



Child Protection and Safeguarding Policy

School Contacts

Designated Safeguarding Lead	Jamie Cox
Deputy Designated Safeguarding Lead	Nicola Moorcroft
Designated Teacher for Children who are Looked After	Jamie Cox

External Contacts

DESC Child Protection and Safeguarding Officer Grainne Burns	Email: grainne.burns@sch.im Telephone: 686053
Police Southern Area	822222
Children and Families	Email: childcarereferrals.dsc@gov.im Telephone: 686179
Out of Hours	Contact Police on 631212 and ask for the Duty Social Worker

Contacts for Pupils

Childline	Telephone: 0800 11 11
Social Worker	Email: Telephone: 686179
	Alternatively, send a text message to +44 7624 365298 . Please give your name and the way you would like us to contact you. This text message will only be looked at during office hours so if it is outside office hours, including at the weekend then it would be best if you contacted another person who will be able to find a way of helping you if you need some urgent help.
Out of Hours	Contact Police on 631212 and ask for the Duty Social Worker

1. INTRODUCTION

1.1. Policy Statement

Ballasalla Primary School is committed to safeguarding and promoting the welfare of all children, staff and others who come into contact with the school, regardless of their background, beliefs, or other personal characteristics.

We aim to meet our commitment by creating a positive and open culture, whereby all individuals feel confident to raise and discuss their concerns and to have their views and wishes considered.

This will be achieved through a framework of identifying and responding to such concerns appropriately and in a respectful manner. Within this framework, all staff, including volunteers, will be made aware of the schools policies and procedures, and their own personal duties.

There will be times when the duty to safeguard children will override the wishes of a child or parent but action needs to be taken to safeguard the child.

Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm. Such concerns can occur at many levels

Safeguarding is more than child protection and can occur across the continuum of need. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected.

1.2. Purpose and Scope

This Policy applies to all members of staff, including volunteers, part-time staff, Governors and visitors to the school.

The purpose of the Policy is to ensure that all relevant people are aware of their duties to safeguard and promote the welfare of children and how to identify and report concerns.

1.3. Legislation, Policy and Guidance

Safeguarding and promoting the welfare of children is defined in the Isle of Man Safeguarding Together Guidance (found [here](#)) as:

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

This Policy is based on the following legislation, policy and guidance:

- Section 4 of the Safeguarding Act 2018 names the Department of Education, Sport and Culture as a 'Safeguarding body', meaning that the Department and each of its schools has a duty to safeguard and promote the welfare of children
- Education Act 2001;
- Children and Young Person's Act 2001;
- Equality Act 2017;

- Isle of Man Safeguarding Board's guidance and procedures.

2. ROLES & RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility and all staff working with children and young people are considered to be in a position of trust and have a duty to safeguard children.

2.1. Headteacher

The Headteacher is responsible for putting appropriate safeguarding measures in place to ensure the proper protection of all pupils and contributing, as required, to inter-agency work focused on protecting and ensuring the welfare of children.

2.2. Designated Safeguarding Lead ("DSL")

Every school must have a Designated Safeguarding Lead, appointed by the head teacher from a member of the senior staff. The Headteacher should always maintain an overview of this area of work

Ballasalla Primary School has appointed Jamie Cox as DSL and their responsibilities include:

- Advise and support staff on matters relating to child protection and safeguarding;
- Maintain and review the schools relevant policies and procedures, in-line with legal requirements, guidance and updates;
- Ensure that all members of staff have received appropriate training, have read the relevant policies and procedures, and understand their duties for safeguarding and promoting the welfare of children;
- Manage safeguarding referrals to external agencies and
- Share and help to analyse information so that an assessment can be made of the child's needs and circumstances;
- Contribute to whatever actions are needed to safeguard and promote the child's welfare;
- Take part in regularly reviewing the outcomes for the child against specific plans;
- Ensures that all staff receive training commensurate with their role and maintains a list of training undertaken by staff and when it occurred. Safeguarding training is mandatory and should be updated at least every 3 years but preferably within 2 years. Depending on role. (Any staff taking on a lead role for a child subject to planning must attend the Core groups and Conference training run by the Safeguarding Board).
- Maintain records securely and confidentially in line with record keeping guidance. Records should be retained and subsequently destroyed in line with the Retention Schedule ; and
- Undergo training and receive regular updates to maintain the necessary knowledge and skills for the role.

2.3. Deputy DSL

Every school should have a Deputy DSL. The individual carrying out the role of Deputy DSL should have the same level of training and knowledge as the DSL with regards to child protection and safeguarding.

Should the DSL be absent, it will be the responsibility of the Deputy to carry out the necessary functions to ensure child protection and safeguarding practices are maintained.

The schools Deputy DSL is Nicola Moorcroft.

2.4. Designated Teacher for Children Looked After

The school has measures in place to ensure that appropriate staff have relevant information about the looked-after status of children, their care arrangements and contact arrangements with birth parents or those with parental responsibility.

To coordinate these measures, the school appointed Jamie Cox as its Designated Teacher for Children After, whose responsibility it is for promoting the educational achievement of looked-after children, in-line with DESC guidance.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after children are quickly and effectively responded to; and
- Work with the virtual head to promote the educational achievement of looked-after children.

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

The designated teacher has details of children's social workers and relevant virtual school heads. The designated teacher at Ballasalla School is Jamie Cox who is responsible for promoting the educational achievement of looked-after children in line with DESC guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

2.5. Senior Leadership Team

Members of the schools Senior Leadership Team should attend level 3 training on an annual basis and ensure that they are aware of relevant updates with regards to safeguarding and child protection matters.

Should there be an exceptional circumstance and neither the DSL nor the Deputy can be reached, concerns may be reported to the Senior Leaders for escalation.

2.6. Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, 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; and
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

2.7. All Staff

All staff are responsible for ensuring a safe learning environment for children and will be required to undertake level 1 or 2 safeguarding training upon induction and thereafter on a rolling 2-year basis.

For effective safeguarding to take place, it is vital that children feel safe and comfortable to discuss their concerns, and trust that these will be taken seriously.

3. SAFER RECRUITMENT

3.1. Guidelines for the Safe Recruitment and Vetting of Staff

Ballasalla Primary School takes great care to do everything in its power to recruit individuals who are committed to safeguarding and promoting the welfare of children. This will be achieved by:

- Following DESC recruitment procedures
- Ensuring panel members have undertaken any required training and understand their responsibilities in relation to safeguarding
- Candidates being subject to DBS checks and any other checks being made to confirm identity and right to work on the Isle of Man.

In doing this, we are assisted by the Office of Human Resources (“OHR”) to collect all relevant information and perform the required pre-employment checks to verify an individual’s suitability to work in a school environment.

3.2. Induction & Training

When a new employee joins the school it is of the utmost importance that they receive the necessary training and are made aware of all relevant policies and procedures as part of their induction. This ensures that our staff fully understand their personal duties in relation to child protection and safeguarding.

Safeguarding Training is mandatory and all staff are required to undertake Child Protection training in line with the [Isle of Man Safeguarding Board Competency Framework](#) as soon as reasonably possible following their employment. This training will be delivered on a 2-year rolling programme for all staff, with more frequent training being arranged for those in certain positions.

From time-to-time additional training may be undertaken on particular topics or areas of concern. Inclusion of child protection topics in the schools curriculum and awareness campaigns for pupils will be offered as appropriate to age, aptitude and ability of the pupils.

Involvement of parents and caregivers through workshops or information sessions may also be held to ensure increased awareness of topical issues or concerns.

3.3. Volunteers, Visitors & Contractors

All volunteers, visitors, contractors and Governors will be subject to checks appropriate to the work that they will be performing, their contact with pupils, and the level of supervision required whilst carrying out their function.

For further information on the necessary checks and managing visitors to the schools premises, please refer to the DBS Policy and the Visitors Policy.

Visitors to schools are notified about who the DSL/Deputy DSL are and how to report a concern by using the school reporting template.

4. GOOD PRACTICE AND STAFF CODE OF CONDUCT

Good practice includes:

- Treating all pupils with respect.
- Setting a good example by conducting ourselves appropriately. This will include online and mobile usage, and all staff must adhere to the Acceptable Use Policy.
- Involving pupils in decisions that affect them where possible.
- Encouraging positive, respectful and safe behaviour among pupils.
- Being a good listener.
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding this policy, along with the schools other related policies – e.g. staff code of conduct, behaviour policy, guidance etc.
- Being aware that the personal circumstances and lifestyles of some pupils may lead to an increased risk of abuse.
- Referring all concerns about a pupil's safety and welfare to the DSL (or Deputy-DSL in their absence), or, if necessary, directly to police or Children and Families.

5. RECOGNISING ABUSE

Not all children will feel comfortable disclosing their concerns to members of staff, but all staff should be vigilant for changes in a child's behaviour or demeanour.

There are four categories of child abuse:

- Physical abuse;
- Sexual abuse;
- Emotional abuse; and Neglect.

Form of Abuse	Caused by:	Potential Indicators:
Physical	Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child, including the deliberate fabrication or causation of illness in a child	Bruising; bite marks; burns and scalds; fractures; or behavioural issues, such as aggressive behaviour. Be aware of other signs, such as an explanation that is inconsistent with the injury, or several different explanations.
Sexual	Involving, forcing or enticing a child to take part in sexual	Inappropriate sexualised conduct; age-inappropriate sexualised play or

	<p>activities, whether or not the child is aware of what is happening.</p> <p>Including, penetrative or non-penetrative sexual acts, involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.</p>	<p>conversation; or sexually harmful behaviour (contact or non-contact).</p> <p>Self-harm; eating disorders; continual, inappropriate or excessive masturbation; anxiousness or unwillingness to remove clothes (sports / P.E etc.).</p> <p>Pain or itching in genital area; blood on underclothes; or bruising in genital region and/or inner thighs etc.</p>
Emotional	<p>Persistent emotional ill-treatment of a child such as causing severe and persistent adverse effects on their emotional development, mental health, behaviour and self-esteem.</p> <p>Seeing or hearing the ill-treatment of another e.g. where there is domestic abuse.</p> <p>Causing children frequently to feel frightened or in danger.</p>	<p>Developmental delay; attachment issues; aggressive behaviour; appeasing behaviour; watchfulness or stillness; low self-esteem; withdrawn or loner; or having difficulty in forming relationships.</p> <p>Such signs may be difficult to identify as they are often behavioural rather than physical.</p> <p>Signs of emotional abuse may be associated with other forms of abuse and may indicate that other abuse is prevalent.</p>
Neglect	<p>Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food; shelter; clothing; or neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	<p>Constant hunger or tiredness; unsuitable clothing; be emaciated; have untreated medical problems; frequently lateness or non-attendance; low self-esteem; neurotic behaviour and/or poor social relationships; or poor personal hygiene.</p> <p>A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults who are under the influence of alcohol or drug misuse.</p>

When identifying abuse, it is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury or other signs of harm. You can use a body map to support a referral if the injury is visible or the child has shown you the injury.

Staff should familiarise themselves with the risk factors outlined in the Appendix, to help them identify potential cases of abuse.

6. RESPONDING TO ALLEGATIONS OF ABUSE

6.1. Procedures for Responding to Allegations

- Listen to what the child has to say. Do not interrupt and do not challenge what they say.
- Try to understand the issue, but do not investigate or ask leading questions – **doing so could impact any future investigation.**
- Do not lay blame on any party.
- Do not promise confidentiality and explain to the child that the information must be shared and who it will be shared with.
- Reassure the child and ensure that appropriate support is in place.
- Report the concern to the DSL or their Deputy as soon as practicable, but definitely before the end of the schools day.
- Use the agreed forms/platform for reporting concerns.
- Share information on a need-to-know basis and do not discuss the matter with colleagues, friends or family.
- Make a written record of what was said as soon as practicable, using the schools reporting template. This record should be factual and done using the child's own words to ensure accuracy and prevent misunderstanding. It must also include:
 - Date and time of disclosure/incident observed;
 - Place and context of disclosure concerns; and
 - Facts you need to report.

6.2. Duty to Report Concerns

To effectively comply with the duty to safeguard and promote the welfare of children, staff should report concerns to the DSL or appropriate alternative, whenever they believe or suspect that a child:

- Has suffered significant harm;
- Is likely to suffer significant harm;
- Has a disability or developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent), in accordance with the Children and Young Person's Act 2001; and
- Is a Child in Need (child with complex needs) and whose development would likely be impaired without the provision of appropriate services.

The matter will then be assessed by the DSL and referred to the relevant authorities and agencies, in line Section 11 of this Policy, Communication and Information Sharing.

Referrals and assessment are to be performed in line with the NARRATES (*Needs Assessment, Robust Risk Analysis, Timely Effective Support*) framework for assessment, with risk assessment using the Dynamic Risk Assessment Tool (DRAT).

For more information, please see Chapter 3 of the Isle of Man Safeguarding Together guidance ([here](#)).

6.3. Reporting Directly to External Agencies

There may be occasions where any member of staff may be required to report and share information directly with Children and Families or the Police:

- The situation is an emergency and the DSL, their Deputy and the Headteacher are all unavailable;
- The staff member is convinced that a direct report is the only way to ensure the pupil's safety;
- Where there are reasons to believe a direct referral is in the child's best interests; or
- Where child sexual abuse has occurred/is suspected, staff have a duty to notify police under section 87 of the Sexual Offences and Obscene Publications Act 2021.

6.4. Multi-Agency Referrals

A referral, in the context of child protection, is when someone contacts Children and Families Division with information to share their concerns. Referrers may also wish to request specific services for a child or may request information about a child.

Anyone who has concerns about a child's welfare should initially make a referral to the Initial Response Team (Children and Families Division) by telephone.

Staff should confirm the referral in writing using the Multi-Agency Referral Form (MARF) following the initial telephone conversation with the Initial Response Team duty social worker. The referral should include any information they have on the child and the family. The MARF can be accessed [here](#).

All urgent child protection referrals should initially be made by telephone to the social worker on 686179 and then confirmed in writing within 24 hours using this form. If it is out of hours, please phone 631212 and the Police will contact the out of hour's duty social worker. The form should then be sent to the Duty Team, Children and Families, 2nd Floor, Murray House, Mount Havelock, Douglas IM1 2SF or by email to childcarereferrals.dsc@gov.im.

6.5. Managing Allegations Against Staff Members (MASM)

For safeguarding allegations against staff please follow the Department's Managing Allegations against Staff policy and the Safeguarding Board's Managing Allegations against a person working with Children and Vulnerable Adults policy

<https://www.safeguardingboard.im/media/lokdfxe3/masm-with-referral-forms.pdf>

6.6. Supporting Those Involved

The school may offer parents/carers supportive intervention through a referral to the Early Help and Support service of Children and Families. A referral to Children and families at Complex Needs may also be considered and offered if appropriate.

- The DSL will make a referral to Children and Families Initial Response Team and/or the police if they believe a child or young person is suffering or likely to suffer from significant harm or is in immediate danger.
- If it is outside of schools hours make a referral to **Children and Families Initial Response Team** and/or the police **immediately** if you believe a child is suffering or likely to suffer from significant harm or is in immediate danger. **Anyone can make a referral.**

- The link to the Isle of Man Safeguarding information is ([here](#)).
- All urgent child protection referrals should initially be made by telephone to the Duty Desk on **01624 686179** and then confirmed in writing within 24 hours using a multi-agency referral form. If it is **out of hours**, please phone **01624 631212** and the Police will contact the out of hour's duty social worker.

7. CHILD-ON-CHILD ABUSE

Staff should be aware that children are not only capable of bullying, but also causing abuse to other children. No matter how unlikely staff believe it to be that such an incident could occur, they should also keep an open mind and be aware that it could happen.

Child-on-child abuse may take many forms, examples of which include:

- Physical abuse;
- Bullying;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- Causing someone to engage in sexual activity without consent;
- Consensual and non-consensual creation and sharing of nude or semi-nude images and/or videos;
- Abuse of intimate personal relationships between peers;
- Recording intimate images
- Voyeurism
- Initiation/hazing – inducting newcomers into an organisation, club or team by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which are claimed to promote a bond between members; and
- Prejudiced behaviour – behaviour that causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality – most commonly prejudices linked to disabilities, additional educational needs, gender and sexual identity, and ethnic, cultural and religious backgrounds.

All child-on-child abuse is unacceptable, and allegations must be handled in accordance with this policy, its related procedures, and the [Keeping Children Safe in Education 2023 guidance](#).

8. SHARING NUDES OR SEMI-NUDES

Sharing nudes or semi-nudes means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online.

The prolific use of mobile phones, social media and other online platforms, means there are many ways in which this can occur, including:

- Social media
- Gaming platforms
- Apple's AirDrop

- Text/Whatsapp/Messenger etc.

If you are made aware of an incident involving the consensual or non-sensual sharing of nudes or semi-nudes, **you must** report it to the DSL as soon as practicable.

You must 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);
- Delete the imagery or ask the pupil to delete it;
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility);
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers;
- Say or do anything to blame or shame any children or young people involved.

For further guidance on responding to incidents involving the sharing of nudes or semi-nudes, you should refer to the Department's guidance.

9. CONTEXTUAL SAFEGUARDING

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focused on the risk of violence and abuse from inside the home and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It's an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to just focusing on an individual.

Children who have Adverse Childhood Experiences (ACEs) are considered to be more vulnerable to being exploited.

9.1. SERIOUS VIOLENCE

Staff should be aware of the indicators that a child is at risk of, or is involved with, serious violent crime. Such indicators may include:

- Increased absence from school;
- A change in friendships or developing relationships with older individuals or groups;
- A significant decline in educational performance;
- Signs of self-harm; or
- New gifts/possessions – these may indicate that a child has become involved in criminal activity or has otherwise been approached by a criminal gang.

9.2. Child Criminal Exploitation (CCE)

Child criminal exploitation can include children being forced or manipulated into committing crime or threatening/committing serious violence to others.

Such exploitation can result in the victims becoming financially indebted to the perpetrators as a means of manipulation, leading to victims or their families being subject to abuse and threatening behaviour.

Children involved in criminal exploitation may carry weapons as part of the coercion, or as a means of protecting themselves. It is also common for these children to commit crimes themselves, making it difficult to recognise their vulnerability as victims.

Children may not always understand or recognise that they are being exploited.

9.3. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which can occur over time or be a one-off occurrence and may occur without the child's immediate knowledge. It may also be the case that some children do not realise they are being exploited and believe they are in a romantic relationship.

CSE can affect any child who has been coerced into engaging in sexual activities, including 16 and 17-year-olds who can legally consent to have sex.

9.4. Honour-Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Forced marriage

Forcing a person into marriage under the age of 18 is a form of child abuse. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is illegal to cause a child under the age of 16 to marry, even if violence, threats or coercion are not involved.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place;
- Refer the case to the relevant agencies, authorities and DESC's Child Protection and Safeguarding Officer;

- Seek advice from the police; and
- Arrange schools support for the pupil, where appropriate.

More advice for DSL's is available from the Isle of Man Safeguarding Board:

- Honour Based Abuse ([here](#)).
- Forced marriage ([here](#)).

9.5. Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

The reasons why FGM is performed vary, but may include:

- Where FGM is a social convention and there is social pressure to conform within a community;
- Where FGM is considered a necessary part of raising a girl, as a way to prepare her for adulthood and marriage; or
- Where people believe that FGM has religious support.

Section 6A of the Sexual Offences and Obscene Publications Act 2021 creates a duty for teachers to notify the police if they discover that FGM has been carried out on a woman or a girl who is aged under 18.

All staff should speak to the DSL regarding any concerns about FGM.

More advice for DSL's is available from the Isle of Man Safeguarding Board ([here](#)).

9.6. Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is defined by the Anti-Terrorism and Crime Act 2004 as the use or threat of action, where the action:

- Involves serious violence against a person;
- Involves serious damage to property;
- Endangers a person's life (other than that of the person committing the act);
- Creates a serious risk to the health or safety of the public or section of the public; or
- Is designed seriously to interfere with or seriously to disrupt an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Radicalisation can be difficult to identify, but with increasing use of social media platforms, there is an increased risk of children being exposed to radical groups. Signs that a child is being radicalised include:

- Isolating themselves from friends and family;
- Unwillingness or inability to discuss their views;
- Increased levels of anger;
- Talking as if from a scripted speech;
- A sudden disrespectful attitude towards others; and
- Increased secretiveness, especially around internet use.

Staff should always act if they have concerns about a child and talk to their DSL.

10. ONLINE SAFETY

In the context of an increasingly online and digital-oriented society, it is essential that measures are in place to safeguard children from potentially harmful and inappropriate material. When considering online safety, four key risk areas are highlighted by the '4 Cs of online safety':

- **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 support appropriate online activity, our school aims to:

- Have processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, governors and visitors;
- Protect and educate the whole schools community in its safe and responsible use of technology, including mobile phones;
- Set clear guidelines for the use of mobile phones for the whole schools community (see our behaviour, anti-bullying and acceptable use/e-safety policies); and
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

11. COMMUNICATION AND INFORMATION SHARING

11.1. Communication with Parents and Caregivers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Children's & Families services team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or children's & families services to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- 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).

11.2. Communication with Relevant Authorities and Agencies

In all situations the welfare and safety of children and young people is paramount. The decision to disclose information in an emergency or life-threatening situation will always be supported.

Data protection and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

When considering communication and information sharing with other authorities and agencies, decision-making is in-line with the Isle of Man Safeguarding Board's:

- [Information Sharing Protocol](#); and
- [Information sharing guidance for professionals working with children and adults at risk of abuse or neglect.](#)

12. RECORD KEEPING

The school will follow the DESC Procedures for Safeguarding Records Guidance and establish and maintain a record system that ensures that all information is kept in an appropriate manner.

13. WHISTLEBLOWING AND RAISING CONCERNS AT WORK

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Headteacher. Although this can be difficult, it is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted.

Staff must always follow the Isle of Man Whistleblowing policy ([here](#)).

Isle of Man Safeguarding Board Whistleblowing guidance ([here](#)).

14. REVIEW AND EVALUATION

This Policy will be reviewed by the Headteacher or their delegated representative, as and when required, but at least annually as a minimum requirement.

APPENDIX – RESOURCES

Source	Content
Gov.im	Safeguarding Together Guidance
	Whistleblowing Policy
Isle of Man Safeguarding Board	Competency Framework
	Children's Safeguarding Procedures
	Information Sharing Protocol
	Information Sharing Guidance
	Whistleblowing or Raising Concerns at Work
NSPCC	Safeguarding and child protection in schools
	Child abuse and neglect
	Safer recruitment
	Online safety
Gov.uk	Keeping Children Safe in Education 2023
	Sharing Nudes and Semi-Nudes Guidance