



## Falkland Islands Schools

# Child Protection and Safeguarding Policy

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Next review due by: August 2025

SLT Lead: KS

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## 1. Key Contacts

### 1.1. School & Stanley House

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<b>Deputy Designated Safeguarding Lead Persons - Primary</b>			
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Shelley Short	Deputy Principal of Primary	<a href="mailto:sshort@primary.ac.fk">sshort@primary.ac.fk</a>	2203
Lucy Gutteridge	Camp Education Manager	<a href="mailto:lgutteridge@primary.ac.fk">lgutteridge@primary.ac.fk</a>	2205
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<b>Designated Safeguarding Lead Secondary</b> Child Protection Child Safeguarding & Looked After Children		Sebastian St John Principal of Secondary Email: <a href="mailto:sstjohn@secondary.ac.fk">sstjohn@secondary.ac.fk</a> Tel: 00 500 27147 <b>Mobile:</b> 00 500 XXXXX <b>Home:</b> XXXXX <b>Int:</b> 2302	
<b>Deputy Designated Safeguarding Lead Persons – Secondary</b>			
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Gemma Chave	SENCO	<a href="mailto:gchave@primary.ac.fk">gchave@primary.ac.fk</a>	2230 / 2310
Barbara Clifton	Pastoral Support Manager	<a href="mailto:bclifton@secondary.ac.fk">bclifton@secondary.ac.fk</a>	2306
Matthew Chave	Pastoral Support Teacher	<a href="mailto:mchave@secondary.ac.fk">mchave@secondary.ac.fk</a>	2306
Pablo Parra	Head of Key Stage 3	<a href="mailto:pparra@secondary.ac.fk">pparra@secondary.ac.fk</a>	2335
Eloise Oubridge Brock	Head of Key Stage 4	<a href="mailto:eoubridgebrock@secondary.ac.fk">eoubridgebrock@secondary.ac.fk</a>	2322
Fiona Molligoda	Associate Assistant Principal - Behaviour & Attitudes / Personal Development	<a href="mailto:fmsmyth@secondary.ac.fk">fmsmyth@secondary.ac.fk</a>	2330
Kirsty Bailey	Associate Assistant Principal – Quality of Education	<a href="mailto:kbailey@secondary.ac.fk">kbailey@secondary.ac.fk</a>	2330
<b>Overall responsibility for Safeguarding</b> Child Protection Child Safeguarding & Looked After Children		Karen Steen Executive Head Teacher Email: <a href="mailto:executivehead@education.ac.fk">executivehead@education.ac.fk</a> Tel: 00 500 27294 / 27147 <b>Mobile:</b> 00 500 XXXXX <b>Home:</b> XXXXX <b>Int:</b> 2204	

<b>Designated Safeguarding Lead Stanley House</b> Child Protection Child Safeguarding & Looked After Children	Julie Courtney Senior Houseparent Email: <a href="mailto:seniorhouseparent@education.ac.fk">seniorhouseparent@education.ac.fk</a> Tel: 00 500 27443 <b>Mobile:</b> 00 500 XXXXX <b>Home:</b> XXXXX <b>Int:</b> 2110
Director of Education:	Sarah Stannard Director of Education Email: <a href="mailto:sstannard@education.ac.fk">sstannard@education.ac.fk</a> Tel: 00 500 27289 <b>Mobile:</b> 00 500 XXXXX <b>Home:</b> XXXXX <b>Int:</b> 2103

### 1.2. Social Services Department

Head of Social Services  (Equivalent to LADO)	Nikki Murphy Team Leader Social Services Department Email: <a href="mailto:hss.social@kemh.gov.fk">hss.social@kemh.gov.fk</a> Tel: 00 500 27296 (Out of hours via Police: 00 500 28100)
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### 1.3. Safeguarding Board

Falkland Islands Safeguarding Children Board (FISCB) Chair person (Equivalent to LADO)	John Woollacott Director of Health & Social Services Email: <a href="mailto:jwoollacott@kemh.gov.fk">jwoollacott@kemh.gov.fk</a> Tel: 00 500 28043
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### 1.4. Police

Royal Falkland Islands Police Designated Officer	Detective Constable Kristiane RFIP Designated Officer Email: <a href="mailto:kthorsen@police.gov.fk">kthorsen@police.gov.fk</a> Tel: 00 500 28100
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## 2. Policy Purpose and Principles

### 2.1. Purpose

The policy provides clear direction to staff and others about actions to take when dealing with child protection and safeguarding issues. It makes explicit the school's commitment to the development of good practice and sound procedures. It ensures that child protection concerns and referrals are handled sensitively, professionally and prioritise the needs of the child.

### 2.2. Principles and Equality

The Falkland Islands Schools recognises their responsibility to protect and safeguard the welfare of all children in its care and maintain a safe school environment. The school works in partnership with parents and outside agencies and shares information appropriately.

The school is committed to listening to, protecting and valuing all children, regardless of age, gender, ability, disability, special educational needs, culture, race, language, religion or sexual identity. All children have equal rights to protection from harm.

The school recognises that some children have an increased risk of abuse, neglect and exploitation both online and offline. The school gives special consideration to children who:

- have special educational needs or disabilities
- are missing or absent from education for prolonged periods and/or repeat occasions
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers

The school ensures all staff, both teaching and non-teaching, are:

- aware of signs and symptoms of abuse, neglect and exploitation
- aware of their responsibilities with respect to safeguarding
- aware of the correct procedure for referring concerns or allegations in a timely manner; and
- receive appropriate training to enable them to carry out these requirements

The school recognises that staff, because of their contact with and knowledge of the children in their care, are well placed to identify abuse, neglect and exploitation and offer support to children in need. The school recognises it is an agent of referral, and not of investigation.

### **3. Legislation, statutory and best practice guidance**

The school complies with the procedures set out by the local safeguarding partner (LSP) i.e. Falkland Islands Safeguarding Children Board (FISCB).

This policy is based on the UK Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\)](#) (September 2024) and [Working Together to Safeguard Children](#) (December 2023), neither are statutory in the Falkland Islands.

This policy meets requirements relating to safeguarding and welfare in the [Framework for the Early Years Foundation Stage](#) (from January 2024).

This policy regards the following Falkland Islands' legislation:

- FIG Children Ordinance 2014 which provides a framework for the care and protection of children
- FIG Education Ordinance 1989, with amendments in 2022
- FIG No Smoking Children and Tobacco Ordinance 2008

### **4. Definitions**

Definitions of Child Abuse, Neglect and Exploitation for the purposes of this policy are set out in the FISCB Safeguarding Children and Young People Procedures 2023, section 1.2.

'Children' refers to everyone under the age of 18.

The definition of safeguarding is described in the [Working Together to Safeguard Children](#) guidance on p7.

## 5. Roles and Responsibilities

Safeguarding and child protection is **everyone's responsibility**. This policy applies to all staff, volunteers and School Governors in the school and is consistent with the procedures of the FISC. Our policy and procedures also apply to extended school and off-site school activities.

### 5.1. The role of the Designated Safeguarding Lead (DSL) person

The DSL is the person appointed to take lead responsibility for child protection issues in school.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children in such processes
- Refer suspected cases, as appropriate, to the Department of Health and Social Services (DH&SS) or Royal Falkland Islands Police (RFIP), and support staff who make such referrals directly

If the DSL is not the Principal, the DSL will keep the Executive Head Teacher and Principal informed of any issues, and liaise with any designated officers for child protection concerns as appropriate.

The role of the DSL for child protection and safeguarding in schools is set out clearly in the [Keeping Children Safe In Education 2024 KCSIE](#) Annex C (in [Appendix 1 of this document](#)), summarised and contextualised in the categories as set out below:

#### Manage referrals

- refers cases of suspected abuse or radicalisation to children's social care or police as appropriate and supports staff who have raised the concerns about a child
- refer cases to the Human Resources Department where a member of staff has been dismissed following concerns they posed a risk to a child, so that the member of staff is added to the list of people 'barred' from working with children.
- Where a crime has been committed, call the Police as required

#### Working with others

- acts as a source of support, advice and expertise to the school community on safeguarding matters
- act as a point of contact with all safeguarding partners
- understands the Falkland Islands Safeguarding Children Board procedures
- liaises with the Executive Head Teacher and Principal as appropriate to keep them informed, including S69 investigations and the requirement for children to have an appropriate adult
- liaise with the FIDO (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff & SENCO on matters of safety, safeguarding and welfare (including online and digital safety) so that children's needs are considered holistically
- liaise with mental health team when concerns are linked to mental health
- promote supportive engagement with parents and carers, including where families may be facing challenging circumstances
- take lead responsibility for promoting educational outcomes for children-in-need, identifying the impact of any issues on their attendance, engagement and achievement. This includes:
- ensuring the school knows who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

- supporting teaching staff to provide additional academic support or reasonable adjustments to children-in-need reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes
- keeps up to date with changes on the Child Protection Register

#### **Contributes to Child Protection Intervention**

- attends strategy meetings, child protection conferences, contributes to child protection plans, and attends review conferences held for children in school, may attend core group meetings, or support other staff members to do so.
- Provides written reports for the child protection conferences, in line with the requirements set out in the FISCB Safeguarding Children and Young People Procedures 2023, including:
  - sharing the report with the family prior to submitting it, this can be done in person or by email, ensuring there is time for the family to review the report and ask questions or correct factual errors.
  - submitting the report to Social Services 3 working days before the conference.

#### **Information sharing and managing the child protection file**

- ensure that child protection files are kept up to date.
- keeps accurate, detailed records of all safeguarding and child protection concerns using the CPOMS (Child Protection Online Monitoring System). They should include a clear and comprehensive summary, a chronology, actions, decisions, outcomes, referrals, meetings, phone calls and emails. Ensures that such records are confidential and stored securely and separately from student records.
- ensures staff are briefed appropriately about safeguarding concerns about a student in their class
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school in collaboration with the child’s social worker
- notifies DH&SS if a child with a child protection plan is absent for more than two days without explanation

#### **Raising awareness**

- ensures that the child protection and safeguarding policy is reviewed annually
- makes the child protection policy available to all
- promote educational outcomes of children-in-need

#### **Training, knowledge and skills**

- is appropriately trained – [see full description in Appendix 1](#)
- understands the processes for early help; statutory intervention; child protection case conferences and reviews, and can contribute
- in addition to formal training, the DSL keeps knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings.
- Provides support to staff
- Supports and advises staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
  - ensure that staff are supported during the referrals processes, and
  - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

#### **Understanding the views of children**

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

### **Holding and sharing information**

- understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant legislation and regulations
- understand the filtering and monitoring systems and processes in place to maintain a safe online environment
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

### **The role of the Deputy Designated Safeguarding Leads (DDSLs)**

A Deputy Designated Safeguarding Lead is appropriately trained and carries out all the functions and responsibilities of the DSL, as set out above, to ensure the on-going safety and protection of students. The DSL will oversee the work of the Deputy DSLs, providing supervision and debriefing. The DSL will offer coaching, mentoring and training opportunities to Deputy DSLs to support them in their role and maintain consistency of approach.

### **5.2. The role of the Director of Education**

The Director of Education has overall responsibility for ensuring the implementation of this policy. Where a person is dismissed or resigns from a post as a result of an allegation of abuse of a child, the Director of Education is the responsible officer for seeking legal advice and/or making a referral to the Disclosure and Barring Service for the inclusion of the person's name on a Barred List to prevent future risk to children (Section 4.7 of the FISCB Safeguarding Children and Young People Procedures 2023).

### **5.3. The role of the Executive Head Teacher**

The Executive Head Teacher is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction and it is followed by all
- making this policy available to parents
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly. Ensure that staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- ensuring the relevant staffing ratios are met
- ensuring that children's safety and welfare is addressed through the curriculum.

### **5.4. The role of all staff members**

All adults working with or on behalf of children have a responsibility to safeguard them.

All staff will:

- Read and understand the school's child protection and safeguarding policy and the DfE guidance 'Keeping Children Safe in Education' and review any changes in training sessions
- Understand the role of the designated safeguarding lead person
- Be alert to their role in identifying emerging problems or indicators of abuse, neglect and exploitation



- Know what to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited
- Liaise with the DSL, and other professionals, to support child protection and safeguarding, while maintaining an appropriate level of confidentiality
- Understand the process for making referrals to the H&SS department and the process that may follow a referral, including the role they might be expected to play
- Know the signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child sexual exploitation (CSE) and wider safeguarding issues, for example bullying
- Listen carefully to what the child has to say, make it clear that any disclosure must be passed on. Give due regard to follow up care needed following a disclosure.
- **Always refer any concerns or suspicions to the DSL, no matter how insignificant, using the CPOMS (Child Protection Online Monitoring System).**
- Using the CPOMS (Child Protection Online Monitoring System), accurately record and pass on all concerns in a timely manner.
- Treat all children with respect and encourage positive, respectful and safe behaviour
- In all settings, maintain appropriate standards of conversation and interaction with and between children, challenging any use of bullying, sexualised or derogatory language
- **Staff will not attempt to solve or investigate the issue.**

### 5.5. The Role of the School Governors and the Education Board

The School Governors and Education Board members take seriously their role in overseeing the school's arrangements for child protection and safeguarding. The School Governors and Education Board receive an annual update detailing any review of the Child Protection and Safeguarding Policy; and training undertaken by the Designated Safeguarding Lead staff and other staff. Education Board members and School Governors are police checked as part of their role.

The Chair of the Falkland Islands School Governance Committee, in liaison with the Designated Safeguarding Lead Person, will ensure that the school has an appropriate Child Protection and Safeguarding Policy in place; and appropriate training in place, which will ensure staff understand their roles, expectations and responsibilities regarding online safety and filtering and monitoring.

### 6. Confidentiality

The FISCBS Safeguarding Children and Young People Procedures 2023 set out the importance of confidentiality in Section 2.1.3:

*Maintaining confidentiality is of the utmost importance. Registered individuals are bound by the expectations of their regulatory body and the importance of confidentiality in a small community cannot be stressed enough. This duty includes administrative and support staff as well as face to face workers and managers.*

Timely information sharing is essential to effective safeguarding

- information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

Confidentiality is also addressed in this policy with respect to record-keeping in Section 10, and allegations of abuse against staff in [Appendix 5](#)

## **7. Recognising abuse and taking action**

The Falkland Islands Schools' child protection and safeguarding procedures follow exactly the procedures as set out in **FISCB's (Falkland Islands Safeguarding Children Board) Safeguarding Children and Young People Procedures 2023**. Refer to and follow the procedures in this document, [see Appendix 3](#)

### **7.1 If you have any concerns about a child:**

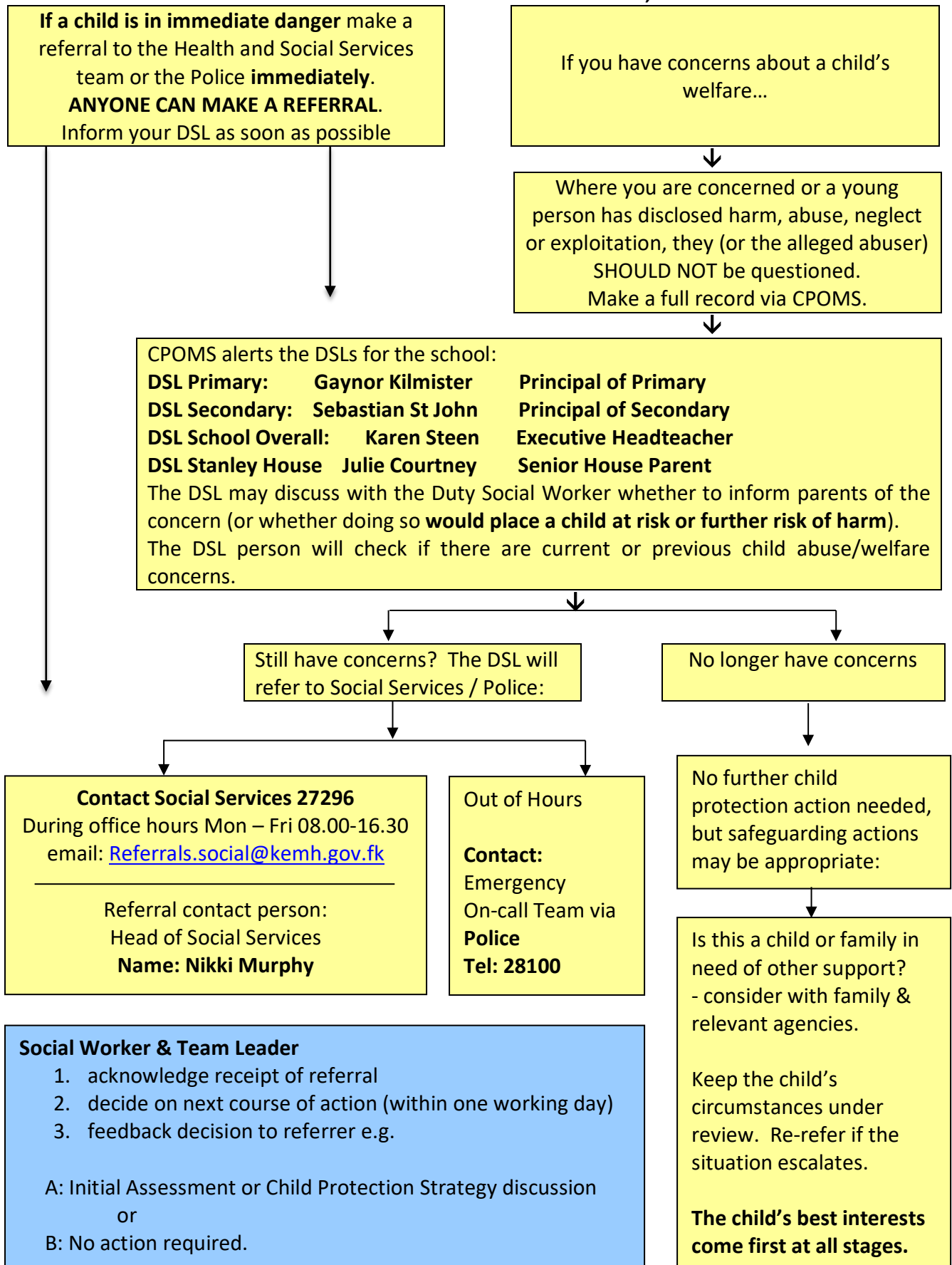
Anyone who has a child protection or safeguarding concern must report it immediately via CPOMS (Child Protection Online Monitoring System) [see Appendix 3](#). The system automatically raises the concern via email to the DSLs for the school. Schools train staff how to report a concern via CPOMS, at least annually. CPOMS has a training mode which allows staff the ability to practise how to raise a concern.

See **Section 7.5** for guidance about what to do if you have concerns about a member of staff, volunteer, the DSL, the Principal, the Executive Head Teacher or the Director.

### **See flow chart on the following page.**

The DSL will follow procedures set out in FISCB Safeguarding Children and Young People Procedures 2023. Confidentiality must be maintained and information relating to individual children and families should be shared with staff on a strictly ***need to know basis***.

## 7.2 WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING HARMED, ABUSED OR NEGLECTED



**Social Worker & Team Leader**

1. acknowledge receipt of referral
2. decide on next course of action (within one working day)
3. feedback decision to referrer e.g.

A: Initial Assessment or Child Protection Strategy discussion  
or  
B: No action required.

**This flowchart is intended for use a brief guide. Always refer to:  
Falkland Islands Safeguarding Children Board  
Safeguarding Children and Young People Procedures 2023**

### **7.3 Concerns about Female Genital Mutilation (FGM)**

The UK DfE's 'Keeping Children Safe in Education' explains that FGM comprises '*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs*'. FGM is illegal in the Falkland Islands and in the UK and is a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Anyone who discovers that an act of FGM appears to have been carried out or who suspects a student is at risk of FGM, must speak to the DSL and follow the local safeguarding procedures – see flowchart above. Staff must not examine students.

### **7.4 Concerns about radicalisation or extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to the Health and Social Services team or the Police directly (see flowchart above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to.

### **7.5 Concerns about a staff member or volunteer**

If you have concerns about the behaviour of a member of staff or volunteer, you must speak to the Principal straight away. If you have concerns about the Principal, speak to the Executive Head Teacher → Director of Education → Chief Executive of FIG. You can also discuss any concerns about any staff member or volunteer with the DSL. The Principal / Executive Head Teacher / Director / DSL will then follow the procedures set out in [Appendix 5](#), if appropriate, which refer to Section 4.7 of the FISCB Safeguarding Children and Young People Procedures 2023. When an allegation is made against an individual who works with children a 'FIDO' will be appointed. This is the Falkland Islands Designated Officer and is equivalent to the LADO (Local Authority Designated Officer) in England. The FIDO is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them or could cause them harm.

If you receive an allegation relating to an incident where an individual or organisation was using your school premises to run an activity for children, you should follow the procedures set out in [Appendix 5](#), as you would with any safeguarding allegation.

### **7.6 Alleged child abuse by staff**

When concerns or allegations have been made against a member of staff they should be reported as above i.e. report immediately to the Principal (or Executive Head Teacher if the allegation concerns the Principal), who will report to the Director and Head of Social Services and the Director of Human Resources. See flow chart ([Appendix 5](#)).

### **7.7 Allegations of abuse made against other students**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put students in the school at risk
- is violent
- involves students being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a staff member has concerns about, or if a student makes an allegation of abuse from another student:

- you must tell the DSL and record the allegation, but do not investigate it
- the DSL will contact the Health and Social Services team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all students involved – both the victim(s) and the students against whom the allegation has been made – with a named person they can talk to if needed
- the DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

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

- challenging any form of derogatory or sexualised language or behaviour
- being vigilant to issues that particularly affect the different genders, including transphobia
- being vigilant to sexualised or aggressive touching or grabbing towards students
- being vigilant to initiation and / or hazing type violence
- ensuring our curriculum helps to educate students about appropriate behaviour and consent
- ensuring students know they can talk to staff confidentially

Ensuring staff training includes understanding that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

### **7.8 Sharing of nudes and semi-nudes ('sexting')**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You **must not**:

- **Do not** view, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- **Do not** delete the imagery or ask the pupil to delete it
- **Do not** ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- **Do not** share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- **Do not** say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal / Executive Headteacher, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy. The DSL will conduct a further review to establish the facts and assess the risks and may hold interviews with the pupils involved (if appropriate). If the DSL becomes concerned that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### Informing parents/carers

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

#### Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements are set out in Section 10 of this policy.

#### Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Relationships and Sex Education. Teaching covers the following:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident. Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first

- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

### **7.9 Threatening behaviour towards staff members**

Members of staff have a right to carry out their duties at work in a safe environment. Threatening behaviour and violence from members of the public or parents must be reported to the Police and Social Services. The relevant authorities will make records of the reported behaviour and investigate as appropriate. Staff members should also log this on CPOMS.

### **7.10 Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and will be asked to show their DBS certificate, to check alongside their photo ID; or the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views. We will carry out appropriate checks to ensure that any individual or organisation using school facilities are appropriate.

### **7.11 Non-collection of students**

If a student is not collected at the end of the session/day, we will use the student contact information to contact second and third contacts. If no contact can be made with an appropriate person to collect the child, the school will phone Social Services for advice and support.

### **7.12 Missing students**

Our procedures are designed to ensure that a missing student is found and returned to effective supervision as soon as possible. If a student goes missing, we will:

#### **Procedures**

- We ensure that there is an adequate staff to safely supervise all students at all times
- We talk with the students about keeping safe and following instructions
- On educational trips and visits, appropriate staff to student ratios are maintained and risk assessments are completed (see Outdoor Education Policy)

#### **Actions to take if a student is missing**

- Immediately alert the school office and the DSL. All available help will be enlisted to search the immediate location for the missing student
- All other students will be appropriately supervised
- If the missing student is not located quickly in the immediate area, or on the school premises, parents and Police will be alerted to the situation, as soon as possible.
- Follow Police advice

### **Actions to be taken after the event**

- An incident report and / or a near miss report will be completed and submitted to the relevant people (FIG's Health and Safety officer / Director of Education)
- The DSL, and appropriate others, will review and if necessary update risk assessments and arrangements for keeping children safe
- Professionally de-brief staff and students impacted by the event
- Comply with any recommendations from the incident report or near miss report

### **8. Online safety and the use of mobile technology**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### **The 4 key categories of risk**

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

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their safeguarding training, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety



- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain out of sight, in their bags or cupboards during contact time with students.
  - Staff will not take pictures or recordings of pupils on their personal phones or cameras, nor allow students to use their devices. Refer to the linked policy Acceptable use of cameras and mobile phones for staff and other adults.
- Cameras and iPods are used in FS1 and FS2 and locations in Camp Education where FS1 and FS2 children are in attendance. The devices are used with an app which tracks student's learning and progress. Images are saved and uploaded to the children's profiles. The app includes a 'parent share' facility which allows school to share the profile and progress with parents. The leader of EYFS will oversee the safe use of technology, mobile phones and cameras in the EYFS settings.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to agree with the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- FIG will put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our **Online Safety** policy and the policy which sets out the **Acceptable use of cameras and mobile phones for staff and other adults**.

### 8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Falkland Islands Schools recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

Falkland Islands Schools will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

### 8.2 Child Protection and Internet Safety Protocol in the Falkland Islands

Internet access provided by FIG has a range of filters, monitoring and security devices. Every time students and staff log on they agree to the Acceptable Use Policy. The school's Acceptable Use Agreement is in [Appendix 2](#). However, it is recognised that problems may still arise.

All staff are aware of online safety, including that the FIG's IT systems undertake filtering and monitoring to maintain a safe environment. If students find inappropriate images and/or language on sites that they have found in the course of their work, the teacher needs to:

- Record the name of the student, the web address, the time and machine they were on
- E-mail the details to the IT Support team. IT Support adds the site to the FIG filter list. IT Support will let the reporting teacher know if there any child protection issues through the usual procedures.
- Contact parents to tell them something has happened and that its been reported, so they can support the child at home.

E-safety features in the Computing curriculum in Primary and Secondary. Age appropriate content is delivered and skills are taught in every year group. In addition to this the school recognises 'internet safety' day annually.

## 9 Notifying parents

The Falkland Islands Schools are committed to helping parents/carers understand our responsibility for the welfare of all students. Parents/carers will be made aware of the school's Child Protection and Safeguarding Policy via school meetings and on the school website.

Where appropriate, concerns should be discussed with parents/carers. The Designated Safeguarding Lead Person should inform parents before making referrals, **unless to do so would place the child at increased risk of significant harm.**

In the case of allegations of abuse made against other children, the school will normally notify the parents of all the children involved. The DSL will, along with any relevant agencies:

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

## 10 Record Keeping

Any member of staff with a safeguarding concern or who receives a disclosure of abuse, or who notices possible abuse, must make an accurate record as soon as possible using **CPOMS (Child Protection Online Monitoring System)**. All records added, edited, changed or deleted are logged within CPOMS. CPOMS alerts the Designated Safeguarding Lead Person. CPOMS is an online system where records relating to child protection concerns are held securely. They do not form part of the student's educational records and are not required to be disclosed to parents/carers except by agreement. A student's paper school file may be flagged to indicate that the teacher should approach the DSL for a confidential update.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. This should be done timely to allow the new school to have support in place when the child arrives. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## **11 Camp Education**

The procedures for Camp Education are exactly the same as for the rest of the education department. Extra provisions are in place (see below) to safeguard the vulnerability of staff in remote settings. This is communicated to staff during induction and during initial safeguarding training.

It is recognised that there may be difficulties in the reporting of child abuse by Camp Education Teachers, especially Travelling Teachers who may be resident with families. This should not however prevent the reporting of child abuse.

Travelling teachers should report safeguarding and child protection concerns in the same way as other staff, but if there is a technology failure, they should telephone the DSL.

The onus will be on the DSL to ask relevant questions to try to determine the category and seriousness of the abuse. This should also include the question as to whether the child /children require immediate medical attention or hospitalisation. The responsibility for any necessary further action will rest with the DSL.

Priority is to be given to the safety and needs of the child. The position of the Teacher will be reviewed thereafter by the Education Department, and could mean his/her immediate withdrawal.

*If a situation arises where a teacher in Camp cannot speak freely and urgent action needs to be taken to safeguard the children or teacher, you should ring the office and use the coded message:*  
XX.

## **12 Training and Training Logs**

### **12.1 Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)**

DSL and DDSL receive advanced training at least every 2 years and must cover:

- understands the referral and assessment process for early help and intervention
- knows about child protection case conferences and reviews and can contribute to these effectively when required
- ensures that all staff have access to and understand the school's child protection policy
- is aware of the needs of any vulnerable children i.e. those with special educational needs, young carers and those receiving support from the Falkland Islands Government, including a child in need, a child on a child protection plan or a looked after child
- keeps detailed, accurate and secure records of concerns and referrals
- understands the role of the school in terms of the Prevent duty where required
- attends refresher and other relevant training
- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

### **12.2 Safer Recruitment**

At least one person on any appointment panel has undertaken safer recruitment training.

### **12.3 All staff**

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's

safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect and exploitation. Training will be regularly updated, at least every two years. The training will:

- be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- be in line with advice from the FISCB
- include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all pupils
- must include staff being familiar with 'Keeping Children Safe in Education' Part 1.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required.

Volunteers will receive appropriate training.

#### **12.4 Governors**

All governors receive training about safeguarding and child protection (including online safety), which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

### 12.5 DSL Training Log

Name	Date of Training	Type of training	Provider
Designated Safeguarding Lead (GK)	September 2022 (renewal Sept 2024)	Advanced Safeguarding Training for Designated Senior Lead Person for Safeguarding and Child Protection	High Speed Designated Safeguarding Lead Training (Level 3 Safeguarding Children)
Designated Safeguarding Lead (SSJ)	April 2022 (renewal April 2024)	Designated Safeguarding Lead training	The Education People
Designated Safeguarding Lead (KS)	March 2023 (renewal March 2025)	Designated Safeguarding Lead training	High Speed Designated Safeguarding Lead Training (Level 3 Safeguarding Children)

### 12.6 Whole School training log

Name	Date of Training	Type of training	Provider
All new staff and existing staff who need renewals	Aug & Sept 2023	Safeguarding Children L1 Child Sexual and Child Criminal Exploitation awareness Safeguarding Adults L1 CPOMS training Local Context safeguarding	High Speed Training  School based training - DSLs Social Services Dept
All existing staff whose training is still valid for a year	September 2023	Safeguarding children refresher training  CPOMS refreshers	TES Develop training course  School based training - DSLs
All new staff and existing staff who need renewals	Aug & Sept 2024	Safeguarding Children L1 Child Sexual and Child Criminal Exploitation awareness Safeguarding Adults L1 CPOMS training Local Context safeguarding	High Speed Training  School based training - DSLs Social Services Dept
All existing staff whose training is still valid for a year	September 2024	Safeguarding children refresher training  CPOMS refreshers	TES Develop training course  School based training - DSLs

### **13 Links with other policies and guidance**

This policy is one of a series in the Falkland Island's Education Department and Falkland Island's Government (FIG) safeguarding portfolio. Associated policies (including some in draft and review\*), information and guidance:

Acceptable use of Cameras and Phones for Adults Policy

Acceptable use of Cameras, and Phones for Pupils Policy

Allegations of Abuse Against Staff Policy

Anti-bullying Policy

Complaints Policy

Online Safety Policy\*

Exclusion Policy

ICT Pupil Acceptable Use Agreement

Managing Behaviour Policy

Positive Handling Policy

Safer recruitment Policy\*

Sex and Relationships Education Policy\*

Site Security Policy\*

Special Education Needs & Disabilities Policy

The Falkland Islands Safeguarding Children Board (FISCB) Terms of Reference

FISCB Safeguarding Children and Young People Child Protection Procedures 2023

FIG Complaints Policy

FIG Whistle-blowing Policy

FIG Public Service Code of Conduct

FIG H&SS Department Fostering guidelines

'Working Together to Safeguard Children' December 2023 - UK

'Keeping Children Safe in Education' September 2024 - UK

'Framework for the Early Years Foundation Stage' January 2024 - UK

## Appendix 1 Role of the Designated Safeguarding Lead (Keeping Children Safe in Education) [Keeping Children Safe In Education 2024](#) (Annex C p170)

### **Role of the designated safeguarding lead (DSL) (September 2024)**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners

- liaise with the headteacher or principal to inform him or her of issues- especially
- ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
  - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

### **Contributes to Child Protection Intervention**

- attends strategy meetings, child protection conferences, contributes to child protection plans, and attends review conferences held for children in school, may attend core group meetings, or support other staff members to do so.
- Provides written reports for the child protection conferences, in line with the requirements set out in the FISCBS Safeguarding Children and Young People Procedures 2023, including:
  - share the report with the family prior to submitting it, this can be done in person or by email, ensuring there is time for the family to review the report and ask questions or correct factual errors.
  - submit the report to the Social Services department 3 working days before the conference.

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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



They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising awareness**

The designated safeguarding lead should:

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

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.



**Pupil and Parent Acceptable Use Agreement**  
**EYFS / Year 1 & Year 2**  
**Keeping me safe at home and at school**



**Agreement:**

This is how I stay safe when I use computers:

- I will ask a teacher or parent if I want to use a computer.
- I will only use activities that the adult has told or allowed me to use.
- I will take care of the computer and other equipment.
- I will ask for help from a teacher or parent if I am not sure what to do, or if I think I have done something wrong.
- I will tell an adult if I see something that upsets me on the screen.
- I know that if I break the rules I might not be allowed to use a computer.
- If I bring a mobile phone or camera to school I will give it to my teacher.

The school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people are safe when they use the internet and ICT systems. All children's activity on the ICT systems is monitored and the school will contact parents / carers if there are concerns. We ask that parents inform the school if they have concerns over their child/ren's e-safety.

We believe it is important to help our pupils learn how to adopt safe and moderate use of the internet and digital technologies and how to communicate respectfully with, and about, others online. Parents play a vital role by helping to model this behaviour for their children at home. We ask that parents / carers discuss and endorse this acceptable use agreement with their children at home to support the safe and responsible use of digital technologies. We also advise parents to regularly check their child's devices and discuss internet safety with them at home. Check out the [CEOP website](#) for support.



**Pupil and Parent Acceptable Use Agreement**  
**Year 3, Year 4, Year 5 and Year 6**  
**Keeping me safe at home and at school**



**Agreement:**

**For my own personal safety – everywhere!**

- I will ask permission from a member of staff before using the Internet at school.
- I will keep my logins and passwords secret.
- I am aware of 'stranger danger' when online and will not meet online friends.
- I will tell an adult about anything online which makes me feel uncomfortable.
- I will not try to bypass the system to reach websites the school has blocked.
- I understand that school may check my files and monitor the web pages I visit.
- When in school I will only contact people with my teacher's permission.
- I will be very careful when sharing pictures or videos of myself or friends, if I am in school I will always check with the teacher.
- I will only open an attachment/download a file, when I know & trust the person who has sent it.
- I will not put my 'personal information' online (my full name, birthday, phone number, address, postcode, school, etc.).
- I know that some websites and social networks have age restrictions and I will respect this.

**To keep the system safe**

- I will only use my own login and password, which I will keep secret.
- I will not access other people's files.
- I will only play games on a school computer with my teacher's permission.
- I will not install software on school computers.

**Responsibility to others**

- Messages and emails I send will be polite and respectful.
- I will only upload images or videos of other people with their permission.
- I understand that school may take action if I am involved in incidents of inappropriate behaviour.
- I will respect other people's privacy online

**Personal devices**

- I am aware that school cannot accept responsibility for theft, loss or damage to personal devices.
- I know that it is not permitted for pupils to use mobile phones or cameras during the school day. Phones and cameras should be given to the class teacher to be stored in a secure place until the end of the school session.
- Other devices (e.g. games consoles, tablets, cameras) should not be brought to school.

The school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people are safe when they use the internet and ICT systems. All children's activity on the ICT systems is monitored and the school will contact parents / carers if there are concerns. We ask that parents inform the school if they have concerns over their child/ren's e-safety.

We believe it is important to help our pupils learn how to adopt safe and moderate use of the internet and digital technologies and how to communicate respectfully with, and about, others online. Parents play a vital role by helping to model this behaviour for their children at home. We ask that parents / carers discuss and endorse this acceptable use agreement with their children at home to support the safe and responsible use of digital technologies. We also advise parents to regularly check their child's devices and discuss internet safety with them at home. Check out the [CEOP website](#) for support.



#### RECORDING A CONCERN - GUIDANCE

You may develop a concern from something you see (like a bruise or unusual behaviour) or hear (like a concerning remark). It may be that the child's attitude or behaviour has deteriorated. In these circumstances, it is important to raise your concerns. Your observations, possibly with those of other staff, may develop into a pattern.

Use **CPOMS** to record such observations. What is recorded immediately after the observation is more valuable as evidence than what is recorded later.

As well as the **details of the observations**, you should also include in your record:

- the **place** where you made your observations
- the **date** and **time** of the observations
- and **your name** and **role**.

Distinguish fact from opinion. Note what you saw and what you heard. If you are recording what a child or adult said, keep as near to the exact words that were spoken as possible.

Your record should make clear why you are concerned about the child.

It is better to have a shorter record that includes all such information than a longer one that includes unnecessary information.

If the CPOMS system is unavailable to you, use the Falkland Islands Schools CHILD PROTECTION - Concern Record Form (next page)

#### LISTENING TO SAFEGUARD A CHILD

If a child tells you they have been abused, this may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

- Do not question the child, just listen and be supportive.
- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish. The way you talk to a child in such situations may affect the evidence if the case goes to court. It is important that you don't jump to conclusions, ask leading questions, put words in a child's mouth, or encourage them.
- Record an account of the conversation immediately afterwards, as close to verbatim as possible. Put the time when the child spoke to you, the time you made the record and the date, and name anyone else who was present. The CPOMS record will automatically inform the DSL, who will contact the local children's social care office where appropriate.
- Keep the record factual - what you saw and what you heard. Keep as near to the exact words that were spoken as possible. avoid opinion
- It is **not** your responsibility to investigate suspected cases of abuse. But it is your responsibility to follow safeguarding procedures.
- Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. If you are approached by a child wanting to talk, you should listen and follow the advice above.

# Falkland Islands Schools

## CHILD PROTECTION - Concern Record Form



Your name:		Role:	
Date:		Time:	
Location:			
Child's name			
People present:			
Your signature:			

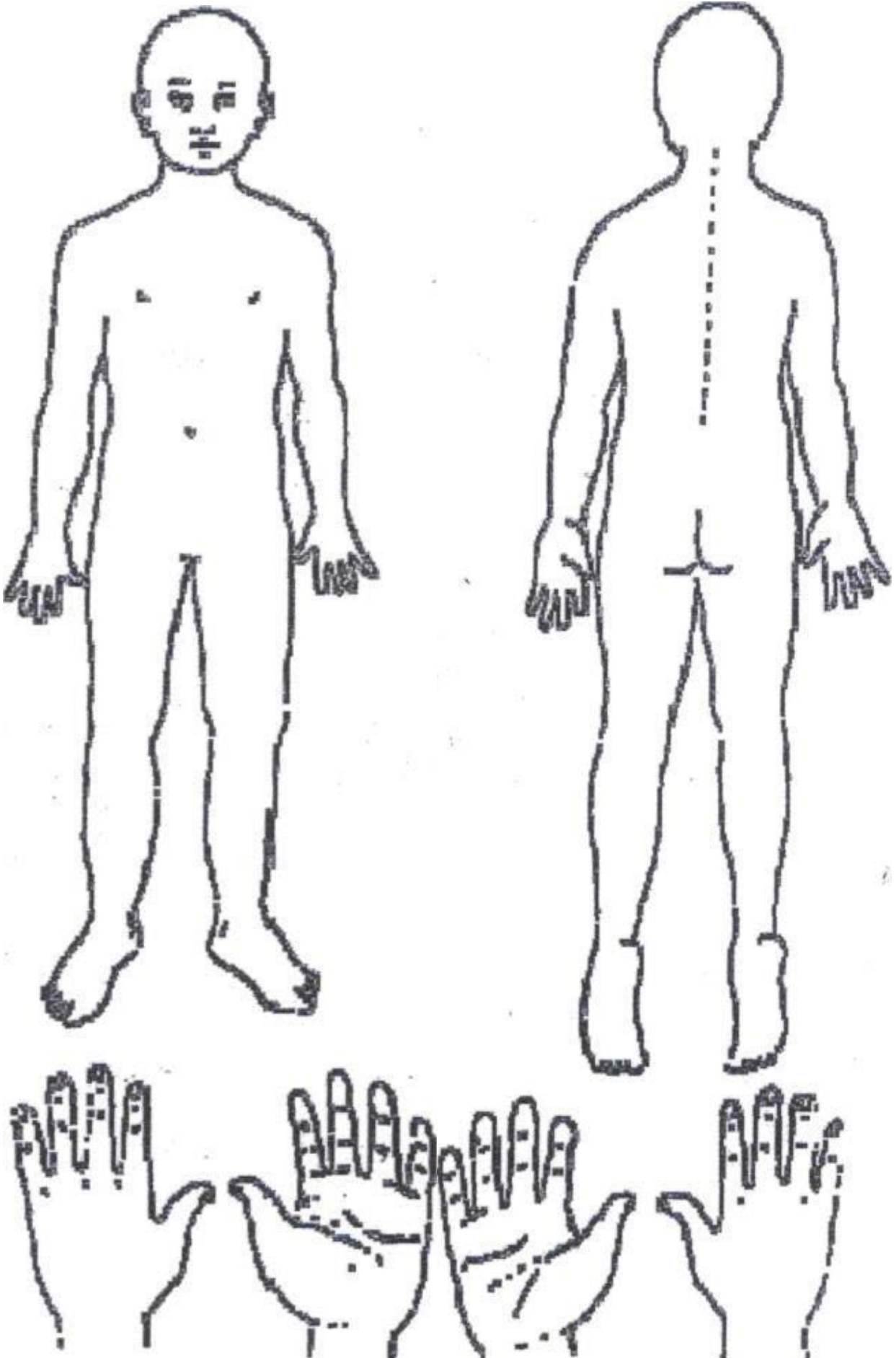
Details of observations and concern:

**ENSURE THIS FORM IS PASSED TO THE DESIGNATED PERSON AS SOON AS POSSIBLE**

RECORD OF ACTIONS TAKEN:

Name:		Role:	
Signature:		Date:	

Body Map







Social Services Team, 20 Scoresby Close, Stanley, Falkland Islands  
 Telephone: (500) 27296  
 Email: [admin.social@kemh.gov.fk](mailto:admin.social@kemh.gov.fk)

## Referral Form

Please return to [referrals.social@kemh.gov.fk](mailto:referrals.social@kemh.gov.fk)

The following questions must be answered.

<b>Is the Client aware of this referral?</b>	Yes		No		
<b>If not, why not?</b>					

<b>Is the carer aware of this referral?</b>	Yes		No		
<b>If not, why not?</b>					

### Client's details

<b>Client's First Name</b>		<b>Client's Last Name</b>		
<b>Client known as?</b>		<b>Family previously known?</b>		
<b>Date of Birth</b>		<b>Age</b>		
<b>Gender</b>		<b>Ethnic Origin</b>		
<b>First Language</b>		<b>Language issue</b>		
<b>Current Address</b>		<b>Telephone Numbers:</b>	<b>Home</b>	
			<b>Mobile</b>	
<b>Previous addresses (if applicable)</b>				

### Household Members

<b>Full Name</b>	<b>Date of Birth</b>	<b>Relationship</b>	<b>Has parental responsibility?</b>

### Key people to client

<b>Full name</b>	<b>Date of Birth</b>	<b>Relationship</b>	<b>Address</b>



Your details			
<b>Your name</b>		<b>Your contact Address</b>	
<b>Your Relationship to client</b>			
<b>Reason for referral</b>			
<b>Your contact telephone number(s)</b>		<b>When can we call you back?</b>	
<b>Any alerts we should be aware of?</b>			

Known professionals already involved			
<b>Name</b>	<b>Agency</b>	<b>Contact Number:</b>	

<b>Referral details</b>	
<ul style="list-style-type: none"> <li>• <i>include strengths and difficulties or any specific incidents of concern</i></li> <li>• <i>Are there any issues which affect parent(s) capacity to respond appropriately to child / young person (e.g. physical / mental illness or disability; learning disability; substance / alcohol misuse; domestic abuse, childhood abuse</i></li> <li>• <i>relevant information about family history, social integration &amp; functioning; support in wider family / community; housing, employment, income &amp; financial difficulties</i></li> <li>• <i>What action has referrer already taken</i></li> <li>• <i>What does referrer expect to happen next (be specific about focus for any assessment)</i></li> </ul>	
Form completed by:	
Signature:	
Date:	

**ALLEGATIONS AGAINST STAFF – risk of harm to children  
GUIDANCE FLOWCHART**

