



Falkland Islands schools

Child Protection and Safeguarding Policy

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Next review due by: August 2021

SLT Lead: KS

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1. Key Contacts

1.1. School

Designated Safeguarding Lead Primary Child Protection Child Safeguarding & Looked After Children	Anne Milston Principal of Primary Email: [REDACTED] Tel: 00 500 27294 Mobile: [REDACTED] Home: [REDACTED]
Designated Safeguarding Lead Secondary Child Protection Child Safeguarding & Looked After Children	Anthony Walker Principal of Secondary Email: [REDACTED] Tel: 00 500 27147 Mobile: [REDACTED] Home: [REDACTED]
Overall responsibility for Safeguarding in school Child Protection Child Safeguarding & Looked After Children	Karen Steen Executive Head Teacher Email: executivehead@education.ac.fk Tel: 00 500 27294 / 27147 Mobile: [REDACTED] Home: [REDACTED]
Director of Education:	Marie Horton Director of Education Email: director@education.ac.fk Tel: 00 500 27289 Mobile: [REDACTED] Home: [REDACTED]

1.2. Social Services Department

Head of Social Services (Equivalent to LADO)	Nikki Murphy Team Leader Social Services Department Email: hss.social@kemh.gov.fk 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)	David O'Neill Director of Health & Social Services Email: dhss@kemh.gov.fk Tel: 00 500 28043
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1.4. Police

Royal Falkland Islands Police Designated Officer	Detective Constable Helen Taylor RFIP Designated Officer Email: htaylor@police.gov.fk 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 need, culture, race, language, religion or sexual identity. All children have equal rights to protection from harm.

The school gives special consideration to children who:

- have special educational needs or disabilities
- 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
- 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 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 children board (FISCB).

This policy is based on the UK Department for Education's statutory guidance, [Keeping Children Safe in Education](#) (September 2020) and [Working Together to Safeguard Children](#) (July 2018), 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](#) (April 2017).

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
- FIG No Smoking Children and Tobacco Ordinance 2008

4. Definitions

Definitions for the purposes of this policy are set out in the FISCBS Safeguarding Children and Young People Procedures 2014, section 1.2.

‘Children’ refers to everyone under the age of 18.

5. Roles and Responsibilities

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

<p>Designated Safeguarding Lead Primary Child Protection Child Safeguarding & Looked After Children</p>	<p>Anne Milston Principal of Primary Email: [REDACTED] Tel: 00 500 27294 Mobile: [REDACTED] Home: [REDACTED]</p>
<p>Designated Safeguarding Lead Secondary Child Protection Child Safeguarding & Looked After Children</p>	<p>Anthony Walker Principal of Secondary Email: [REDACTED] Tel: 00 500 27147 Mobile: [REDACTED] Home: [REDACTED]</p>
<p>Overall responsibility for Safeguarding Child Protection Child Safeguarding & Looked After Children</p>	<p>Karen Steen Executive Head Teacher Email: executivehead@education.ac.fk Tel: 00 500 27294 / 27147 Mobile: [REDACTED] Home: [REDACTED]</p>
<p>Director of Education:</p>	<p>Marie Horton Director of Education Email: director@education.ac.fk Tel: 00 500 27289 Mobile: [REDACTED] Home: [REDACTED]</p>

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 *NSPCC guidance from October 2017*¹, summarised in the categories as set out below:

Work with others

- acts as a source of support and expertise to the school community on safeguarding matters
- has an understanding of Falkland Islands Safeguarding Children Board procedures
- liaises with the Executive Head Teacher and Principal as appropriate to keep them informed
- keeps up to date with changes on the Child Protection Register
- 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 and ensures provision of written reports, as required

Manage referrals

- refers cases of suspected abuse 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.

Undertake training and develop knowledge

- is appropriately trained
- 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.

Raise awareness

- ensures that the child protection and safeguarding policy is reviewed annually
- makes the child protection policy available to all

Record keeping

- keeps accurate, detailed written records of all safeguarding concerns. They should include a chronology of concerns, 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

Training of other staff

- keeps a record of staff attendance at child protection training
- ensures that all staff have induction training covering:
 - child protection
 - safeguarding issues (including the causes of abuse and neglect);
 - identification of the signs and indicators of abuse,
 - appropriate response to disclosures
 - appropriate and timely response when they have concerns.

¹ Appendix 1 – NSPCC: The Role of the Designated Senior Person (DSP) for child protection in schools and colleges

The role of the Deputy Designated Safeguarding Lead (DDSL) person

The Deputy Designated Safeguarding Lead Person is appropriately trained and, in the absence of the Designated Safeguarding Lead Person, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the Designated Safeguarding Lead Person, the deputy will assume all of the functions above.

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 4.6 of the FISCBS Safeguarding Children and Young People Procedures 2014).

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
- Know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected
- 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 and neglect, 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.**

- Accurately record and pass on all concerns in a timely manner, using the appropriate recording form.
- 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 Managers and the Education Board

The School Managers and Education Board members take seriously their role in overseeing the school's arrangements for child protection and safeguarding. The School Managers 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 Managers are police checked as part of their role.

The Chair of the Education Board, in liaison with the Designated Safeguarding Lead Person, will ensure that the school has an appropriate Child Protection and Safeguarding Policy in place, and that these are known to all members of staff.

6. Confidentiality

The FISCBS Safeguarding Children and Young People Procedures 2014 set out the importance of confidentiality in Section 2.1.3:

Within a small island community, children and families being dealt with by professionals as patients, students and clients may, from time to time, also be acquaintances, friends or family. This poses particular dilemmas and makes it crucial that safeguarding issues and child protection concerns are managed with scrupulous professionalism and confidentiality. 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 11, and allegations of abuse against staff in Appendix 5

7. Recognising abuse and taking action

The child protection and safeguarding procedures follow exactly the procedures as set out in: **FISCBS's (Falkland Islands Safeguarding Children Board) Safeguarding Children and Young People Procedures - October 2014**

Refer to and follow the procedures in this document. For examples of the *school's concerns and disclosure recording sheets and guidelines*, see Appendix 3²

7.1 If you have any concerns about a child:

Anyone who has a child protection or safeguarding concern must report it immediately via a concern or disclosure form (see Appendix 3) to the DSL or deputy DSL, or if unavailable to the Executive Head Teacher or Principal at the earliest opportunity. See section 7.5 for guidance about what to do if

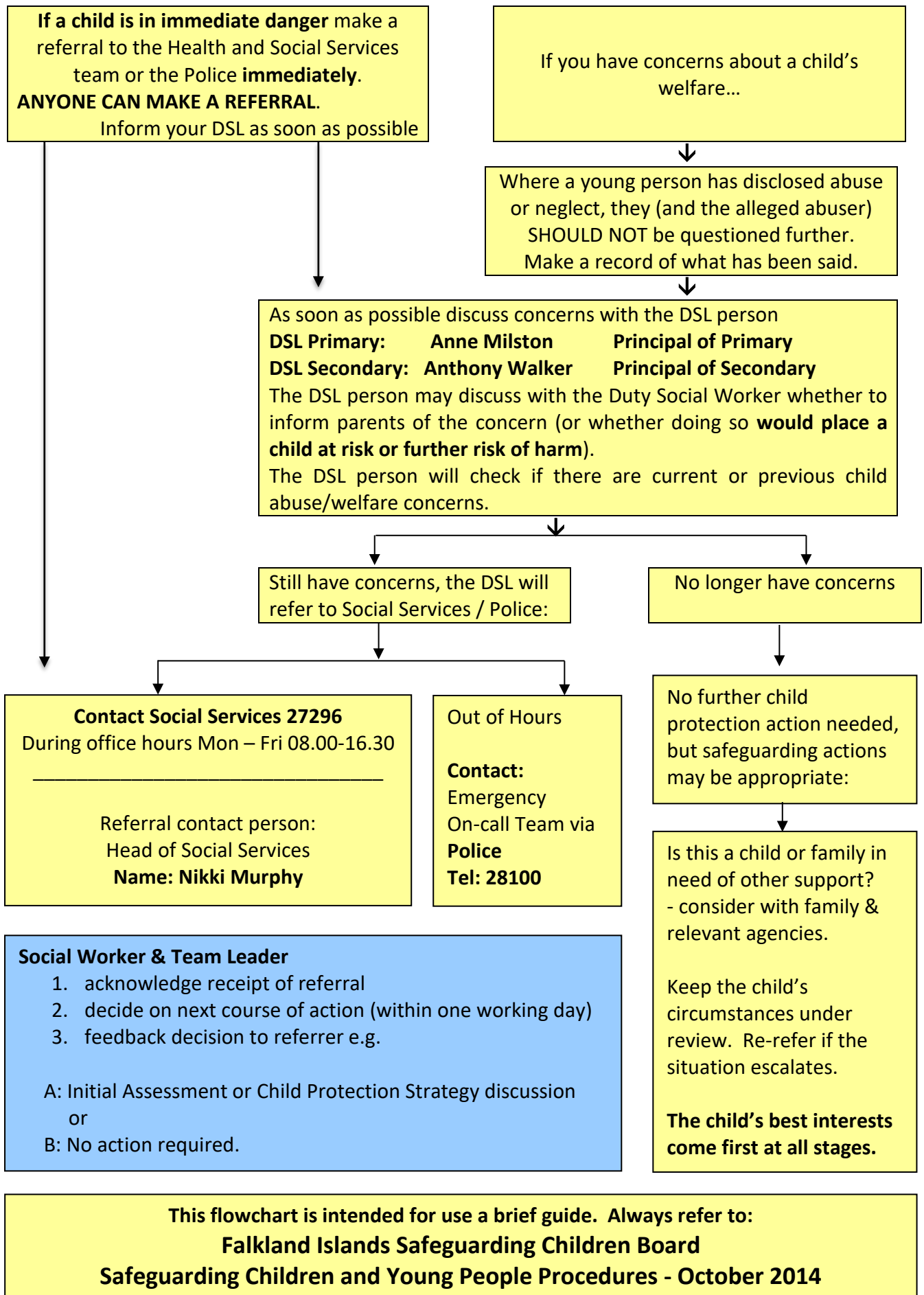
² Appendix 3 – Falkland Islands Schools Concern and Disclosure Recording sheets and guidelines
Falkland Islands Schools Child Protection and Safeguarding Policy

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 FISCBS Safeguarding Children and Young People Procedures – October 2014. 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



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 UK and 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 on p9. Staff must not examine students.

7.4 Concerns about 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 on p9).

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 5³, if appropriate, which refer to Section 4.6 of the FISCBS Safeguarding Children and Young People Procedures 2014. These procedures are the equivalent of reporting to the Local Authority Designated Officer (LADO) in the UK.

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 student makes an allegation of abuse against 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

³ Appendix 5 – What to do... in the case of an allegation of abuse against staff

- 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 different genders and sexualised or aggressive touching or grabbing towards students, and initiation 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.

8. Mobile phones and cameras

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

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

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 the '2Build a Profile' application which tracks student's learning and progress. Images are saved and uploaded to the children's profiles. The application includes a 'parent share' facility which allows school to share the profile and progress with parents.

9. Child Protection and Internet Safety Protocol in the Falkland Islands

Internet access provided by FIG has a range of filters and security devices. Every time students and staff log on they agree to the school's Acceptable Use Agreement⁴. However, it is recognised that problems may still arise.

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.

⁴ Appendix 2 – Falkland Islands Schools Acceptable Use Policy

10. 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, where possible, on the school website.

Where appropriate, concerns should be discussed with parents/carers and 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.

11. Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible on the school's Child Protection Concern Form or Disclosure Form completing all areas of the form. All records must be dated and signed. The form should be passed to the Designated Safeguarding Lead Person. All records relating to child protection concerns are kept in a secure place and will remain confidential. 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 school file is flagged to indicate that the teacher should approach the DSL for a confidential update.

12. Camp Education

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

13. Training and Training Logs

13.1. Designated Safeguarding Lead person (DSL) and Deputy Designated Safeguarding Lead Person (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.
- At least one person on any appointment panel has undertaken safer recruitment training.

13.2. All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be

regularly updated, at least every two years, and will be in line with advice from the FISCB. Training 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.

13.3. DSL Training Log

Name	Date of Training	Type of training	Provider
Designated Safeguarding Lead (AM)	May 2019	Advanced Safeguarding Training for Designated Senior Lead Person for Safeguarding and Child Protection	Falkland Islands Government Social Services Dept
Designated Safeguarding Lead (AW)	January 2021	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 (KS)	January 2021	Advanced Safeguarding Training for Designated Senior Lead Person for Safeguarding and Child Protection	High Speed Designated Safeguarding Lead Training (Level 3 Safeguarding Children)

13.4. Whole School training log

Name	Date of Training	Type of training	Provider
New staff & Casual staff	February 2018	Child Protection Level 1	Social Services Team Leader Falkland Islands Government
All staff Teachers, LSAs & support staff	May 2018	Refresher training: Reviewed Safeguarding and Child Protection policy	DSL
All staff Teachers, LSAs & support staff	September 2018	Child Protection Level 1	DSL
All staff Teachers, LSAs & support staff	September 2019	Child Protection Level 1	Social Services Falkland Islands Government Social Services Dept.
All staff Teachers, LSAs & support staff	September 2020	Child Protection Level 1	High Speed Safeguarding Level 1
New staff	January 2021	Child Protection Level 1	High Speed Safeguarding Children In Education

14. 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

E-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

FIG Safeguarding Children and Young People Policy Document

FIG Complaints Policy

FIG Whistle-blowing Policy

FIG Public Service Code of Conduct

FIG H&SS Department Fostering guidelines

'Working Together to Safeguard Children' July 2018 - UK

'Keeping Children Safe in Education' September 2020 - UK

'Framework for the Early Years Foundation Stage' April 2017 - UK

NSPCC Role of the designated safeguarding lead (DSL) (October 2017)

Additional FI context in bold and italics

What is a designated safeguarding lead?

The designated safeguarding lead is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's leadership team, and the DSL role must be set out in the post holder's job description.

It is good practice to nominate a deputy to cover the role of the designated safeguarding lead when they are unavailable. In large schools it is advisable to have other senior staff who can also take on this role and work as part of a 'designated safeguarding team'. The lead responsibility for safeguarding and child protection remains with the DSL.

Do schools have to have a designated safeguarding lead?

All schools must have a designated safeguarding lead in place to deal with child protection concerns. The DSL or a deputy should always be available during school hours for staff to discuss any safeguarding concerns. Individual schools should decide whether 'available' means the DSL must be on the school premises or whether they can be contacted via telephone or email. Schools should decide what arrangements are made for the availability of the DSL or deputy during out of school activities.

What training does a designated safeguarding lead need?

The designated safeguarding lead (and deputies) should attend training to enable them to carry out their role. This should be updated every two years as a minimum.

What are the responsibilities of the designated safeguarding lead?

The responsibilities of the designated safeguarding lead include:

Work with others

The DSL should:

- work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- liaise with the Executive Head teacher to keep them informed of any safeguarding of issues especially ongoing enquiries and police investigations
- ***keeps up to date with the Child Protection Register (through liaison with RFIP designated officer) and Looked After Children (LAC) register and ensure it is regularly reviewed***
- ***attends strategy meetings, child protection conferences, contributes to child protection plans, and attends review conferences held for children, may attend core group meetings (or delegate attendance appropriately) and ensures provision of written reports, as required***
- as required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for staff.

Manage referrals

The DSL should:

- refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care
- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation (England and Wales only)
- refer cases to the Disclosure and Barring Service (DBS), Disclosure Scotland, or Access NI where a member of staff has been dismissed following concerns they posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

Undertake training and develop knowledge

In addition to formal training, the DSL should keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings. These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- 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 ie; those with special educational needs, young carers and those receiving support from the local authority 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.

Raise awareness

The designated safeguarding lead's role is to:

- work with the governing body to ensure the school's child protection policy is updated and renewed annually and that all members of staff have access to it and understand it
- provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- ensure the child protection policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect
- link with the LSCB (England and Wales), SBNI (Northern Ireland), child protection committees (Scotland) to keep up to date with training opportunities and the latest local policies.

Record keeping

It is also the designated safeguarding lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from student records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure delivery and confirmation of receipt should be obtained.

Training of other staff

It is the role of the designated safeguarding lead, working with the Principal, to ensure all staff:

- have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.
- are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.

It is good practice to invite all governors to this training (not just the nominated governor for child protection) so that they all have a basic awareness of child protection.



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



Pupil 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.

Parents should encourage children to adopt safe and moderate use of the internet and digital technologies at home and.

We believe it is important to help our pupils learn how to communicate respectfully with, and about, others online. Parents play a vital role in helping model this good behaviour for their children. We ask that parents / carers discuss the acceptable use agreement with their children at home, sign and return.

Parent agreement

- I will inform the school if I have concerns over my child/ren's e-safety
- When communicating with or about the school I am respectful towards members of staff, and the school, and members of the school community
- I will direct any complaints or concerns through the official channels, so they can be dealt with and resolved in an appropriate way. I will not use social media to complain about the school or members of staff.
- I will contact the school and speak to the appropriate member of staff if I'm aware of a specific behaviour issue or incident and will not use social media to try to resolve it.
- I will not upload or share photos or videos on social media of any child other than my own, unless I have the permission of the other children's parents/carers.
- I have discussed this with my child/ren and we agree to follow the acceptable use agreement and to support the safe and responsible use of digital technologies.

Parent/ Carer Name: _____ Signature: _____

Date: ___ September 2020



Pupil and Parent Acceptable Use Agreement

Year 3, Year 4, Year 5 and Year 6

Keeping me safe at home and at school



Pupil 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 may 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 not open an attachment, or download a file, unless I know and 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 am aware that some websites and social networks have age restrictions and I should respect this.
- If I bring a mobile phone or camera to school I will give it to my teacher

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 not play games on a school computer unless my teacher has given me permission.
- I will not install software on school computers.

Responsibility to others

- The messages I send will be polite and respectful.
- I will not upload images or videos of other people without 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

- The school cannot accept responsibility for theft, loss or damage to personal devices.
- It is not permitted for pupils to use mobile phones or cameras during the school day. Phones 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, 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.

Parents should encourage children to adopt safe and moderate use of the internet and digital technologies at home and.

We believe it is important to help our pupils learn how to communicate respectfully with, and about, others online. Parents play a vital role in helping model this good behaviour for their children. We ask that parents / carers discuss the acceptable use agreement with their children at home, sign and return.

Parent agreement

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- When communicating with or about the school I am respectful towards members of staff, and the school, and members of the school community
- I will direct any complaints or concerns through the official channels, so they can be dealt with and resolved in an appropriate way. I will not use social media to complain about the school or members of staff.
- I will contact the school and speak to the appropriate member of staff if I'm aware of a specific behaviour issue or incident and will not use social media to try to resolve it.
- I will not upload or share photos or videos on social media of any child other than my own, unless I have the permission of the other children's parents/carers.
- I have discussed this with my child/ren and we agree to follow the acceptable use agreement and to support the safe and responsible use of digital technologies.

Parent/ Carer Name: _____ Signature: _____

Date: _____ September 2020



CHILD PROTECTION PROCEDURES

FALKLAND ISLAND SCHOOLS

FALKLAND ISLAND COMMUNITY SCHOOL and INFANT JUNIOR SCHOOL & CAMP EDUCATION

Teachers and other adults in schools are particularly well placed to detect signs of child abuse. It is important, therefore, that any case of suspected abuse is taken seriously and that there is a clear system of communication within the schools, between the schools and with the Director of Education. Communication between the Education Department and the Social Work Department and Police about suspected abuse is crucial.

Immediate action

A teacher who suspects that a child has been abused or is at risk of abuse must follow the procedures outlined below:

- (a) the Principal (or designated member of staff with responsibility for child protection matters) must be informed immediately. If the concern is about the Principal, then the Executive Head Teacher or Director of Education must be contacted.
- (b) the Principal must assess whether or not a child protection referral is necessary; he/she may wish to seek advice from the Social Work Department
- (c) if the available information confirms suspicions of abuse, alleged abuse or the risk of abuse the Principal must immediately contact the Social Worker;
- (d) if a Principal is informed that a child has disclosed that he/she has been abused, the Principal **must not** question the child to confirm the teacher's concerns but must **immediately refer** the matter to the Social Work Department or Police;
- (e) after notification is passed to the Social Work Department, the Principal must immediately contact the Director of Education;
- (f) if the child is about to leave the school premises the Principal, in consultation with the Social Worker, will decide on the next step to be taken.

If the Principal (or designated member of staff with responsibility for child protection) is unavailable, or if the incident occurs out of school hours, or the matter is of such seriousness that the teacher is required to take independent action, the teacher should contact the Social Work Department or Police immediately, and should notify the Principal as soon as possible.

If a child in school has an injury and there is reason to believe that it has been caused by abuse, the following action should be taken:

- (a) if the injury is serious and warrants urgent medical attention, the child should be taken to the casualty department. In an emergency the 999 service should be used;
- (b) the Social Work Department must be informed of this course of action immediately as they may wish to discuss the referral with the examining doctor on arrival at hospital. It should be made clear that it is a case of suspected child abuse;

in cases where there is reasonable cause to believe that the injury or abuse is caused by the parent or carer the Principal must remember that the interests of the child are paramount and should

- (c) therefore discuss the case with the Social Work Department or the Police, who will make the decision as to how and when the parents/carers will be notified;
- (d) the Director of Education must be informed immediately of this course of action.

Subsequent action

- (a) All referrals must be confirmed in writing to the Social Work Department and to the Director of Education using the standard form within three working days of the initial telephone call;
- (b) in a case of suspected child abuse, if it is in the best interests of the child, the Principal can allow a child to be interviewed on the school premises at the request of the Police, and/or Social Work Department, provided he/she or his/her nominee is also present. Any statement resulting from an interview in school must be read by the Principal or his/her nominee, and signed as an accurate record of what was said.

CAMP EDUCATION

It is recognised that there are difficulties in the reporting of child abuse by Camp Education Teachers, especially Travelling Teachers who are often resident with families. This should not however prevent the reporting of child abuse. The onus and responsibility for forwarding any concerns is on the Principal.

Travelling teachers should be informed that if they have concerns about a child/children they should telephone the Principal.

The onus will be on the Principal 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 Principal.

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.

The general guidance as outlined above should be adhered to. It is essential that all teachers receive Child Protection Training.

If a situation arises that requires a teacher in Camp to be moved out of the settlement, and you cannot speak freely to request being moved, you should ring the office and use the coded message:

XX.

Written: September 2010
Last reviewed: January 2021
Review due: August 2021



CHILD PROTECTION Concern Record Form Guidance

1. You may develop a concern from something you see (like a bruise or some 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 note your concerns. Your observations, possibly with those of other staff, may build into a pattern.
2. Use the IJS/CE Concern Record Form to record such observations. What is recorded immediately after the observation is more valuable as evidence than what is recorded later. The original record is the one that needs to be kept for evidence, not any copy made later. If you continue on subsequent pages, make a note on the first that you've done so and attach pages by stapling.
3. As well as the **name of the child** and 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**.
4. Distinguish fact from opinion. The emphasis should be on facts – what you saw and what you heard. If you are writing a record of what a child or adult said, keep as near to the exact words that were spoken as possible. You may want to include some information about how you interpreted your observations. This may be helpful, but should be clearly distinguished from the facts. Other kinds of opinions should be avoided.
5. Your record should make clear why you are concerned about the child.
6. It is better to have a shorter record that includes all such information than a longer one that includes unnecessary information.

**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:	

**CHILD PROTECTION
Disclosure Record Form
Guidance**



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.
- Write 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 wrote your record and the date, and name anyone else who was present. Then sign it, and hand your record to the senior designated safeguarding person, who should contact the local children's social care office where appropriate. If you continue on subsequent pages, make a note on the first that you've done so and attach pages by stapling.
- Distinguish fact from opinion. The emphasis should be on facts – what you saw and what you heard. Keep as near to the exact words that were spoken as possible. You may want to include some information about how you interpreted your observations. This may be helpful, but should be clearly distinguished from the facts. Other kinds of opinions should be avoided.
- Try to ensure that all subsequent events affecting the child are also recorded; up to the time that any formal video interview may take place.
- It is not your responsibility to *investigate* suspected cases of abuse. But it is your responsibility to follow local 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.

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

- your **name and role**
- the **date** you made the record of the disclosure
- the **date, time and place** where the disclosure occurred
- the **name of the child**
- the **details of the disclosure** as verbatim as possible, include if someone else was present
- and you must **sign it**

**Falkland Islands Schools
CHILD PROTECTION - Disclosure Record Form**



Your name:		Role:	
Date of record:		Time:	
Date of disclosure:		Time:	
Location of disclosure:			
Child's name			
People present:			
Your signature:			
Details of disclosure (as verbatim as possible):			

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

RECORD OF ACTIONS TAKEN:			
Name:		Role:	
Signature:		Date:	

Referral Form

Please return to referrals.social@kemh.gov.fk

The following questions must be answered.

Is the Client aware of this referral?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
If not, why not?					

Is the carer aware of this referral	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
If not, why not?					

Client's details

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

Household Members

Full Name	Date of Birth	Relationship	Has parental responsibility?

Key people to client

Full name	Date of Birth	Relationship	Address

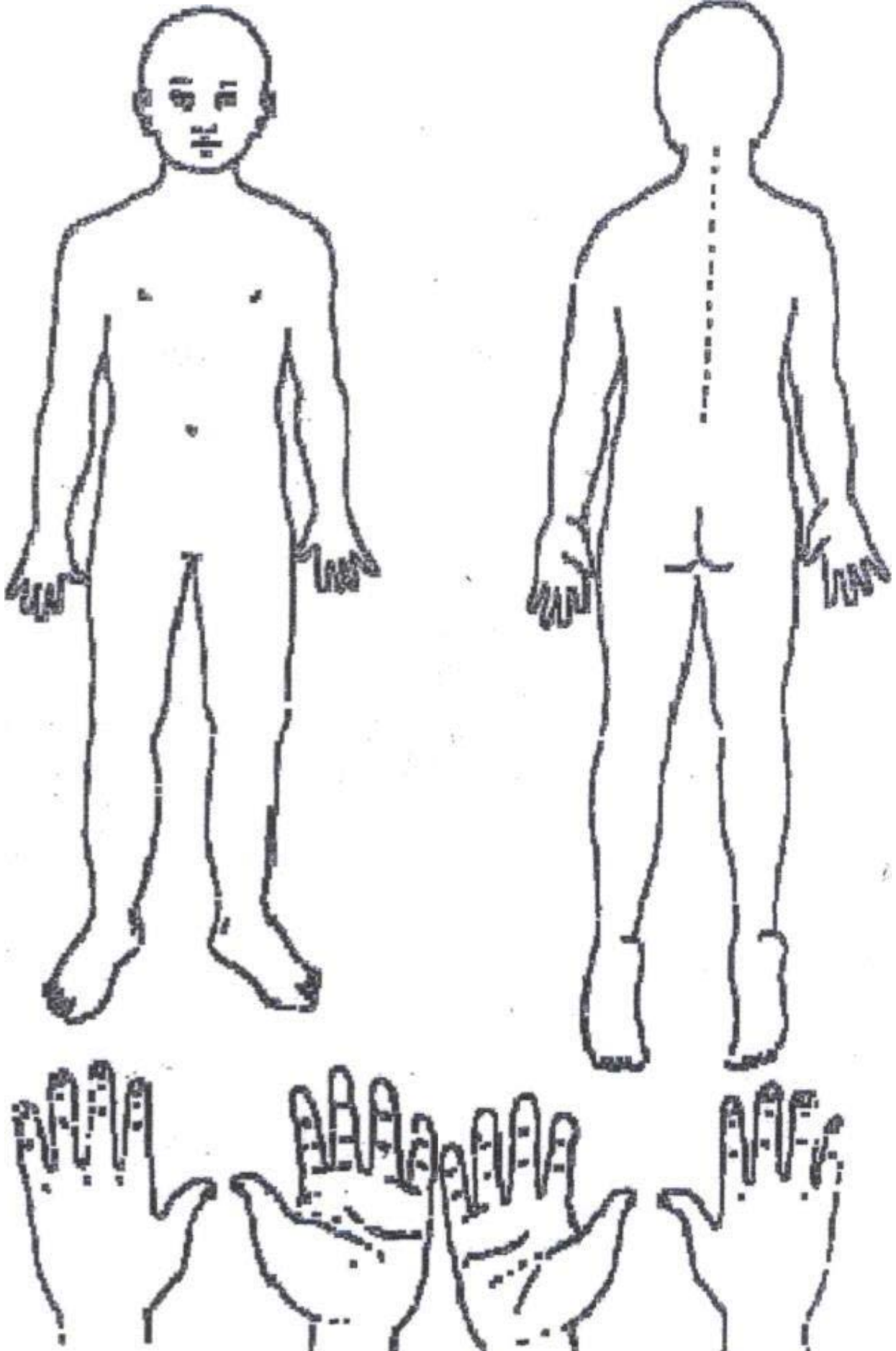
Your details			
Your name		Your contact Address	
Your Relationship to client			
Reason for referral			
Your contact telephone number(s)		When can we call you back?	
Any alerts we should be aware of?			

Known professionals already involved			
Name	Agency	Contact Number:	

Referral details	
<ul style="list-style-type: none"> • <i>include strengths and difficulties or any specific incidents of concern</i> • <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> • <i>relevant information about family history, social integration & functioning; support in wider family / community; housing, employment, income & financial difficulties</i> • <i>What action has referrer already taken</i> • <i>What does referrer expect to happen next (be specific about focus for any assessment)</i> 	
Form completed by:	
Signature:	
Date:	

Body Map – indicate site of injury

Body Map



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

