</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (if DoB unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

**FOR EXAMPLE:**

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

**COMPLEX NEEDS**

**Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**

Please Describe

**FOR EXAMPLE:**

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

**OTHER INFORMATION**

**Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..**

**Annex 12**

**Prejudicial language and behaviours toolkit**

**Example Bullying and prejudice-based incident report form**

<b>Report form completed by:</b>	
<b>Date of report:</b>	
<b>Time of incident:</b>	

**Type of report/incident:**

Bullying	<input type="checkbox"/>	Prejudice-based incident	<input type="checkbox"/>	Both	<input type="checkbox"/>
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**Concern raised by:**

Victim	<input type="checkbox"/>	Perpetrator	<input type="checkbox"/>	Third party – staff	<input type="checkbox"/>
Child/young person	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>	Other	<input type="checkbox"/>

Where did the incident take place? Tick all that apply.

Bus	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Park	<input type="checkbox"/>
Taxi	<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Toilets/Cloakroom	<input type="checkbox"/>	Locker/changing room	<input type="checkbox"/>	Online/social media	<input type="checkbox"/>
On the way to/from school	<input type="checkbox"/>	Other (please describe below)			<input type="checkbox"/>

Other
-------

**Details of reported bullying/incident (please include any derogatory language used):**

--

**Name and age/year/tutor group of target/s (some incidents may not have a target):**

**Ethnicity of target (please refer to Appendix 4 for ethnic groups):**

**Gender of target: Name and age/year/tutor group of perpetrator/s:**

**Name and age/year/tutor group of perpetrator/s:**

**Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):**

**Gender of perpetrator:**

**Bullying/incident was to do with:**

**(Tick all the boxes that apply from sections A and B).**

***Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.***

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy


Expressing/supporting extremist views

Other (please describe):

**Section B (other non-statutory characteristics) - for definitions see Appendix 1.**

Appearance

Home circumstances/socio-economic factors

Other (please describe):

**Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:**

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

**Frequency and duration of behaviour:**

--

**Risk Assessment screening questions**

Is the victim safe (if not, consider immediate response)?

--

Does the victim need additional support?

--

Is this a repeat victim?

--

Is this a repeat perpetrator?

--

Are any of the individuals at risk of radicalisation?

--

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

**If appropriate to your setting:**

Restorative approaches used?

Yes/No

**Date recorded on school electronic behaviour record:**

--

## **PLAB Appendix 1 – brief definitions: types of bullying/incidents**

### **Disability/special educational needs/medical condition/mental health**

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

### **Ethnicity/race (racism)**

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

### **Gender identity (transphobia)**

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

### **Religion/belief**

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

### **Sex; sexist bullying (misogyny/misandry)**

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

### **Sexual orientation**

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

### **Appearance**

Hair colour, body shape, clothing etc.

### **Home circumstances**

Class background, low income, free school meals, young carer, looked after children.

## **PLAB Appendix 2 – extended definitions of types of bullying**

### **Homophobic bullying**

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

### **Bi-phobic bullying**

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

### **Bullying that targets disabled children and children with Special Educational Needs (SEN)**

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

### **Racist bullying**

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

### **Bullying based on religion or belief**

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

### **Transphobic Bullying**

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming

to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

### **PLAB Appendix 3 – behaviour involved in the bullying/incident**

**Cyberbullying:** Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

**Damage to property:** damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

**Indirect/social:** intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

**Physical abuse:** any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

**Possession/distribution of offensive materials:** disseminating inappropriate materials.

**Sexual abuse/harassment:** suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

**Verbal abuse:** using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

## PLAB Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

## PLAB Useful Links:

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

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

<https://www.theredcard.org/>

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

<https://www.stophateuk.org/>

<http://report-it.org.uk/home>

<https://tellmamauk.org/>

<https://cst.org.uk/antisemitism/hate-crimes>

<http://www.galop.org.uk/>

<https://www.hampshire.police.uk>

<https://www.hampshire-pcc.gov.uk>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>

Annex 13: Safeguarding and Online Safety training overview:

**\*Safeguarding explicit\***

Annual timetable

Autumn 1	<p>Online Safety Policy – Children to sign Appendix 1/2  Online Safety Policy – school adults to sign Appendix 3  <b>Keeping Children Safe in Education and updates</b>  <b>Safeguarding online training</b>  Behaviour Policy  Safeguarding policy review  Child on Child Abuse  Harmful Sexual Behaviour</p>
Autumn 2	<p>Anti-bullying – including cyber bullying  Anti-Bullying policy review  Relationships and Sex Education review  PSHE policy review  Indecent images  Safeguarding policy Audit</p>
Spring 1	<p>Online Safety Policy review  Acceptable Use Policy review  Prevent training  FGM</p>
Spring 2	<p>Social Media Policy review  National Online Safety training – online safeguarding  360 degree Online Safety review and working group</p>
Summer 1	<p>Curriculum guidance training  Subject leadership training – CPD</p>
Summer 2	<p>Online Safety Policy – Appendix 4 staff self-audit  App guides – from National Online Safety  <b>THIS TRAINING IS TO BE CARRIED OUT AS APPROPRIATE  THROUGHOUT THE YEAR</b> in direct response to any incidents that should occur/be brought to our attention</p>