



Policy Title:	Child Protection
Policy Folder:	Pastoral
Last Review:	September 2023
Next Review:	September 2024
Led by:	Headteacher
Responsible Committee:	Finance, Pupils & Resources
Ratified by:	Full Governing Body

INTRODUCTION

Policy statement and principles

Lantern Lane Primary & Nursery School recognises its responsibilities for safeguarding children and protecting them from harm. We will have appropriate policies and procedures in place which detail our school's safeguarding arrangements and how actions will be taken to safeguard and promote children's welfare.

The Senior Designated Person for our school is Jane Butler and the second Designated Persons are Nuala Thompson and Paula Panther.

This policy links with other statutory policies such as the staff code of conduct, safer recruitment policy, child on child abuse, sexual violence and sexual harassment, allegations against staff, complaints, pupil behaviour, children missing education and online safety policies.

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

Date of last review: September 2023

Date of next review: September 2024

Role	Name	Contact Details
Headteacher/Principal	Jane Butler	01509 820112
Senior Leader(s) available for contact in the absence of the DSLs	Nuala Thompson/Paula Panther	01509 820112
Designated Governor for Child Protection/Safeguarding	Kerry Bentley/Jackie Vanderwalt	01509 820112
Senior Designated Safeguarding Lead	Jane Butler	01509 820112
Deputy Safeguarding Lead	Nuala Thompson	01509 820112
Names of additional Safeguarding Officers	Paula Panther	01509 820112
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)	Office hours	0300 500 80 90
MASH Consultation Line	Outside of office hours	0115 977 4247
Emergency Duty Team (Children's Social care)	101 line is available 8.00am to 8.00pm Monday to Friday	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)		In an emergency 999 (only)
NSPCC help/whistleblowing line		0800 028 0285- E-mail: help@nspcc.org.uk

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

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

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

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

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

- Any staff member who has any concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2023 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.

- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2023 to include children abusing other children, other varying forms of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2023 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

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

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

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

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

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

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

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

Our Snr DSL and the DSL team has the lead responsibility to ensure that all filtering and monitoring procedures are overseen and regularly reviewed by the Governing body, along with considering the number of and age range of the children; those who are potentially at greater risk of harm, and how often the children access the IT system along with the proportionality of costs versus safeguarding risks.

Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy ([Appendix 2](#)), and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2023 paragraph 138 to 147. This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

FrogboxIT support the DSL team to manage Lantern Lane's filtering and monitoring procedures. They have provided the DSL team with information explaining the processes that are in place to ensure they meet the required standard of KCSiE 2023. This information has been shared with all staff. ([Appendix 3](#))

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

Our Senior DSL and the DSL team will always act in the 'best interests of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as 'alleged perpetrator(s)' or 'perpetrator(s)' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

Identifying Concerns

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

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

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

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 child or children.

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

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 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-

contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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

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

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

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

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within school will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate. We build open supportive relationships so that children feel confident they will be listened to and will share information with staff members., Where possible we endeavour to only use supply staff who are known to the children, each year group formulates a team approach enabling the children to build relationships with their year group staff team, not just individual teachers, and relationships with parents are valued by all staff which enables us to further support and safeguard our children.

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

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

In order to ensure that all agencies who should be involved with particular families/children are, the school safeguarding team meet weekly to discuss safeguarding concerns and any support that has been or could potentially be accessed.

These agencies range from agencies involved in the initial referral (MASH, EHU and/or Moira Loadman) to agencies who work with the children in school already or those which may get involved as a result of the concerns raised (Healthy Families Team, Educational Psychologists, SFSS, Police, RPP, Children Centre, Family Service).

All safeguarding meetings are attended or hosted at school, including during school holidays. To ensure that knowledge and expertise is kept updated, DSLs attend the Nottinghamshire local safeguarding forums

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

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

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

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

As a consequence of training, staff have a clear understanding of both risk and protective factors that could indicate a child has the potential to develop a mental health problem. At Lantern Lane, we have a senior leader who works alongside a well-being team to support the early identification of pupils facing mental health challenges.

Good relationships with families, support our understanding of external influences impacting on the child and this contributes to the early identification of any concerns. Once a concern is recognised, appropriate provision will be put in place. This could include school-based strategies such as a meet and greet, ELSA, emotional regulation sessions or scaling activities etc or could include a referral to access further additional support (e.g. CAMHS).

Supply staff and volunteers also receive relevant safeguarding information as part of their induction.

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

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

As a school will obtain written confirmation from any alternative provision provider used that appropriate safeguarding checks have been conducted on individuals working at the establishment those checks that the school would otherwise perform in respect of its own staff.

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

As a school we recognise that when our school site is used by outside organisations (see KCSiE 2023 paragraph 377) we are still responsible for safeguarding the children. School staff if whilst in the building with any external organisations will remain vigilant. If a concern is raised by our staff or others about any organisation working with our children we will manage the allegation in line with our school safeguarding policies and procedures, including when necessary informing the LADO.

Our Safer Recruitment policies and procedures follow Local and National guidance. Both our Senior and Deputy DSLs have had Safer Recruitment training and the school ensures that during all recruitment of staff the DSLs are in attendance, alongside a Governor who also has had this training

Our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, and filtering and monitoring arrangements for online safety and harms and is added as an appendix.

We recognise that because of the day-to-day contact our school staff have with children, they and we are well placed to observe the outward signs of abuse.

The school will therefore:

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

Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying

- Maintain an on-line safety policy which addresses statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.

- Create a whole school ethos of sharing excellent communication with safeguarding partners and services, so that children and young people can feel assured that they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Work together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

The Teaching of Safeguarding

As part of our broad and balanced RSHE curriculum, we will embed and teach safeguarding to pupils as outlined in the RSHE long term plan and policy.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.
- We will explicitly teach lessons to help children to keep safe outside of school as well as inside (Stranger danger, water safety, Forest school safety etc)

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2023 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2023 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; Records are kept separate from the main pupil file, and in a locked cabinet in the Heads office or more current information can be found on CPOMS.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

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

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum (E-safety, RSHE policy, SRE policy, assembly programme)
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.

- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- SLT review behaviour logs from across the school weekly and discuss strategies to support staff to improve those behaviours in the children.
- Personalised provision will be implemented for children displaying concerning behaviours. The provision may include support from the Wellbeing Support Assistant, ELSA, lunchtime support, individual rewards, Meet and Greet and a variety of therapies. (art, Lego etc)
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within 5 working days and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported through close partnership working with each other, outside agencies, families and receiving secondary schools
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school child-on-child/sexual violence and sexual harassment between children in school and college policy.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2023 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2023 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2023 Part Three paragraphs 206 to 351.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2023 in line with KCSiE Part Four Section two. Staff are regularly reminded of this policy and can access a copy of this through their Office 365 account or from the School Business Manager.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by their line manager, before beginning working and having any contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the

headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.

- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team and in exceptional circumstances by EPS
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

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

- Accessibility Plan
- Anti-Bullying revised for 2023-2024 (LA template policy in the process of being revised)
- Attendance Policy
- Behaviour Principles Written Statement
- Equality
- Central Record of Recruitment and Vetting Checks
- Complaints' Procedure Statement
- Cyber-bullying and Harmful online challenges
- Online Safety Policy
- Freedom of Information
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)
- Health and Safety Disability Equality Action Plan
- Home-school Agreement Document
- Child on Child Abuse -Sexual violence and sexual harassment
- Physical intervention/positive handling
- Register of Pupil Attendance
- School Access Policy
- School Behaviour
- Knife Crime Guidance
- Relationships, Sex and Health Education
- Mental and Physical Health
- Special Educational Needs
- CRB - Use of Reasonable Force Policy/ Guidance
- Staff Behaviour (Code of Conduct policy)
- Staff Discipline Conduct and Grievance (procedures for addressing)
- School information published on a website

- Visitors and VIP Guidance 2023-2024
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage
- NCC & NSCP Neglect Toolkit (available from the NSCP website)

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

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All staff contribute to providing a safe environment in which children can learn by them being mindful, vigilant and rigorous in their approach to safeguarding children at Lantern Lane both at school and in other settings in line with the established policies and practices.

All our staff are aware of the early help process and understand their role in this.

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

As part of our school's approach to Early Help, we ensure that parents feel comfortable to attend school and to be open about their concerns or need for support. In order to achieve this, we offer many opportunities for parents to come into school (assemblies, performances, open door reading and maths sessions, parent workshops and of course our daily open door policy.) We also liaise closely with the Healthy Families Team, Family Support workers and the RPP. In addition where appropriate, we hold regular multi-agency meetings including under Child Protection and Child In Need to inform next steps of support for the family/child. These meetings are prioritised in both term time and during holiday periods. In school we are able to support children through a variety of nurture interventions or through our ELSA programme.

Staff at Lantern Lane recognise that a child's experience of adversity and trauma can leave them vulnerable to further harm and could impact on all areas of school including attendance, learning behaviours and mental health. Staff repeatedly receive training in regards this

Our Wellbeing Support Assistant and ELSA work outside of the classroom in order to provide additional support for pupils – taking the form of both planned and reactive activities.

At Lantern Lane, we have an open-door policy, which enables parents to seek support when required. A member of SLT is always available in school with high visibility (i.e., on the playground) encouraging parents to seek out help.

Our website provides signposting for parents to a wide range of local support agencies and networks.

Safeguarding Training

All our staff are aware of systems within Lantern Lane Primary and Nursery School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2023.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required (via staff meetings, briefings or e- mail), but at least termly.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

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

Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing body
- 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 child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2023.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2023 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

Teachers (including ECTs) and Headteachers – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

We ensure the children know who the designated teachers are by informing them through class discussions and the assembly programme and displaying posters in classrooms and the other areas of the school.

Designated Safeguarding Lead

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

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

Because of the size of our school and pupil numbers and because our school is a split site, we have additional Designated Safeguarding Officers named within our child protection policy.

All Deputy DSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children on roll. The safeguarding team discuss any concerns on a weekly basis.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals:

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

The Senior DSL and the DSL team meet weekly to discuss safeguarding matters. At this meeting individual children are discussed. Information is shared about new referrals alongside updates on 'open cases'

The most appropriate member of the DSL team will ensure regular contact with children on child protection and child in need plans with a view to ensuring a full understanding of the child's situation is held through hearing the child's voice.

Work with others:

- Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2023) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training
- Where possible one of the safeguarding team will attend the Lead Focus group but if not appropriate, all information following the meetings is received and reviewed.
- Through leading change in school the DSL team contribute to the development of the curriculum and the learning experiences of the children.

Undertake training:

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- All DSLs take part in regular 'Working Together' training, in order to strengthen working practices with other professionals.
- We ensure staff receive appropriate safeguarding information at induction and on a regular basis during staff meetings throughout the academic year. At least three times per year staff take part in interactive safeguarding activities which demonstrates their understanding of safeguarding practices and procedures at Lantern Lane.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

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

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and Looked After Children concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2023.
- The Senior DSL and other DSLs meet weekly to review any safeguarding concerns for pupils and families, ensuring that all relevant staff can act in this regard.
- Some historical files are kept in paper form but more recent files are on COPMS All files are forwarded to any new settings with a receipt being obtained.

Availability

- During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements are in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2023 Part Two and Annex C.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2023.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2023. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

Governing Body

We recognise our Governing body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2023, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2023 Annex C page 166 to 170 and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and 543 and page 158, the additional clarification about GPDR and withholding information. Staff are aware –through regular training–that the need to share information to safeguard children takes priority over the data protection rules of GDPR.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2023 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2023 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2023 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct,

(Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

- Ensuring when making a referral to the LADO Service a LADO referral form is fully completed.
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the schools premises are used for non-school activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher. This will apply regardless of whether or not children who attend the provision are on the school roll.
- Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Nottinghamshire Safeguarding Children Partnership procedures (KCSiE 2023 paragraph 377).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' candidate that our school will carry out online social media checks are completed (KCSiE 2023 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

Looked After Children – The Role of Designated Teacher (maintained schools) and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

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

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

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

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

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

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

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.

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

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

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

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

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

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

- DfE KCSiE 2023 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.

- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.
- Staff and governors have completed GDPR information sharing training.

Records and Monitoring (KCSiE 2023 paragraphs 68 to 70, Part Four, Part Five, Annex C)

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

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

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

Staff will record any concerns and will take responsibility for alerting the Designated Safeguarding Lead.

Safeguarding, child protection and welfare concerns will be recorded and kept on CPOMS.

Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit. In addition the safeguarding governors audit of safeguarding processes (in line with the LA) will take place in the Autumn term and then a review of the records/files kept in school will take place in the spring term.

Why recording is important

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

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file (KCSiE 2023 Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543).

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

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

- A referral to MASH/Children's Social Care.

- A number of minor concerns on the child's main school file.
- Any child open to social care.

All 'child protection' or 'confidential' file will contain the following;

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

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

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

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

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

Our school will adopt the file transfer guidance contained in KCSiE 2023 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2023 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

In accordance with KCSiE 2023 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSiE 2023 paragraph 123 and pages 150 to 152 and Annex C).

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will

include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

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

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

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in-line with the NCC Pathway to Provision Version 9.1 document published May 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding (KCSiE 2023 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 144 to 148).

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

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

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

For more details see the RSHE and Computing curriculum planning alongside the E-Safety policy.

The work that we do therefore will include issues such as:

- Communication.
- understanding healthy relationships, including trust.
- understanding and respecting the concept of genuine consent.
- understanding our rights (especially our collective right to be safe and to feel safe).
- recognising abusive and coercive language and behaviours.

Regular correspondence relating to online safety is shared with parents and further signposting is available on our website.

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school. Can be found in [appendix 4](#).

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

Helplines and reporting

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

The following appendices are a part of this policy

Appendix 1

NCC LA Flow Chart 2023-2024 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm

Appendix 2

Online Safety Policy

Appendix 3

FrogboxIT Filtering and Monitoring information

Appendix 4

Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2023 to 2024 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2023-2024).

Appendix 1

Lantern Lane Primary & Nursery School - Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, or sexual harassment, online harm

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**
- Do not question further or inform the alleged abuser.

Discuss concerns with the Snr Designated/Named Safeguarding Lead

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

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern resolved /no longer held

Support has been agreed, record decisions and any follow up needed actions.

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)
Where safe consider **Early Help Service**

If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.
www.nottinghamshire.gov.uk/nscp

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

NSPCC Whistleblowing
Tel: 0800 028 0285

Police Tel:101

Unmet needs identified

Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies: Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

Contacts:

For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children, contact the LA Designated Officer (LADO) for referrals

Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is a brief guide - Please refer to our School Child Protection Policy.School/Academy Child Protection/ Safeguarding Policy



Policy Title: e-Safety (incl. Acceptable Use)

Policy Folder: Pastoral

Last Review: July 2022

Next Review: July 2025

Led By: IT Co-ordinator

Responsible Committee: SD Committee

Introduction

E-safety is defined as being safe from risks to personal safety and wellbeing when using all fixed and mobile devices that allow access to the internet, as well as those that are used to communicate electronically. This includes personal computers, laptops, mobile phones and gaming consoles.

Safeguarding against these risks is not just an ICT responsibility, it is everyone's responsibility and needs to be considered as part of the overall arrangements in place that safeguard and promote the welfare of all members of the community, particularly those that are vulnerable.

Our E-safety Policy has been written by the school, involving all stakeholders and builds on best practice and government guidance. It relates to the latest version of DfE statutory guidance: '**Keeping Children Safe in Education**'.

Cyber-bullying by pupils will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying Policy and Behaviour Policy.

Understanding the risks of using the Internet and associated devices

The internet is an essential element in 21st century life and ICT knowledge, now seen as an important life-skill, is vital to access life-long learning and employment. It is also important to recognise that the internet provides many benefits, not just to children, young people and vulnerable adults, but also to the professional work of staff.

E-safety covers the Internet but it also covers mobile phones and other electronic communications technologies. We know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations or actions online, webcam filming, photography or face-to-face meetings.

There is a 'duty of care' for any persons working with children and educating all members of the school community on the risks and responsibilities of E-safety falls under this duty. It is important that there is a balance between controlling access to the Internet and technology and allowing freedom to explore and use these tools to their full potential. This policy aims to be an aid in regulating ICT activity in school, and provide a good understanding of appropriate ICT use that members of the school community can use as a reference for their conduct online outside of school hours. E-safety is a whole-school issue and responsibility.

While acknowledging the benefits, it is also important to recognise that risk to safety and well-being of users is ever- changing as technologies develop. These can be summarised as follows:

Content

- Commercial (adverts, spam, sponsorship, personal information)
- Aggressive (violent/hateful content)
- Sexual (pornographic or unwelcome sexual content)
- Values (bias, racism, misleading info or advice)

Contact

- Commercial (tracking, harvesting personal information)
- Aggressive (being bullied, harassed or stalked)
- Sexual (meeting strangers, being groomed)
- Values (self-harm, unwelcome persuasions)

Conduct

- Commercial (illegal downloading, hacking, gambling, financial scams, terrorism)
- Aggressive (bullying or harassing another)
- Sexual (creating and uploading inappropriate material, including sexting)
- Values (providing misleading info or advice)

Much of the material on the internet is published for an adult audience and some is unsuitable for children and young people. In addition, there is information on weapons, crime, racism and extremism that would be

considered inappropriate and restricted elsewhere.

It is also known that adults who wish to abuse others may pose as a child/young person/peer to engage with them and then attempt to meet up with them. This process is known as 'grooming' and may take place over a period of months using chat rooms, social networking sites, tablets and mobile phones.

Cyberbullying

Cyberbullying is bullying through the use of communication technology and can take many forms e.g. sending threatening or abusive text messages, e-mails or through messaging within social media websites. This bullying can be either personally or anonymously directed at individuals, making insulting comments about someone on a social networking site or blog or making/sharing derogatory or embarrassing videos of someone via mobile phone or e-mail.

Sexting

This involves users sending sexually explicit texts in the form of images or video to other children or adults. These images are often then distributed further without permission, which poses a significant safeguarding risk and places them at risk of further harm

Why internet and digital communications are important: Teaching and learning:

- The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.
- We believe that the use of Internet and is a necessary tool for staff and pupils. The children learn how to use the internet to find, search, exchange and share information.
- The school Internet access is provided by Nottinghamshire County Council and includes filtering set an appropriate level for pupils at our school. The level of filtering restricts access to inappropriate content but is not so restrictive that children and adults cannot access important tools for teaching and learning in school.
- Pupils will be taught what Internet use is acceptable and what is not and given clear guidelines for Internet use.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be shown how to publish and present information appropriately to a wider audience.

Pupils will be taught how to evaluate Internet content:

- The school will seek to ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.
- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will be taught how to report unpleasant Internet content.

In addition to accessing the internet in organisation settings, children, young people and vulnerable adults may access the internet and/or use other digital technologies in their own time at other locations. This is when they will be at greater risk if they have not been taught about how to use them safely and what the dangers are.

Managing Internet Access & Roles and Responsibilities:

Governors

Governors are responsible for the approval of the E-safety policy and for reviewing the effectiveness of the policy by reviewing E-safety incidents and monitoring reports. E-safety falls within the remit of the governor responsible for Safeguarding. The role of the E-safety Governor will include:

Ensure an E-safety policy is in place, reviewed every 3 years (or earlier if required) and is available to all stakeholders

Ensure that procedures for the safe use of ICT and the Internet are in place and adhered to
Hold the Headteacher and staff accountable for E-safety.

Headteacher and SLT

The Headteacher has a duty of care for ensuring the safety (including E-safety) of members of the school

community, though the day-to-day responsibility for E-safety will be delegated to the Data Protection Officer (DPO). Any complaint about staff misuse must be referred to the DPO at the school or, in the case of a serious complaint or allegation which breaches safeguarding procedures, to the Headteacher.

- Ensure access to induction and training in E-safety practices for all users.
- Ensure appropriate action is taken in all cases of misuse.
- Ensure that Internet filtering methods are appropriate, effective and reasonable.
- Ensure that staff or external providers who operate monitoring procedures be supervised by a named member of SMT.
- Ensure that pupil or staff personal data as recorded within school management system sent over the Internet is secured.
- Work in partnership with the DfE, Local Authority and the Internet Service Provider, Computing Leader and FrogboxIT to ensure systems to protect students are reviewed and improved.
- Ensure the school ICT system is reviewed regularly with regard to security and that virus protection is installed and updated regularly in partnership with FrogboxIT

Computing coordinator:

The Computing Coordinator will undertake relevant training to ensure the school is aware of the key messages in relation to keeping children safe online and ways to tackle child exploitation. This will also be complemented by regular training in line with the PREVENT duty to protect children from the risks of radicalisation and extremism. Other duties may include:

- Leading E-safety staff meetings and workshops for parents.
- Working in partnership with the DfE, Local Authority and the Internet Service Provider, to ensure systems to protect students are reviewed and improved.
- Receives reports of E-safety incidents and creates a log of incidents to inform future E-safety developments.

Network Management:

FrogboxIt is responsible for ensuring:

- That the schools technical infrastructure is secure and is not open to misuse or malicious attack.
- That the school meets required E-safety technical requirements and any relevant body E-safety policy / guidance that may apply.
- That users may only access the networks and devices through a properly enforced password protection policy.
- The filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person.
- That they keep up to date with E-safety technical information in order to effectively carry out their E-safety role and to inform and update others as relevant.
- That the use of the network / internet / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Headteacher; DPO for investigation / action / sanction
- Ensure the school ICT system is reviewed regularly with regard to security and that virus protection is installed and updated regularly.
- That monitoring software / systems are implemented and updated as agreed in school policies.
- Updating of the relevant virus protection.
- Discussing security strategies with the Local Authority, Internet Service Provider and other link Governor.

E-mail:

- Staff may only use approved e-mail accounts which will be checked to ensure they offer added protection of information sharing.
- Pupils may have access to a class email address for teaching purposes
- Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone they meet online.
- Staff to pupil/parent email communication must only take place via a school email address and will be monitored.
- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.
- The forwarding of chain letters is not permitted.

- Staff to staff e-mails concerning children should use initials as identification, not names.

Publishing pupil's images and work

Images or videos of children are considered to be forms of personal information:

Pupils' full names will not be used on the school website or Twitter, particularly in association with photographs. If a photo is used in any context, the child's full name should not be.

Written permission from parents or carers will be obtained before photographs or videos of pupils are used in school or published on the school website. This will be obtained when the child joins the school to cover all uses, although a parent may withdraw their permission in writing at any time.

SD cards, memory sticks and CDs are a temporary means of storage for images. Once they have been used or uploaded to a secure location (e.g. the school network or 365) they should be removed from the temporary storage device.

Images obtained via a third party are subject to copyright and either verbal or written permission should be obtained before they are used.

During performances in school, parents and guardians will be reminded that photographs and videos taken must be retained only for their own personal use and not posted online without the express permission of all of the parents or guardians of the children shown.

Social networking and personal details:

- The school will limit access to social networking sites, and consider how to educate pupils in their safe use e.g. use of passwords.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location.
- Pupils and parents will be advised that the use of social network spaces outside school brings a range of dangers for primary aged pupils.
- Pupils will be advised to use nicknames and avatars when using social networking sites.

Managing filtering and access to inappropriate content:

- The school will work in partnership with Nottinghamshire County Council to ensure systems to protect pupils are reviewed and improved in line with the most recent guidance.
- If staff or pupils come across unsuitable on-line materials, the site must be reported to a member of the Senior Management Team.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Class Teachers will be responsible for overseeing the content that children access, particularly in places outside of the classroom (corridor computers or use of portable technologies) or at times outside of lessons (break times or after school clubs).

Managing emerging technologies:

- Emerging technologies will be examined for educational benefit and the potential risks assessed before use in school is allowed.
- Children will not use personal mobile phones and associated cameras during lessons or formal school time.
- The sending of abusive or inappropriate text messages is forbidden.
- Staff will use a school phone or block their personal phone number where contact with pupils is required.

Protecting personal data:

The school is responsible for reviewing and managing the security of the computers and Internet networks as a whole and takes the protection of school data and personal protection of our school community very seriously. This means protecting the school network, as far as is practicably possible, against viruses, hackers and other external security threats. FrogboxIT will review the security of the school information systems and users regularly and virus protection software will be updated regularly. Some safeguards that the school takes to secure our computer systems are:

- Ensuring that all personal data sent over the Internet or taken off site is encrypted
- Making sure that unapproved software is not downloaded to any school computers. Alerts will be set up to warn users of this
- Files held on the school network will be regularly checked for viruses
- The use of user logins and passwords to access the school network will be enforced
- Portable media containing school data or programmes will not be taken off-site without specific permission from the Headteacher or DPO.

With effect from 25th May 2018, the data protection arrangements for the UK change following the European Union General Data Protection Regulation (GDPR) announced in 2016. For more information on data protection in school please refer to our **data protection policy**.

Data Storage and Transport:

All personal information must be kept secure. We employ a combination of technical and procedural solutions to maximise the security of personal data (including photographs) of children or adults:

- All staff laptops will be password protected and staff will be encouraged to change these regularly.
- Transporting personal information off site should be avoided unless necessary.
- If personal data is required to be taken off site, it should either be stored on a password protected laptop or an encrypted memory stick and be deleted when no longer needed.
- An adult should take all necessary precautions when using a school laptop at home to make sure that no material is accessed which could contravene any elements of this policy (e.g. this has implications for uploading personal photographs, personal use of the internet, allowing other people to use the machine, etc.)

Policy Decisions

Internet access:

1. All staff must read and sign the '**Staff Acceptable Use Agreement**' before using any school ICT resource or personal device in school.
2. The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
3. Any child who is deemed a high risk when using the Internet or any ICT equipment / resource will have restricted access in school and in this exceptional circumstance, parents will be consulted on the management of Computing curriculum provision offered to their child.
4. Parents will be asked to sign and return a consent form.
5. Any person not directly employed by the school will be reminded of the school's 'acceptable use of school ICT resources' before being allowed to access the Internet from the school site. Use of ICT resources will be monitored closely.

Assessing risks:

The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor NCC can accept liability for the material accessed, or any consequences of Internet access.

The school will audit ICT use to establish if the E-safety policy is adequate and that the implementation of the E-safety policy is appropriate and effective.

Handling E-safety complaints:

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Headteacher.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints procedure.
- Pupils and parents will be informed of consequences for pupils misusing the Internet.

Communications Policy

Introducing the E-safety policy to pupils:

- Appropriate elements of the E-safety policy will be shared with pupils.

- E-safety posters will be posted nearby to where computers or mobile devices may be used.
- Pupils will be informed that network and Internet use will be monitored.
- Curriculum opportunities to gain awareness of E-safety issues and how best to deal with them will be provided for pupils.

Staff and the E-safety policy:

- All staff will be directed to read the school's E-safety Policy and its importance explained.
- All members of staff will be asked to sign the **Acceptable Use Agreement**.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.

Enlisting parents' support:

- Parents' and guardians' attention will be drawn to the School E-safety Policy in newsletters, the school brochure and will be made available on the school website
- Parents and carers will from time to time be provided with additional information on E-safety – such as parent workshops.
- The school will ask all new parents to sign the parent /pupil agreement when they register their child with the school.
- In instances where the school has concerns about a child's home access to computers or online technologies including incidences of: Cyber-Bullying, meeting strangers, accessing inappropriate content such as video games above the recommended age certificate, the Child Protection Policy will be referred to and concerns dealt with in accordance with its procedures.

Acceptable Use Agreement

Introduction

This Policy has been written by the school, involving all stakeholders and builds on best practice and government guidance. It relates to the latest version of DfE statutory guidance: 'Keeping Children Safe in Education'.

This agreement should also be read in conjunction with the most recent version of the Staff Handbook, which sets out the Staff Code of Conduct, use of electronic devices and social networking sites, safeguarding children and our expectations for upholding the highest standards of professional conduct both in and outside of the school workplace.

The aims of this policy are:

- To encourage safe use of the Internet by both children and adults working within our school.
- To encourage the development of skills to access, analyse and evaluate resources from the Internet.
- To use these resources to support teaching and learning across the curriculum.
- To ensure their supervised and appropriate use.

Guidelines:

As access can lead to any publicly available resources on the Internet, a filtered/screened service will be used in school to block access to the majority of unsuitable sites. This will ensure access to unsuitable material is minimised.

Children will be shown how to find and access information on suitable web search engines, such as 'Google'.

When a child enters the school, parents and children will be asked to consent to 'an acceptable use of the internet' contract which will be kept on file for reference.

All staff members will be aware of their responsibilities towards pupils, checking sites they recommend are suitable, ensuring that access is supervised and that appropriate rules are being followed.

In so far as possible, screens should always be facing the teacher. Where this is not the case the teacher must walk regularly around the group to supervise sites being accessed. Children should be aware of the problems associated with Internet access and should be encouraged as a class to develop their own Internet rules before the class uses the Internet. They should know that by using 'history' and 'cookies', the teacher can review what has been accessed.

If possible, a written record is to be kept of any undesirable material that is accessed inadvertently. Contact with the ISP will be made if necessary to adjust filtering settings.

Emails:

Class based addresses are available for the children to use and may be available to each class teacher when required. No e-mail should be sent from the school without a member of staff approving it. Pupils should be identified by the name in the subject area of the e-mail, not in the address. Teachers are responsible for the e-mail that is received by their class.

The use of Chat rooms, or sharing sites such as Seesaw, to support teaching and learning will be closely monitored to protect against incidents of cyberbullying. Children will be taught, as stated in the E-safety Policy, about keeping themselves safe when using the Internet.

Virus Protection:

Virus protection is installed and kept up to date in school (ESET Endpoint Anti-Virus). Computer users, especially Internet users, should be aware of the dangers of virus corruption from Internet downloads or attachments to e-mails. Daily virus updates to the school network will be used to help prevent damage to files and systems.

Internet and System Monitoring

All Internet activity is monitored by the school system and checked by FrogboxIT. It is the responsibility of the ICT co-ordinator to review this activity periodically. It is the duty of the ICT co-ordinator to report any transgressions of the school's Internet policy and/or use of obscene, racist or threatening language detected by the system to the Headteacher. Occasionally, it may be necessary for the ICT co-ordinator to investigate attempted access to blocked sites, and in order to do this, the ICT co-ordinator will need to set his/her Internet access rights to "Unrestricted". Whenever this happens, this should be recorded in the ICT violations register, and the Headteacher notified.

Any serious transgressions of the school's E-safety Policy will be recorded and dealt in accordance with the school Behaviour Policy or for adults, the relevant Safeguarding Policy, or Staff Code of Conduct.

Internet Publishing Statement

- The school wishes our website to reflect the range of activities and educational opportunities on offer, however, we recognise the potential for abuse that material published on the Internet may attract, no matter how small this risk may be. Therefore, when considering material for publication, the following conditions should be adhered to:
 - No photograph or video recording may be published without the written consent of the parents/legal guardian of the child concerned, and the child's own verbal consent.
 - Surnames of children should not be published, especially in conjunction with photographic or video material;
 - No link should be made between an individual and any home address (including simply street names);
 - Where the person publishing material suspects that there may be child protection issues at stake then serious consideration must be taken as to whether that material may be published or not. In the case of a simple piece of artwork or writing, this may well be fine, but images of that child should not be published. If in any doubt at all, refer to the person responsible for child protection.

Acceptable Use Agreement

Staff and Volunteers must abide by the following code of conduct:

- This covers use of digital technologies in the organisation i.e. e-mail, internet, intranet and network resources, learning platforms, software, mobile technologies, equipment and systems.
- I will only use the organisation's digital technology resources and systems for professional purposes or for uses deemed reasonable by the Head Teacher.
- I will only use secure e-mail system(s) for any organisation's business (web mail accounts are not secure e-mail system(s)).
- I will not browse, download or send material that could be considered offensive to colleagues and any other individuals.
- I will report any accidental access, receipt of inappropriate materials or filtering breaches to the manager.
- I will not allow unauthorised individuals to access e-mail / internet / intranet / networks or systems.
- I will ensure that all my login credentials (including passwords) are not shared with any other individuals, displayed or used by any individual than myself.
- I will not download any software or resources from the internet that can compromise the network or are not adequately licensed.
- I will follow the DSCF 2009 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (<http://www.timeplan.com/uploads/documents/Downloads/Safer-WorkingPractices.pdf>)
- I will ensure that my personal e-mail accounts, mobile/home telephone numbers are not shared with children, young people or families.
- I will not allow children and young people to add me as a friend to their social networking site nor will I add them as friends to my social networking site.
- I will ensure that any private social networking sites / blogs etc. that I create or actively contribute to are not confused with my professional role.
- I will ensure that the reputation of the school is not brought into question, following any messages, blogs or posts I may make online.
- I understand that all internet and network usage can be logged and this information could be made available to my manager on request.
- I will not connect a computer, laptop or other device to the network/internet that has not been approved

by the organisation and meets its minimum security specification.

- I will not use personal digital cameras or camera phones for transferring images of children and young people or staff without permission.
- I will not engage in any online activity that may compromise my professional responsibilities.
- I understand that the Data Protection Act requires that any information seen by me with regard to staff or children and young people, held within any organisation system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.
- I will at all times behave responsibly and professionally in the digital world and will not publish any work-related content on the internet without permission from the Headteacher.
- I will ensure that I am aware of digital safeguarding issues so that they are appropriately embedded in my practice.
- I understand that failure to comply with this Acceptable Use Agreement (AUA) could lead to disciplinary action.

User Signature

I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the organisation's most recent Acceptable Use Agreement (AUA).

I agree to abide by the organisation's most recent Acceptable Use Agreement (AUA).

Signature Date

Full Name (print)

Job title



Rules for Responsible Internet Use

Lantern Lane Primary School has iPads and computers with Internet access to help you with your learning. These rules need to be signed before you use the Internet and will help you to keep safe and be fair to others.

Using the computers:

- I will only access teacher's computers if I have been asked to
- I will not try to access files in other people's folders.

Using the Internet:

- I will ask permission from a teacher before using the Internet.
- I will only search the Internet in ways that my teacher has approved.
- I will check who owns an image I may want to use on the Internet and will only use those with permission for re-use.
- I will minimise the web page if I find any unpleasant material and will report this to my teacher immediately because this will help protect other pupils and myself.
- I will not give my full name, date of birth, home address or telephone number on any website.
- I will not share anyone else's personal information online.
- I will keep my passwords private
- I will not log on to other people's accounts

Using the ipads:

- I will stay on the app or website my teacher has asked me to
- I will not change the settings on the ipads
- I will show my teacher if any messages appear for software updates
- I will use the ipad that is assigned to me

Signed.....
(Child)

Signed.....
(Parent)

Date

Appendix 3

FrogboxIT Filtering and Monitoring information



INTERNET FILTERING & MONITORING

Information Sheet

All information within this document is Private & Confidential
and should not be disclosed to third parties.

What is Internet Filtering & Monitoring?

Filtering and monitoring systems serve the purpose of ensuring the safety of students while utilising the school's IT system.

- **Filtering systems** function by restricting entry to potentially harmful websites and inappropriate content.
- **Monitoring systems** track and flag instances in which users on a school device attempt to access blocked websites or searches for specific types of harmful content.

While no filtering and monitoring system can guarantee 100% effectiveness, FrogBox IT is confident that by integrating the following systems alongside your current safeguarding protocols, your school will attain a robust level of protection in keeping with the criteria set out within KSIE 2023.

Firewall

FrogBox IT strongly advises the adoption of Fortigate firewalls to enhance perimeter security within your school network. Mandatory for all internet traffic entering or leaving the school network, the Fortigate firewall ensures that each device linking to the school network, including guest networks, is subjected to internet filtering and monitoring. This mechanism possesses the capacity to permit or curtail traffic based on the categorisation of websites.

Filtering

Every website will fit into a category listed in **Appendix A**. When a category is configured as "Block," attempting to access a website within that category will result in denial of access for the user or device, accompanied by a displayed block message.

Web Page Blocked!

You have tried to access a web page which is in violation of your internet usage policy.

URL: <https://www.bet365.com/>
Category: Gambling

To have the rating of this web page re-evaluated [please click here](#).

In this case a user has attempted to access a gambling website when that category has been blocked.

The Fortigate can be set up to apply varying degrees of filtering based on the user of each device. Staff members can enjoy more permissive filtering settings as opposed to pupils.

For devices where user login information is unavailable (such as iPads), it's possible to manually include these devices in the firewall's configuration to ensure they receive the appropriate filtering level. In cases where the firewall doesn't recognise a device, it will automatically assign a web filtering profile associated with pupils.

Monitoring

A block message like this will cause an email to be generated, the content of this email will be like the example below;



Critical violation detected on: LL-IPAD33.lanternlane.local

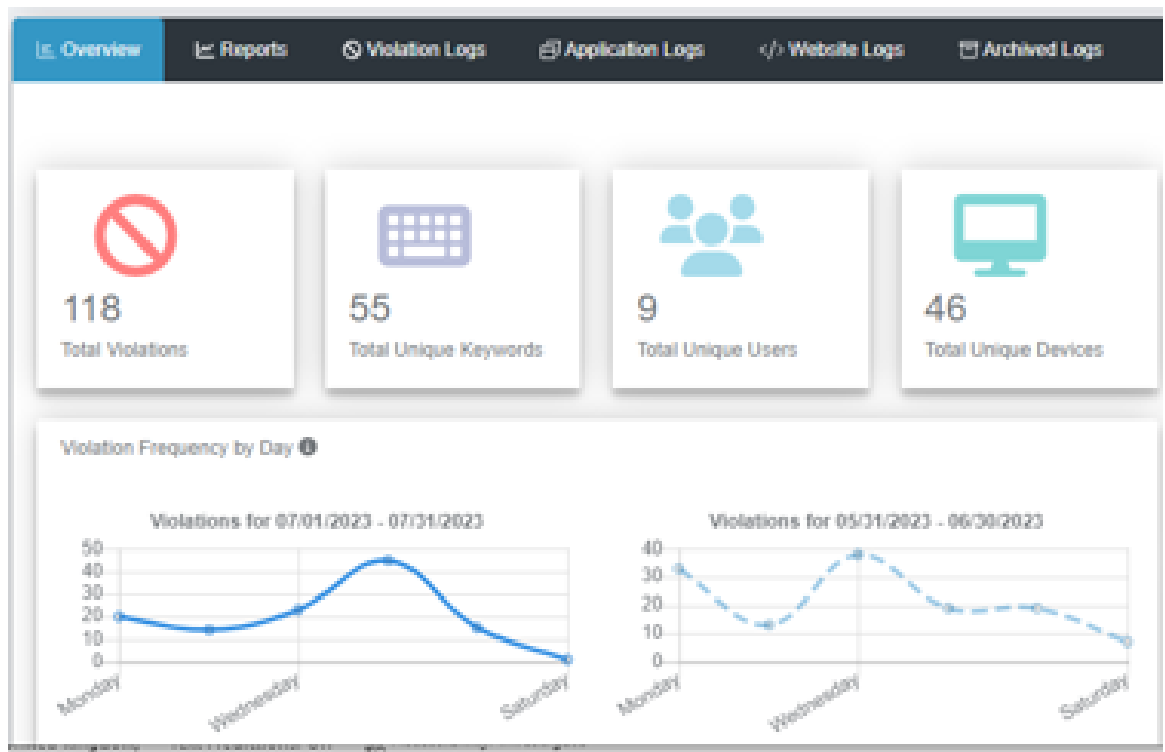
The following websites were blocked:

Time	Date	User	Website	Domain	Reason	Rule
12:09:20	2023-08-20	Unknown	https://doh.dns.apple.com/	doh.dns.apple.com	Proxy Avoidance	FG-Staff-Webfilter
12:09:20	2023-08-20	Unknown	https://doh.dns.apple.com/	doh.dns.apple.com	Proxy Avoidance	FG-Staff-Webfilter
12:09:20	2023-08-20	Unknown	https://doh.dns.apple.com/	doh.dns.apple.com	Proxy Avoidance	FG-Staff-Webfilter
12:09:22	2023-08-20	Unknown	https://doh.dns.apple.com/	doh.dns.apple.com	Proxy Avoidance	FG-Staff-Webfilter
12:09:23	2023-08-20	Unknown	https://doh.dns.apple.com/	doh.dns.apple.com	Proxy Avoidance	FG-Staff-Webfilter
12:09:23	2023-08-20	Unknown	https://doh.dns.apple.com/	doh.dns.apple.com	Proxy Avoidance	FG-Staff-Webfilter

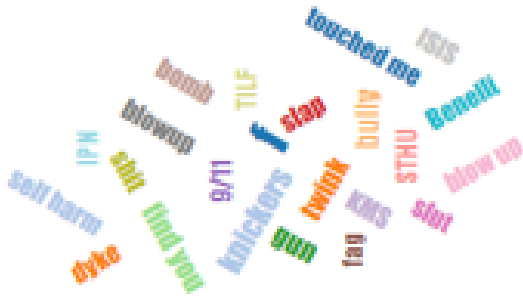
Senso – Safeguard Cloud

Safeguard Cloud is installed on every windows device within the school. This is proactively monitoring key words that are typed on the device. This is not just content searched for on the internet but also key words that are used in other applications on the device.

Any violations that are detected causes an alert email to get sent to the relevant members of staff. These violations are logged and then be viewed at any time.



Word Cloud



Top 10 Violating Keywords

Keyword	Count
f	30
knickers	8
twink	5
bully	5
gun	4
find you	3
slap	2
STHU	2
9/11	2
KMS	2



IT for business • IT for schools • IT for home

Fortiguard Categories

Categories in **red** are typically blocked for pupils.

Main Category	Sub Category	
Potentially Liable	Child Abuse Discrimination Drug Abuse Explicit Violence Extremist Groups	Hacking Illegal or Unethical Plagiarism Proxy Avoidance
Adult/Mature Content	Abortion Advocacy Organisations Alcohol Alternative Beliefs Dating Gambling Lingerie and Swimsuit Marijuana	Nudity and Sex Other Adult Materials Pornography Sex Education Sports Hunting and War Games Tobacco Weapons (Sales)
Bandwidth Consuming	File Sharing and Storage Freeware and Software Downloads Internet Radio and TV	Internet Telephony Peer-to-peer File Sharing Streaming Media and Download
Security Risk	Dynamic DNS Malicious Websites Newly Observed Domains	Newly Registered Domains Phishing Spam URLs
General Interest - Personal	Advertising Arts and Culture Auction Brokerage and Trading Child Education Content Servers Digital Postcards Domain Parking Dynamic Content Education Entertainment Folklore Games Global Religion Health and Wellness Instant Messaging Job Search Meaningless Content	Medicine News and Media Newsgroups and Message Boards Personal Privacy Personal Vehicles Personal Websites and Blogs Political Organisations Real Estate Reference Restaurant and Dining Shopping Social Networking Society and Lifestyles Sports Travel Web Chat Web-based email
General Interest - Business	Armed Forces Business Charitable Organisations Finance and Banking General Organisations Government and Legal Organisations Information Technology Information and Computer Security	Online Meeting Remote Access Search Engines and Portals Secure Websites Web Analytics Web Hosting Web Based Applications
Unrated	Unrated	



Appendix 4

Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2023 to 2024



Policy title: Child on Child Abuse Policy

Policy folder: Pastoral

Last reviewed: September 2023

Next review: September 2024

Lead by: Headteacher

Responsible committee: Finance, Pupils & Resources Committee

Lantern Lane Primary & Nursery School

Introduction

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

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

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) and was formulated in consultation with the whole school community with input from senior leaders, governors, and staff through group discussion and a collaborative approach.

This policy is available:

- Online on our school website
- In the school prospectus
- From the school office

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

Roles and Responsibilities

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

The Head teacher (Jane Butler) has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their Deputies in our school are Jane Butler, Nuala Thompson and Paula Hancock.

The nominated Governor with responsibility for child-on-child abuse is the Chair of Governors.

Definitions

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

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- Abuse in intimate personal relationships between children, (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group and may also include an online element). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Recognising

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

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

Reporting and Responding

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

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

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

Children (including bystanders)

It is important to understand that a victim 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. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse.

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

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in Keeping Children Safe in Education 2023, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place.

Parents/carers

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

In line with the statutory guidance provided in Keeping Children Safe in Education 2022 Part 5, we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

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

Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's recording system and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

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

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

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

Staff

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

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

Visitors

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

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

Recording and evaluating

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

We will ensure that any 'safety plans' are recorded and kept under review. (Retained on CPOMS)

Strategies for Prevention

Our school, Lantern Lane Primary actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- **Staff training** – including for supply staff, governors or management committees, volunteers, and visitors. This may include:
 - Contextual safeguarding
 - Identification and classification of specific behaviours – SVSH, HSB etc
 - Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.”

- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
 - Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
 - Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
 - Responsibilities of the Governing body– they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
 - Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support
- **Information for children** (pupils/students) - give specific details of when, where, and how this information is shared – this may include:
 - Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
 - All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
 - They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
 - Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RHE/RSHE curriculum, PSHE curriculum or wider curriculum
 - Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- **Information for parents/carers** - give specific details on engagement with parents/carers
 - Talking to parents, both in groups and one-to-one
 - Providing opportunities for parents to be involved in the review of school policies and lesson plans; and
 - Encouraging parents to hold the school to account on this issue
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
 - Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
 - Ensuring parents /carers are aware of the ethos and culture of the school or college
- **RHE (Relationships and Health Education) / RSHE curriculum** -
 - The school have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum
 - Our RHE/RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)
 - We will, through our RHE/RSHE/PSHE programme promote:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Equality and raise awareness of stereotyping and prejudice
 - Body confidence and self-esteem
 - How to recognise an abusive relationship, including coercive and controlling behaviour
 - The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable

Breaches / Complaints

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

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

Links with other policies

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

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

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

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2022) [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/keeping-children-safe-in-education-2022.pdf)
- Definitions - [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/keeping-children-safe-in-education-2022.pdf)
- Simon Hackett (2010) Continuum model of sexual behaviours -
 - [Sexual development and behaviour in children | NSPCC Learning](#)
 - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](#)

Monitoring and Review

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

Date approved by Governing Body: 18/10/23

Date to be reviewed: 18/10/24