



Falkland Islands Schools

Child Protection and Safeguarding Policy 2026-27

Reviewed & updated last: August 2026

Next review due by: August 2027

SLT Lead: KS

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1. Key Contacts

1.1. School

Designated Safeguarding Lead (DSL) Primary Child Protection Child Safeguarding & Looked After Children		Shelley Short Principal of Primary Email: sshort@primary.ac.fk Tel: 00 500 27294 Mobile: 00 500 XXXXX Int: 2202	
Deputy Designated Safeguarding Lead Persons - Primary			
Name	Role	Email	Internal Extension
Tim Mean	Deputy Principal of Primary	tmean@primary.ac.fk	2203
Dariusz Saheli	Camp Education Manager	dsaheli@primary.ac.fk	2205
Sarah McAndrew	SENCo	smcandrew@primary.ac.fk	2230 / 2310
Jeanette Hartley	Lead - EYFS	jhartley@primary.ac.fk	2208
Designated Safeguarding Lead Secondary Child Protection Child Safeguarding & Looked After Children		Katherine Nelson Principal of Secondary Email: knelson@secondary.ac.fk Tel: 00 500 27147 Mobile: 00 500 XXXXX Int: 2302	
Deputy Designated Safeguarding Lead Persons - Secondary			
Name	Role	Email	Internal Extension
Chris Barlow	Deputy Principal of Secondary	cbarlow@secondary.ac.fk	2305
Sarah McAndrew	SENCo	smcandrew@primary.ac.fk	2230 / 2310
Barbara Clifton	Pastoral Support Manager	bclifton@secondary.ac.fk	2306
Pablo Parra	Head of Key Stage 3	pparra@secondary.ac.fk	2335
Eloise Oubridge Brock	Head of Key Stage 4	eoubridgebrock@secondary.ac.fk	2322
Fiona Molligoda	Associate Assistant Principal - Behaviour & Attitudes / Personal Development	fmsmyth@secondary.ac.fk	2330
Responsibility for Safeguarding Child Protection Safeguarding Looked After Children		Karen Steen Executive Headteacher Email: executivehead@education.ac.fk Tel: 00 500 27294 / 27147 Mobile: 00 500 XXXXX Home: 22542 Int: 2204	
Overall responsibility: Policy Implementation		Sarah Stannard Director of Education Email: sstannard@education.ac.fk Tel: 00 500 27289 Mobile: 00 500 XXXXX Int: 2103	

1.2. Social Services Department

Head of Social Services (Equivalent to LADO)	Nikki Murphy Head of Social Services 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) Chairperson (Equivalent to LADO)	John Woollacott Director of Health & Social Services Email: jwoollacott@kemh.gov.fk Tel: 00 500 28043
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1.4. Police

Royal Falkland Islands Police Designated Officer	Detective Constable Kristiane Thorsen RFIP Designated Officer Email: kthorsen@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 and safeguarding concerns and referrals are handled timely, sensitively, professionally to promote children's welfare.

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.

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The school gives special consideration to children who:

- have special educational needs or disabilities, or health conditions
- 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 female genital mutilation (FGM), sexual exploitation, criminal exploitation, modern slavery, human trafficking, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs

- are looked after or previously looked after ([see section 15](#))
- are missing or absent from education for prolonged periods and/or frequently
- whose parent/carer has expressed an intention to remove them from school to be home educated

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

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

The school recognises that staff, because of their contact with and knowledge of the children in their care, are well placed to identify abuse, neglect, modern slavery, trafficking and exploitation and offer support to children in need.

The school recognises it is an agent of referral, and not of investigation.

3. Legislation, statutory and best practice guidance

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

This policy is based on the UK Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\)](#) (September 2026) and [Working Together to Safeguard Children](#) (March 2026), neither are statutory in the Falkland Islands.

This policy meets requirements relating to safeguarding and welfare in the [Framework for the Early Years Foundation Stage](#) (from September 2026).

This policy regards the following Falkland Islands' legislation:

- Children Ordinance 2014 (which provides a framework for the care and protection of children)
- Education Ordinance 1989
- Education (Governance and Accountability) Ordinance 2022
- Children and Young Persons (Tobacco) Ordinance 2007

4. Definitions

The term '**children**' refers to everyone under the age of 18.

The definition of safeguarding is from the [Working Together to Safeguard Children](#) guidance p166:

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Definitions of Child Abuse and Neglect for the purposes of this policy are set out in the FISCBS Safeguarding Children and Young People Procedures 2023, section 1.2, and copied into [Appendix 2](#) of this policy.

Sharing of nudes and semi-nudes

The term 'making or sharing nudes and semi-nudes' (previously known as sexting or youth-produced sexual imagery) refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

1. The local authority (Falkland Islands Government)
2. Integrated care boards for an area (Falkland Islands Safeguarding Children Board)
3. The chief officer of police for the area (Chief of Police – Royal Falkland Islands Police)

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. Roles and Responsibilities

Safeguarding and child protection is **everyone's responsibility**. This policy applies to all staff, volunteers and School Governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site school activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in the modern world, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

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

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. During term time, the DSL will be available for staff to discuss any safeguarding concerns. Key contact details are on [page 4](#).

The school will maintain robust arrangements to ensure safeguarding concerns are received, monitored and acted upon during periods of DSL absence. The Deputy DSLs will act as cover. If the DSL and deputies are not available, the Executive Headteacher will act as cover.

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)
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- If the DSL is not the Principal, the DSL will keep the Principal and the Executive Headteacher informed of any issues
- Liaise with case managers and designated officers for child protection concerns as appropriate

- Discuss the local response to sexual violence and sexual harassment with police and children's social care colleagues
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The role of the DSL for child protection and safeguarding in schools is set out in the [Keeping Children Safe in Education \(KCSIE\)](#) (September 2026) Annex B (and in [Appendix 1 of this document](#)), summarised and contextualised in the categories as set out below:

Manage referrals

- refer cases of suspected abuse, neglect or radicalisation to children's social care or police as appropriate and support 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 individual is not able to work in another 'sensitive' role. If they are a UK registered teacher, refer where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service. If they are registered in another country, consider referring to the appropriate authority in that country.
- where a crime has been committed, call the Police as required
- keep up to date with changes on the Child Protection Register
- attend strategy meetings, child protection conferences, contributes to child protection plans, and attends review conferences held for children in school, may attend core group meetings, or support other staff members to do so.
- provide written reports for the child protection conferences, in line with the requirements set out in the FISCB Safeguarding Children and Young People Procedures 2023, including:
 - sharing the report with the family prior to submitting it, this can be done in person or by email, ensuring there is time for the family to review the report and ask questions or correct factual errors.
 - submitting the report to Social Services 3 working days before the conference.

Working with others

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- understand the Falkland Islands Safeguarding Children Board procedures
- liaise with the Executive Headteacher and Principal as appropriate to keep them informed, including S69 investigations and the requirement for children to have an appropriate adult
- liaise with the FIDO (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff & SENCO on matters of safety, safeguarding and welfare (including online and digital safety) so that children's needs are considered holistically
- liaise with mental health team when concerns are linked to mental health
- promote supportive engagement with parents and carers, including where families may be facing challenging circumstances
- take lead responsibility for promoting educational outcomes for children-in-need, identifying the impact of any issues on their attendance, engagement and achievement.

This includes:

- ensuring the school knows who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to children-in-need reach their potential, recognising that even when

statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Information sharing and managing the child protection file

- ensure that child protection files are kept up to date.
- ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice
- keeps accurate, detailed records of all safeguarding and child protection concerns using the CPOMS (Child Protection Online Monitoring System). They should include a clear and comprehensive summary, a chronology, actions, decisions, outcomes, referrals, meetings, phone calls and emails. Ensures that such records are confidential and stored securely and separately from student records.
- ensures staff are briefed appropriately about safeguarding concerns about a student in their class
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school in collaboration with the child's social worker, separate from other pupil information
- notifies DH&SS if a child with a child protection plan is absent for more than two days without explanation

Raising awareness

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

Training, knowledge and skills

- is appropriately trained – [see full description in Appendix 1](#)
- understands the processes for early help (*as termed in FISCB Safeguarding Children and Young People Procedures 2023 – but changed in KCSIE 2026 to Family Help*); statutory intervention; child protection case conferences and reviews, and can contribute
- understand the lasting impact that adversity and trauma can have
- be alert to specific needs of children-in-need, those with SEND, health conditions and young carers
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEND face online, for example, from bullying, grooming and radicalisation and are confident to support them to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- 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

Providing support to staff

- Support and advises staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
 - ensure that staff are supported during the referrals processes, and
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

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

Holding and sharing information

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

The role of the Deputy Designated Safeguarding Leads (DDSLs)

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

5.2. The role of the Director of Education

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

5.3. The role of the Executive Headteacher

The Executive Headteacher 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. FISCB Safeguarding Children and Young People Procedures 2023 states that there is a duty placed on all people working with children and young people to report concerns.

All staff will:

- Annually read in full and understand the Part 1 of the DfE guidance '[Keeping Children Safe in Education](#)' and check the declaration on CPOMS to confirm that they have read and understood it.

- Always refer any concerns or suspicions to the DSL, no matter how insignificant, using the CPOMS, accurately recording and passing on all concerns in a timely manner.
- 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.
- Treat all children with respect, providing a safe space for pupils who are LGBTQ+ to speak out and share their concerns. 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 issues.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

All staff will be aware of:

Our systems that support safeguarding, including:

- The Child Protection and Safeguarding policy
- Staff Code of Conduct
- the role and identity of the Designated Safeguarding Lead staff (DSLs) Deputies
- the behaviour policy
- the online safety policy
- the safeguarding response to children who go missing from education/who are absent from education.
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSLs, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect, modern slavery, trafficking and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), modern slavery, trafficking, indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

[Section 12-16 of this policy](#) outlines specific safeguarding issues in more detail.

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

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

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

6. Confidentiality

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

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

Timely information sharing is essential to effective safeguarding

- information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Fear about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The UK government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the DSL.

Confidentiality is also addressed in this policy with respect to record-keeping in Section 10, and allegations of abuse against staff in [Appendix 6](#)

7. Recognising abuse and taking action

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

7.1 If you have any concerns about a child:

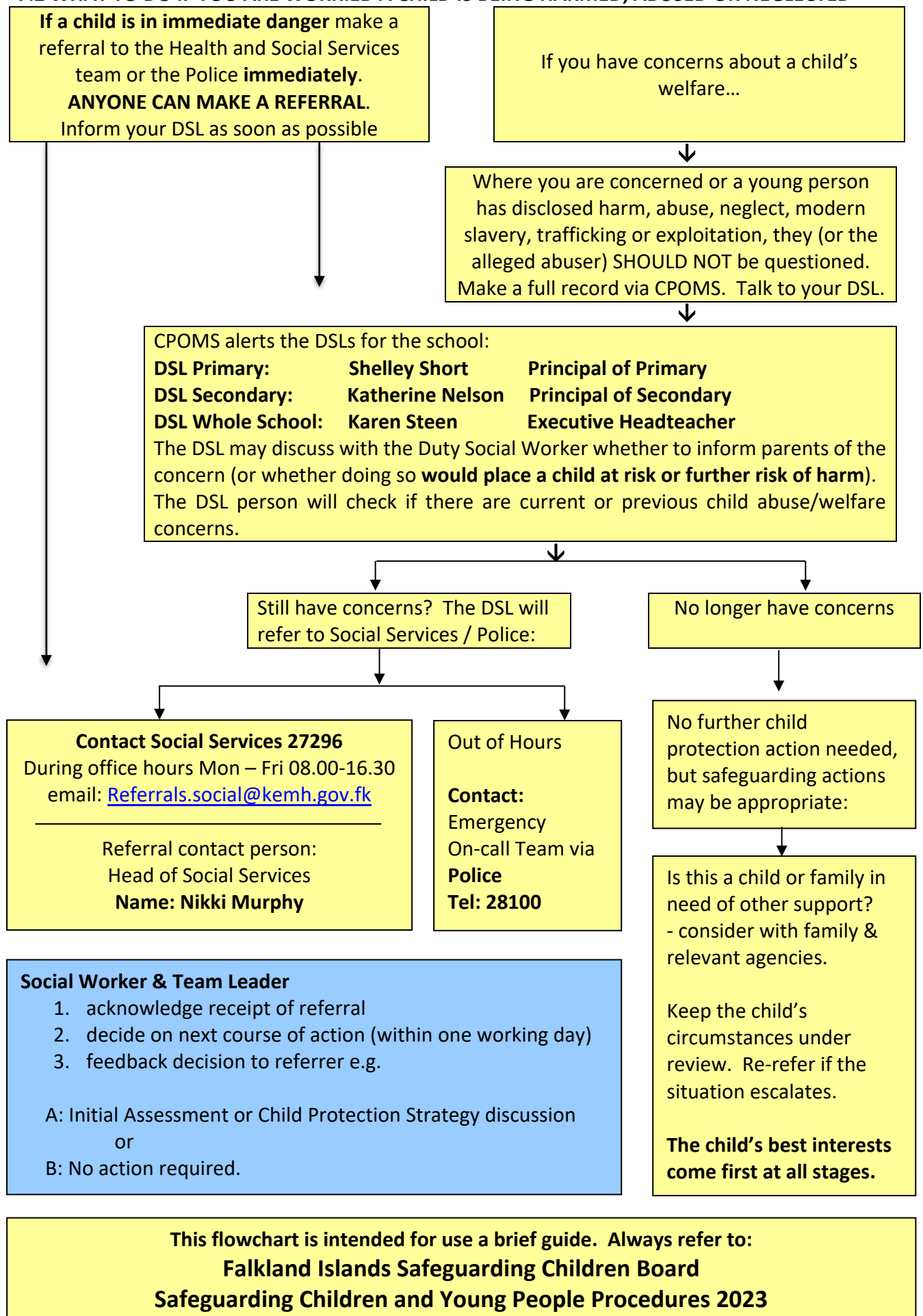
Anyone who has a child protection or safeguarding concern must report it immediately via CPOMS [see Appendix 3](#). The system automatically raises the concern via email to the DSLs. Schools train staff how to report a concern via CPOMS, at least annually. CPOMS has a training mode which allows staff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

See [Section 7.7, 7.8 & 7.9](#) for guidance about what to do if you have concerns about a member of staff, volunteer, a contractor, the DSL, the Principal, the Executive Headteacher or the Director.

See flow chart on the following page.

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

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



7.3 Concerns about Female Genital Mutilation (FGM)

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

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

7.4 Concerns about radicalisation or extremism

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

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

7.5 Concerns about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. This may include:

- physical signs of self-harm or neglecting themselves
- suicide risk
- ongoing difficulty sleeping
- eating disorders
- withdrawing from friendships
- significant behaviour change

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the flowchart above. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. The UK Department for Education's guidance on [mental health and behaviour in schools](#) may be helpful.

7.6 Concerns about serious violence

Serious violence is a safeguarding concern and may be associated with criminal exploitation, gang involvement, peer conflict or the carrying of weapons. Staff should be alert to indicators including:

- carrying, using or threatening to use weapons
- involvement in violent incidents
- significant changes in behaviour
- unexplained injuries
- association with individuals involved in violence or criminal activity
- repeated absences from education
- unexplained gifts, money or possessions

Any concerns about serious violence must be reported immediately to the DSL. The DSL will assess the risk, consider support and safety planning, and make referrals to relevant agencies where appropriate.

7.7 Concerns about Staff, Volunteers and Contractors

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 Headteacher → Director of Education → Head of Social Services (equivalent to LADO). You can also

discuss any concerns about any staff member or volunteer with the DSL. The Principal / Executive Headteacher / Director / DSL will then follow the procedures set out in [Appendix 6](#), if appropriate, which refer to Section 4.7 of the FISCBS Safeguarding Children and Young People Procedures 2023.

When an allegation is made against an individual who works with children a 'FIDO' will be appointed. This is the Falkland Islands Designated Officer and is equivalent to the LADO (Local Authority Designated Officer) in England. The FIDO is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them or could cause them harm.

If the school receives an allegation relating to an incident where an individual or organisation has been using the school premises to run an activity for children, we will follow the procedures set out in [Appendix 6](#).

7.8 Low Level Concerns about Staff, Volunteers and Contractors

The Falkland Islands Schools recognise the importance of creating a culture of openness, trust and transparency in which concerns about adults working with children can be identified and addressed at an early stage. A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Code of Conduct; and
- does not meet the threshold for referral through the formal allegations procedure.

Examples may include, but are not limited to:

- being over familiar with children
- showing favouritism towards particular children
- engaging in one-to-one situations that could be misinterpreted
- using a personal device contrary to school policy
- taking photographs of children on a personal device
- using inappropriate language or humour
- behaviour outside work that may undermine professional boundaries

All staff are encouraged to share low-level concerns promptly with the Principal, Executive Headteacher or a DSL. Concerns will be recorded, reviewed and addressed appropriately.

Records of low-level concerns will be maintained securely and reviewed periodically to identify any emerging patterns of behaviour. Where a pattern of concerns is identified, or where additional information suggests an increased level of risk, the matter may be managed under the school's allegations procedures and referred to relevant agencies where appropriate.

The purpose of this process is to safeguard children, support staff to maintain professional standards, and ensure concerns are addressed before they escalate.

7.9 Alleged child abuse by Staff, Volunteers and Contractors

When concerns or allegations have been made against:

- employees
- volunteers
- trainee teachers
- supply teachers
- contractors

they should be reported as above i.e. report immediately to the Principal (or Executive Headteacher 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 6](#)).

7.10 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', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

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
- includes discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- is violent
- involves students being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos, including sharing of nudes and semi-nudes (sometimes known as sexting)
- involves Harmful Sexual Behaviour (HSB). HSB exists on a continuum from inappropriate behaviours through to sexual harassment and sexual violence.

Staff should respond to and record all concerns and seek advice from the DSL.

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

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

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

To create a supportive environment in school and minimise the risk of child-on-child abuse, we will:

- challenge any form of derogatory or sexualised language or inappropriate behaviour
- be vigilant to issues that particularly affect the different genders, including transphobia
- be vigilant to sexualised or aggressive touching or grabbing towards students
- be vigilant to initiation and / or hazing type violence
- consider that HSB can indicate unmet safeguarding needs
- ensure our curriculum helps to educate students about appropriate behaviour and consent
- ensure pupils are able to easily and confidently report abuse using our reporting system
- ensure staff reassure victims that they are being taken seriously

- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That HSB may indicate unmet safeguarding needs. Children displaying HSB may themselves have experienced abuse or trauma and early intervention is essential.
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil 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
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.11 Sharing of nudes and semi-nudes (‘sexting’)

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, you must report it to the DSL immediately. Incidents involving AI-generated nude or semi-nude images, including ‘deepfakes’ or ‘deep nudes’, will be managed in the same way as other nudes and semi-nudes and treated as safeguarding concerns.

You **must not**:

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

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

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

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

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

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

Informing parents/carers

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

Recording incidents

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

Curriculum coverage

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

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

Pupils also learn the strategies and skills needed to manage:

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

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

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

7.12 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

7.13 Threatening behaviour towards staff members

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

7.14 Checking the identity and suitability of visitors

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

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

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

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

7.15 Collection and non-collection of students

Collection

It is the school's policy that until children are in Year 3, they should be dropped off and collected by an adult.

It is not appropriate for children in our school to be responsible for supervising younger children to travel to or from school. They are too young to have responsibility for another child's safety.

If a child is to be collected by a person between the ages of 16-18, they must have already left school, and this must be approved by the school's EYFS leader via a written request.

Non-collection

If a student younger than Year 3 age is not collected at the end of the session/day, we will use the student contact information to contact second and third contacts. If no contact can be made with an appropriate person to collect the child, the school will phone Social Services for advice and support.

7.16 Missing students

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

Procedures

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

Actions to take if a student is missing

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

Actions to be taken after the event

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

8. Online safety and the use of mobile technology

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

To address this, our school aims to:

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

The 4 key categories of risk

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

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

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

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

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain out of sight and secure during contact time with students.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras, nor allow students to use their devices. Refer to the linked policy [Acceptable use of cameras and mobile phones for staff and other adults](#).
- Devices with cameras are used in FS1 and FS2 and locations in Camp Education where FS1 and FS2 children are in attendance. The devices are used with an app which tracks student's learning and progress. Images are saved and uploaded to the children's profiles. The app includes a 'parent share' facility which allows school to share the profile and progress with parents. The leader of EYFS will oversee the safe use of technology, mobile phones and cameras in the EYFS settings.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to agree with the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- The Falkland Islands Schools maintain a mobile phone policy designed to minimise pupil access to mobile phones during the school day, see [Appendix 3 IT Acceptable Use Agreement](#)
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- FIG will put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety to do this, FIG's IT Department will review the effectiveness of filtering and monitoring arrangements and the online safety policy will be reviewed according to its schedule
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, and the online safety policy, annually and ensure the procedures and implementation are updated and reviewed regularly.

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

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Falkland Islands Schools recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

The school recognises that AI tools may be used to create manipulated or wholly generated nude or semi-nude images, including so-called 'deep nudes'. Any creation, possession or sharing of AI-generated sexual imagery involving children will be treated as a safeguarding concern and managed in line with the school's existing procedures for sharing nudes and semi-nudes.

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

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

8.2 Child Protection and Internet Safety Protocol in the Falkland Islands

Internet access provided by FIG has a range of filters, monitoring and security devices. Every time students and staff log on, they agree to the Acceptable Use Policy. The school's Acceptable Use Agreement is in [Appendix 3](#). However, it is recognised that problems may still arise.

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

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

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

9 Notifying parents

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

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

In the case of allegations of abuse made against other children, the school will normally notify the parents of all the children involved. 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 social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies:

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

10 Record Keeping

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

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded on CPOMS. This should include instances where referrals were or were not made to another agency such as children's social care. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

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

11 Camp Education

The procedures for Camp Education are exactly the same as for the rest of the education department. Extra considerations will be made by the DSL to safeguard the vulnerability of staff in remote settings. This is communicated to staff during induction and during initial safeguarding training.

It is recognised that there may be difficulties for Camp Education Teachers, especially Travelling Teachers who may be resident with families, to report child abuse. This should not however prevent the member of staff raising a concern.

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

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

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

12 Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

Safeguarding concerns may arise where a child's medical needs are neglected, where essential medication is repeatedly unavailable, or where failure to provide relevant medical information places a child at risk.

We offer extra pastoral support for these pupils. Any abuse involving pupils with SEND will require close liaison with the DSL and the SENCO.

13 Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

14 Young Carers

The school recognises that young carers may experience additional pressures which can affect attendance, attainment, behaviour and emotional wellbeing. Early identification is important to ensure that young carers receive appropriate support and access to relevant services. Staff should report concerns to the DSL.

15 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- 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 DSL has details of children's social workers

The DSL is responsible for promoting the educational achievement of looked-after children and previously looked-after children. The DSL is appropriately trained and has the relevant qualifications and experience to perform the role. They will:

- ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- work with the SENCO to promote the educational achievement of looked-after and previously looked-after children and meet any identified needs.

16 Pupils who are lesbian, gay, bisexual or gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. The Falkland Islands Schools behaviour and bullying policies will apply.

Any concerns should be reported to the DSL.

Children who are questioning their gender

In recent years, there has been an increase in the number of children who are questioning the way they feel about their gender, including the physical attributes of their sex and the related ways in which they fit into society. The school will not initiate any action in this area; however, at a senior level and with the child's parents or carer's involvement, will respond to requests relating to social transition by a child or their parent. Further guidance is provided in Keeping Children Safe in Education 2026, p64, sections 252 through to 282.

We will take time to understand the thoughts and feelings of children who are questioning their gender and will remain aware of their potential vulnerabilities including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

As we update policies, we will aim to maintain flexibility and avoid rigid rules based on gender stereotypes.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

17 Complaints and concerns about school safeguarding policies

17.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see [Appendix 6](#)).

17.2 Other complaints

All other complaints should be dealt with via the school's complaints process.

17.3 Whistleblowing

The Falkland Islands Government's Whistleblowing Policy (April 2025) sets out FIG's procedures for raising concerns and highlights FIG's commitment to good governance. The policy sets out:

- how members of staff can raise a concern, who to contact and how

- it distinguishes between whistleblowing and complaints about a staff member's employment (which are addressed through alternative policies such as the Grievance and Dignity at Work policies)
- it offers reassurances that it is safe and acceptable to speak up and to enable staff to raise concerns at an early stage and in the right way
- it sets out how the concern will be handled and signposts to independent advice

FIG's Whistleblowing Policy is published here [FIG Whistleblowing Policy](#). It allows staff to raise concerns about wrongdoing, risk or malpractice that affects others.

Staff should also use the low-level concerns process where behaviour causes unease or raises questions about professional boundaries, even where the behaviour does not meet the threshold for a formal allegation.

18 Training and Training Logs

18.1 Designated Safeguarding Lead (DSL) and Deputy DSL (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.

18.2 Safer Recruitment

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

18.3 All staff

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect, modern slavery, trafficking and exploitation. Training will be regularly updated, at least every two years. The training will:

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

18.4 Governors

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

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

18.5 DSL Training Log

Name	Date of Training	Type of training	Provider
Designated Safeguarding Lead (SS)	April 2025	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 (KN)	August 2026	Designated Safeguarding Lead training	High Speed Designated Safeguarding Lead Training (Level 3 Safeguarding Children)
Designated Safeguarding Lead (KS)	July 2025	Advanced Safeguarding for Designated Safeguarding Leads	Safeguarding Learning Hub Andrew Hall (Level 3 Safeguarding Children)

18.6 Whole School training log

Name	Date of Training	Type of training	Provider
All new staff and existing staff who need renewals	Aug & Sept 2025	Safeguarding Children L1	High Speed Training
		Child Sexual and Child Criminal Exploitation awareness	High Speed Training
		CPOMS training	School based training
		Local Context Safeguarding	Social Services Dept
All new staff and existing staff who need renewals	Aug & Sept 2026	Safeguarding Children L1	High Speed Training
		Child Sexual and Child Criminal Exploitation awareness	High Speed Training
		CPOMS training	School based training
		Local Context Safeguarding	Social Services Dept
All existing staff whose training is still valid for a year	September 2026	Safeguarding children refresher training	TES Develop training course
		CPOMS refreshers	School based training

19 Monitoring Arrangements

This policy will be reviewed annually by the Executive Headteacher.

20 Links with other policies and guidance

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

- Acceptable use of Cameras and Phones for Adults Policy
 - Acceptable use of Cameras, and Phones for Pupils Policy
 - Allegations of Abuse Against Staff Policy
 - Anti-bullying Policy
 - Complaints Policy
 - Online Safety Policy
 - Exclusion Policy
 - ICT Pupil Acceptable Use Agreement
 - Managing Behaviour Policy
 - Positive Handling Policy
 - Special Education Needs & Disabilities Policy
 - Sex and Relationships Education Policy*
 - Site Security Policy*
-
- The Falkland Islands Safeguarding Children Board (FISCB) Terms of Reference
 - FISCB Safeguarding Children and Young People Child Protection Procedures 2023
-
- FIG Complaints Policy
 - FIG Safer Recruitment Policy
 - FIG Whistle-blowing Policy
 - FIG Public Service Code of Conduct
 - FIG H&SS Department Fostering guidelines
-
- 'Working Together to Safeguard Children' December 2023 - UK
 - 'Keeping Children Safe in Education' September 2026 – UK
 - 'Framework for the Early Years Foundation Stage' September 2026 - UK

Appendix 1 Role of the Designated Safeguarding Lead (Keeping Children Safe in Education)

[Keeping Children Safe in Education \(KCSIE\)](#) September 2026 (Annex B p181)

Role of the designated safeguarding lead (DSL) (September 2026)

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

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

Deputy designated safeguarding leads

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

Availability

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

To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances. Schools and colleges have the flexibility and discretion in how these arrangements operate, provided safeguarding responsibilities remain appropriately covered. It would be good practice that, whenever the DSL is unavailable, there is a clear, reliable, and known arrangement in place so that concerns can be raised. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

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

Information sharing and managing the child protection file

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

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Safeguarding records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information.

Records should include:

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

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

Appropriate arrangements should be in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Where child protection files are transferred, the exporting school or college should include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs.

Particular care should be taken to distinguish between current safeguarding concerns and historic information, ensuring that past issues are presented with appropriate context. For example, where a file contains extensive historical information, a concise summary of current risk and relevant context is likely to support more effective safeguarding than the transfer of unstructured records alone.

Receiving schools and colleges should ensure that safeguarding information is reviewed by an appropriately trained member of staff so that key risks and needs are clearly understood. Safeguarding information should be used to support, not disadvantage, the child.

Where the receiving school or college considers that safeguarding information is unclear or incomplete, it should seek clarification where necessary to support effective safeguarding.

They should also ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. It will then be for the DSL to consider what other information should be shared with other relevant staff and when this should be shared.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to take place at the appropriate and relevant points between the designated safeguarding leads at both settings, where there are issues or concerns to ensure information is being actively considered and acted upon.

Raising awareness

The designated safeguarding lead should:

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

Training, knowledge and skills

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

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

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

Providing support to staff

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

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

Understanding the views of children

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

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

Holding and sharing information

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

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection laws, and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Appendix 2 Definitions

Falkland Islands Safeguarding Children Board 2023 - Section 1.2 - Definitions

1.2. Definitions of Child Abuse and Neglect

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency Child Protection Plan.

1.2.1. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation may be described as fabricated or induced illness by a carer.

1.2.2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another for instance in circumstances of domestic violence or abuse. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all types of ill treatment of a child, though it may occur alone.

1.2.3. Sexual abuse

Sexual abuse involves forcing, encouraging or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as encouraging or coercing children to look at, or be involved in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via social media and the internet). Sexual abuse can be perpetrated by anyone of any gender and including other children.

1.2.4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once the child is born, neglect may involve a parent or carer failing to

- i. provide adequate food, shelter and clothing, including exclusion from home or abandonment
- ii. protect a child from physical and emotional harm or danger,
- iii. ensure adequate supervision (including the use of adequate care-givers) or

- iv. ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect may occur due to alcohol or substance misuse, poor mental health or domestic abuse.

1.2.5. Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and experiencing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

Types of domestic abuse

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- kicking, hitting, punching or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to another family member or pet.

Keeping safe at home and at school



Agreement:

This is how I stay safe when I use computers and devices:

- I will ask a teacher or parent if I want to use a computer or device.
- 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 or device.
- If I bring a mobile phone or camera to school, I will give it to my teacher.

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

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

Keeping safe at home and at school



Agreement:

For my own personal safety – everywhere!

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

To keep the system safe

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

Responsibility to others

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

Personal devices

- I know that school cannot accept responsibility for theft, loss or damage to personal devices.
- I know that it is not permitted for pupils to use mobile phones or cameras during the school day. If used, devices will be kept until the end of the school session for parents to collect.
- Other devices (e.g. games consoles, tablets, cameras) should not be brought to school.

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

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

The Falkland Islands Government

ICT Acceptable Use Agreement

This agreement summarises the FIG ICT Acceptable Usage Policy. You are expected to read and understand both documents as a condition of your employment. Breach of this policy may be considered to be misconduct under the Management Code, and as such, would be dealt with under the Government's disciplinary procedure.

The FIG *Acceptable Usage Policy – Information and Communications Technology* policy was issued in April 2022 and is available on the Intranet. This replaced the May 2015 FIG *Information Systems Acceptable Use Policy*.

The new Acceptable Usage Policy has been written not only to safeguard FIG and the information and communications systems it relies upon, but also to ensure the security of its electronic information as legal records. This document brings together all the requirements, standards and current best practices that apply to the acceptable use of ICT.

The objectives of the policy are to:

- Ensure users have proper understanding, awareness and concern for the security of ICT resources and adequate appreciation of their responsibilities when those resources are used;
- Provide direction on the acceptable use of ICT resources;
- Promote the professional, ethical, lawful and productive use of the Government's information systems and ensure that users are aware of their legal obligations when using ICT resources;
- Ensure users are aware that failure to abide by this policy may have serious consequences under the terms of FIG's contracts of employment or other contracts or agreements.

It is also noted that:

- Only software that is approved by FIG – in consultation with FIG's IT Support contractor – may be used on the FIG networks.
- ICT system activity, including the use of internet, email, and other forms of electronic communication, is monitored and logged to ensure system security and effective operation and to protect against misuse.

Once you have read and understood the terms of the *Acceptable Usage Policy – Information and Communications Technology* policy, please sign and return the form to your Line Manager.

Name:

Position:

Date:

Status: For issue
Version: 1.0
Date: 4th April 2022



RECORDING A CONCERN - GUIDANCE

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

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

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

- The full name of the child as it appears on CPOMS
- the place where you made your observations
- the date and time of the observations
- and your name and role.

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

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

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

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

LISTENING TO SAFEGUARD A CHILD

If a child tells you they have been harmed, 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 express shock, jump to conclusions, ask leading questions, put words in a child's mouth, or encourage them. Remain calm.
- Record an account of the conversation immediately afterwards, as close to verbatim as possible. Put the time when the child spoke to you, the time you made the record and the date, and name anyone else who was present. The CPOMS record will automatically inform the DSL, who will contact children's social care, where appropriate.
- Keep the record factual - what you saw and what you heard. Keep as near to the exact words that were spoken as possible, avoid opinion
- It is not your responsibility to investigate suspected cases of abuse. But it is your responsibility to follow safeguarding procedures.
- Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. If you are approached by a child wanting to talk, you should listen and follow the advice above.

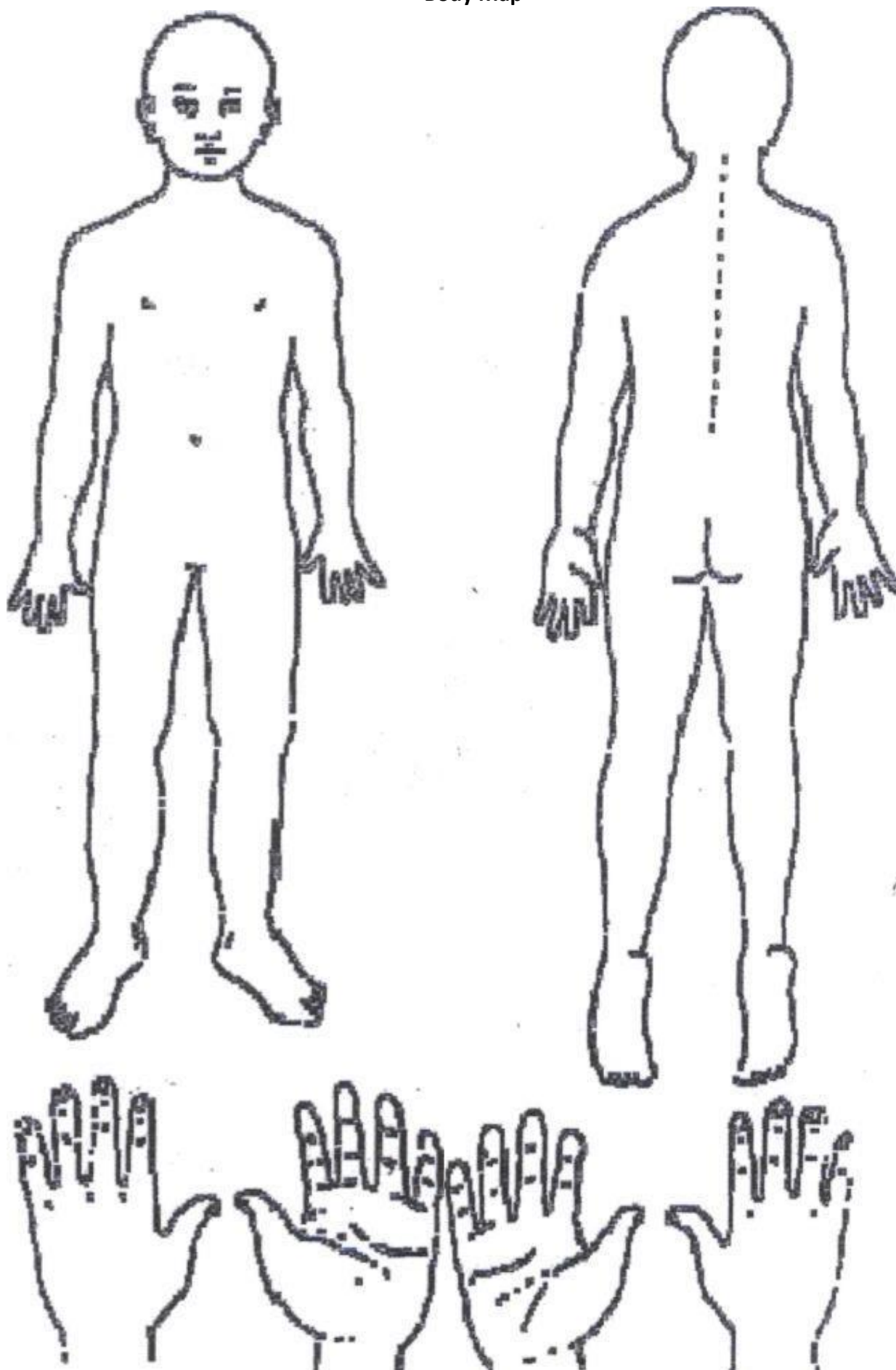
CHILD PROTECTION - Concern Record Form



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

Falkland Islands Schools Child Protection and Safeguarding Policy 2026-27

Body Map





Social Services Team, 20 Scoresby Close, Stanley, Falkland Islands
Telephone: (500) 27296

Referral Form

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

For advice, please call 27296

You **MUST** complete the highlighted boxes. If the information is not known, then mark it as not known. If the highlighted boxes are not completed then the referral form may be returned to be completed and resubmitted.

Is the Client aware of this referral?	Yes		No		
If not, why not?					

Is the carer aware of this referral?	Yes		No		
If not, why not?					

Has the client / carer given consent for information to be shared, whether in writing or verbally?	Yes		No		
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 <i>Approx age if unknown</i>		
Sex		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 / warning signals we should be aware of?			

Known professionals already involved		
Name	Agency	Contact Number:

Referral details	
• include strengths and difficulties or any specific incidents of concern • 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 • relevant information about family history, social integration & functioning; support in wider family / community; housing, employment, income & financial difficulties • What action has referrer already taken • What does referrer expect to happen next (be specific about focus for any assessment)	
Form completed by:	
Form completed on behalf of:	
Signature:	
Date:	

 Email to: referrals.social@kemh.gov.fk

Appendix 6 Allegations against Staff, Volunteers or Contractors - flowchart
ALLEGATIONS AGAINST STAFF – risk of harm to children
GUIDANCE FLOWCHART

