



NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP

www.nineacrespri.iow.sch.uk 01983 522984

Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

Compassion

Responsibility

Justice

Courage

Integrity


Respect

Hope

Equality

Safeguarding and Child Protection Policy

Nine Acres Primary School

Approved By:	
Approval Date:	12-JANUARY-17
Review Frequency:	Annually
Next Review Due:	



'Learning to be your best'



Contents

Key staff in school.....	page 2
Glossary of terms.....	page 2
Policy statement.....	page 3
Aims and Values.....	page 3
Legal Framework.....	page 4
Procedures and responsibilities.....	page 4
Staff responsibilities.....	page 5
Reporting Safeguarding and Child Protection concerns.....	page 6
Recording and storing information.....	page 7
Confidentiality and information sharing.....	page 7
Working with outside agencies.....	page 8
Monitoring and supervision.....	page 8
Recruiting staff.....	page 9
Recruiting volunteers.....	page 9
Handling allegations of abuse against staff.....	page 10
E-Safety and use of photography and images.....	page 10
The Prevent Duty.....	page 11
Female Genital Mutilation (FGM).....	page 12
Child Sexual Exploitation (CSE).....	page 13
Appendices.....	page 15

Key Staff in School

Elizabeth Dyer – Head teacher and DSL
Sian Broome - Deputy Head teacher and DDSL
Rachel Paddon – Assistant Head teacher, SENCO and DDSL
Kate Hussey – Child and Family Worker and DDSL
Mary Wozencroft – Governor with responsibility of Safeguarding

Glossary of terms

EHA – Early Help Assessment
CiN – Child in Need
CP – Child Protection
LAC – Looked After Child

TAF – Team Around the Family
DSL – Designated Safeguarding Lead
DDSL – Deputy Designated Safeguarding Lead
LA – Local Authority
LSCB – Local Safeguarding Children’s Board
LADO – Local Authority Designated Officer
SENCO – Special Educational Needs Co-ordinator

Safeguarding – According to the definition described in the Government policy ‘Keeping Children Safe in Education 2016’, Safeguarding is defined as; “Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”

Child Protection – This is a process of safeguarding that refers to children who have suffered harm or who are at significant risk of suffering harm.

Staff – For the purpose of this Policy, Staff refers to all adults working for or on the behalf of the school. This includes paid staff, voluntary workers and governors.

Child – A child is considered to be anyone under the age of 18. For the majority of this policy, this term will refer to pupils attending Nine Acres Primary; however it can also extend to children on visits to the school.

Parents/carers – Referring to any adult who has Parental Responsibility over a child or who has a parental role, e.g. adoptive parents, step-parents, family members and foster carers.

Abuse - The umbrella term ‘abuse’ covers categories of harm being suffered by a child including neglect and physical, emotional or sexual abuse. A full description of these terms according to ‘Keeping Children Safe in Education 2016’ can be found in **Appendix 1**.

Policy statement

Nine Acres is committed to safeguarding and promoting the welfare of all children and families who attend the school. In supporting The Children Act 1989 & 2004, we accept that it is our duty and responsibility to safeguard and promote the well-being of children and parents. This includes the need to ensure that **all** adults who work with or on behalf of children and parents at the school are confident and competent in doing so. The purpose of this policy is to provide staff, volunteers and governors with the framework they need to keep children safe in our school. It will also inform parents and carers how Nine Acres will keep their children safe whilst they are at school.

Nine Acres recognises the importance of maintaining a culture of openness when dealing with our children and their families. This is achieved by providing a secure and welcoming environment where children, parents, staff, volunteers and governors feel that they can share their concerns and will be listened to without prejudice.

We take a child-centred approach to Safeguarding and Child Protection. Any action taken by Nine Acres will have the child's best interests at their heart.

Aims and values

This policy has been developed in accordance with the principle established by the Children Act 1989 & 2004 and the Government policies 'Working Together to Safeguard Children 2015', 'What to do if you are Worried A Child is Being Abused 2015' and 'Keeping Children Safe in Education 2016'.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action." – **Keeping Children Safe in Education, 2016.**

The main elements of this policy are;

- To ensure that the school building and working practices provide a safe and secure environment for all children and adults that protects them from both physical and emotional harm.
- Ensuring we practice a Safer Recruitment procedure, checking the suitability of staff and volunteers to work with children and their families by providing all staff who take part in recruiting with appropriate training (Currently, this is 'Safer Recruitment' delivered by Educare).
- Raising awareness of Safeguarding and Child Protection issues with all staff and parents/carers. Ensuring that **all** staff who have contact with children attend mandatory foundation level safeguarding training, updated according to LSCB guidance, including staff who have named responsibility.
- Equipping children with the skills they need to keep themselves safe through PSHE lessons and assemblies.
- Supporting children who have suffered harm or who are at significant risk of suffering harm in accordance with their agreed Child Protection Plan.
- Supporting staff in following Child Protection guidelines in accordance with 'Working Together to Safeguard Children 2015'.
- Liaising with all other agencies involved in Safeguarding and Child Protection and sharing information when it is deemed appropriate for the protection of the child/ren.

Legal framework

To ensure that all staff understand our policies and approaches to safeguarding as a whole, this document should be read in conjunction with the following government and school-based policies;

- Keeping Children Safe in Education 2016
- Working Together to Safeguard Children 2015
- What to do if you think a child is being abused 2015
- The Children Act 1989 & 2004
- Multi-Agency Statutory Guidance on Female Genital Mutilation
- The Prevent Duty
- What to do if you think a child is being sexually exploited
- E-Safety Policy
- Isle of Wight Council Whistleblowing Policy
- Behaviour and Anti-Bullying Policy
- Data Protection and Confidentiality
- Information Sharing Guidance 2015

Procedures and responsibilities

We will follow the procedures set out by the LSCB and take account of government guidance to ensure that:

- The school has a Designated Safeguarding Lead who has received appropriate training and support for the role. This person should have been delegated by the governing body and the role should be clearly explained in the job description. The current DSL is the Head teacher. Guidance indicates that it is a matter for individual schools as to whether they have one or more DDSL's. They should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to DDSL's, the ultimate lead responsibility for child protection remains with the DSL. The nominated DDSL's are the Child and Family Worker, the Deputy Head teacher and the Assistant Head teacher.

- Ensure that parents/carers have an understanding of the responsibility for safeguarding and Child Protection placed on the school and staff by setting out its obligations in the school prospectus.
- Notify a child's social worker if there is an unexplained absence and the child is on a CP plan.
- Follow appropriate procedures to handle allegations made against any member of staff and ensure that **all** staff are aware of the policies and procedures surrounding this. All staff should also be aware of the role of personnel who will be involved in the procedure, including the LADO (see 'Working Together to Safeguard Children 2015' and the school's Whistleblowing Policy).
- Any member of staff who feels that their actions have been misconstrued or misinterpreted should report the incident to their line manager and a record should be kept of the incident. *If the member of staff is concerned about the actions of their line manager, they should report it to the Head teacher. If the concerns lie with the Head teacher or governor, they should be reported to the LADO. See **Appendix 2** for useful contacts.*

Staff responsibilities

All staff have the responsibility to safeguard the children and families who attend Nine Acres or who come into contact with the school. They are expected to provide a safe, nurturing environment in which all children are able to learn. As teaching staff have the most contact with children and their families, they should be able to identify children who may be in need of Early Help or who may be at risk of significant harm. Every staff member should be aware of who the DSL is and their role within the school. All staff are expected to have read and understood Government policies including 'Keeping Children Safe in Education 2016 Part 1', 'The Prevent Duty' and 'Multi-Agency Statutory Guidance on Female Genital Mutilation'. The Child and Family Worker and delegated governor will monitor this by auditing staff.

Nine Acres understands that the role of the school is to help support staff in recognising the signs of abuse and how to handle and report concerns. As part of this responsibility, the school ensures that Foundation Level Child Protection Training is included in induction training and delivered to all staff as per statutory requirements. Staff have also undergone training on The Prevent Duty, Female Genital Mutilation and Child Sexual Exploitation And Online Safety via the online training service Educare. Certificates and logs of Safeguarding training are kept by The Child and Family Worker.

There is a clear E-Safety policy which informs staff about the use of cameras, mobile phones and social networking. All staff are made aware of this and are expected to follow the guidelines. All staff must follow the guidelines for the use of photography and videos of pupils, obtaining parental consent for images used on display boards and the school's website and social media pages.

Reporting Safeguarding and Child Protection concerns

All staff have daily contact with children. During this contact, they may observe or hear information that causes them concern. This could include comments made by the child or parent/carer, or a mark or physical injury. Anything deemed as a serious safeguarding concern by the staff member should be reported **immediately** to the DSL or a DDSL. The concern should also be recorded on a Yellow form and/or body map (see **Appendix 3**)

Any concerns that are not deemed to be serious safeguarding concerns should be recorded on a yellow form and handed to any of the staff members mentioned above as soon as possible, or at the end of the school day at the very latest. Yellow forms can be found in the Child and Family Room located in the main foyer of the school. They must be signed and dated by the reporting member/s of staff. All cases of concern **must** be recorded and reported using the above method immediately. No concern is too small, as each piece of information will help form the full picture about the child/family. Following reported concerns, the DSL or DDSL will decide on the course of action that will be required. This is set out in the flow chart in **Appendix 4**. In all cases, staff are not at risk from any legal proceedings from parents/carers or any third parties as a result of any concern that is reported.

Often, a child will choose to disclose information about an issue that is upsetting them to a member of staff whom they trust. Staff will have received advice on how to handle these situations during their Foundation Level Safeguarding Training. Nine Acres' guidelines on these procedures are as follows;

- Allow the child to speak; do not interrupt them whilst they are disclosing the information. Listen to them carefully, giving your undivided attention and show them that you are listening.
- If you need to ask questions for clarity, wait until there is a natural pause in the child's speech. Do not ask leading questions. Staff are to refer to the TED tool for examples on how to do this (see **Appendix 5**).
- Do not record any information whilst you are with the child. Afterwards, when you are recording the information, make sure only to write exactly what the child said and stick to the facts. There is no need to include your personal opinion. It is important that you note the date and time of the disclosure, as the more accurate the information, the better it is evidentially.
- If the child asks you if you can keep a secret before they disclose to you, you must remind them that although it is OK to have secrets, if what they tell you makes you think that they or someone else will be hurt or is at risk of being hurt, you will have to pass the information on. **The child should be told who it will be passed on to and what will happen next.**
- After the child has made the disclosure, advise them that the information they have shared cannot remain a secret, and the school will work with other people who can help the child and try to improve their situation.

Contacting the relevant agencies after a disclosure is the responsibility of the DSL or DDSL. It is important that all referrals are followed up and it is everyone's responsibility to ensure that they

are. The referring member of staff should be kept updated on the status of the referral by the member of staff who is dealing with it. If they do not receive this information, they should be proactive in seeking it out.

If the reporting member of staff feels that their concern has not been taken seriously or is not being acted upon appropriately, then they should inform the Head teacher, the designated governor for safeguarding or ultimately contact the Children's Services Department themselves (See **Appendix 2** for useful contacts).

Some disclosures may be distressing for the member of staff. If this is the case, the member of staff is encouraged to talk to a member of staff who has safeguarding responsibilities for reassurance that they have followed procedure and done all that they can to protect the child. In some cases, additional support may be needed such as counselling. If this is the case, the school should encourage and support the member of staff in receiving it.

Recording and storing information

Written records of any concern or communication between school and parents/carers or between school and professionals are kept in folders in a locked cupboard. The files are kept in good order and have a clear system. They are updated regularly and labelled clearly. Each document is dated and accounted for on a corresponding record sheet that is kept with the file. Written records are kept even if it is felt that no further action is needed. These are kept confidential by the DSL, who is responsible for taking action should it be required. Written records are stored separately from main pupil files and in a locked cupboard.

CP, CiN and EH files are kept in a locked filing cabinet in the Head teacher's office. EH cases for which the Child and Family Worker is the lead professional are kept in a locked cabinet in the Child and Family Room. As well as paper records, concerns are recorded electronically and can only be accessed by staff allocated with safeguarding responsibilities.

Confidentiality and information sharing

Nine Acres recognises the importance of confidentiality and the appropriate sharing of information in Safeguarding and Child Protection. All information in this matter is confidential and personal. Only information that *needs* to be shared on a child or family will be distributed in a discreet manner amongst the appropriate staff (namely, those who are in constant contact such as teachers and learning support assistants in the child's class or year group) by the DSL or Child and Family Worker. Staff are expected to maintain the confidentiality of the information they have been given and use it only to ensure that they are safeguarding the child.

Staff should be aware that they should not keep information on a child to themselves and must pass on any concerns, no matter how small, to the appropriate member of staff immediately. The DSL or DDSL should share information with relevant agencies as soon as possible. If needed, the parent/carers consent should be sought before sharing, however this is not always necessary or appropriate.

Working with outside agencies

All visitors to Nine Acres must sign in and be given a visitor pass at reception before entering the main building. All professionals entering the building are expected to provide staff with evidence that they work for the organisation they are representing (for example, by an identify badge).

Members of staff from certain agencies will have had checks carried out on them by their employers. All other visitors must be accompanied by a member of staff at all times.

Nine Acres will never withhold information from agencies who are involved in the safeguarding and protection of children. The school is committed to carrying out its responsibility to share information with other professionals and agencies to ensure that the child's needs are met. It is vital that the school provides families and children with the correct support in accessing external services that will provide the level of support needed and passes on all relevant information to access this (with the permission of parents/carers).

It is not the responsibility of the school to investigate a Child Protection matter any further once it has been passed on to Children's Services. However, the referring staff member will always pass on all information to Children's Services and work co-operatively with any agencies that may become involved as a result of the investigation. The school's role after referral is to provide as much support as possible for the child/ren involved.

Positive multi-agency relations are vital in safeguarding children, and Nine Acres will endeavour to ensure that a member of staff will attend any case conferences, core group meetings, professionals meetings and TAF meetings. Staff members attending these will usually be the Child and Family Worker, DSL or occasionally other DDSL's if it is appropriate. In some cases, more than one member of staff will attend a meeting. The school will provide reports for Child Protection conferences when requested, as well as a general overview of the child's progress in school according to the class teacher, the child's attendance and a document outlining the views of the child (see [Appendix 6](#)).

Monitoring and supervision

The safety and emotional well-being of all children and their families is paramount. The Head teacher (and DSL) and Child and Family Worker meet every two weeks to discuss any children or families that are causing concerns. They review any CP, CiN, EH or LAC children and discuss if any next steps need to be taken. Discussions are also held about new cases where concerns have been expressed, those currently identified as having concerns or currently subject to interventions etc. in relation to safeguarding and Child Protection issues.

The school also holds Pupil Progress Meetings half-termly. Present at these meetings are the Head teacher, Deputy Head teacher, Assistant Head teacher (and SENCO), class teacher, learning support assistant/s and the Child and Family Worker. All vulnerable pupils are discussed, and appropriate information is shared between those in attendance. Staff are made aware of any new concerns and decide on action points to support the children in school.

The confidential files of all children who are on a CP Plan, CiN plan or who are receiving EH are kept in a locked filing cabinet in the Head teacher's office. The Child and Family Worker keeps the files of children for whom they are the Lead Professional in a locked filing cabinet in The Child and Family Room.

The nominated governor for safeguarding will monitor the impact and application of the Safeguarding and Child Protection Policy throughout the year and report it to the Full Governing Body on a yearly basis.

Recruiting staff

It is the duty of the school to prevent any person who poses a risk of harm to children from working with them. Before any member of staff is employed by the school, the interview panel and governing body will assess the candidate's suitability for the post by;

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information.
- Obtaining and checking references on all short-listed candidates and considering carefully any past disciplinary actions or allegations made against them.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the school will follow the advice set out on the gov.uk website.
- Verifying professional experience and qualifications as appropriate

In accordance with 'Keeping Children Safe in Education 2016' (paragraph 72), at least one member of the interviewing panel must have completed Safer Recruitment Training. Once a candidate has been successful and passed all checks, they should complete a 'Disqualification form' (see **Appendix 7**). The purpose of this document is to confirm that an individual has not been prevented from working with children, committed any offences against children, had their own children taken into care or had their children subject to a Child Protection Plan. This also extends to other people living in their household and is known as 'disqualification by association'. This is to be completed initially and then on a yearly basis. Foundation Level Child Protection Training is supplied to new members of staff and they are informed of the schools' safeguarding procedures. The school's Business Manager is responsible for maintaining the Single Central Record and any new member of staff or volunteer will have their details added to it.

Recruiting Volunteers

The responsibility of recruiting volunteers is that of the Child and Family Worker. Anyone who would like to volunteer is directed to the Child and Family Worker and an arrangement is made for them to visit the school. The Child and Family Worker will hold an initial interview to determine the individual's suitability and discuss what would be expected of them as a volunteer. Safeguarding and Child Protection and fire procedures are explained and they are given a tour of the school. Potential volunteers are asked to read and fill in our Volunteer Policy and are given copies of the school's safeguarding statement and guidelines for volunteers (see **Appendix 8**). In this initial interview, individuals are also asked to bring in the appropriate forms of identification so that the school can complete a DBS check. No volunteer will be left unsupervised until the necessary checks have been obtained.

Once the DBS is successful, volunteers are asked to bring in their certificate so that a copy can be viewed and a record of the number taken. A second meeting is held to discuss their placement in the school and which days and times they are able to help. This is recorded on the safeguarding

sheet in **Appendix 8**. They will also receive a copy of the Data Protection Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Data Protection and Confidentiality Policy, Whistleblowing Policy and the Health and Safety Policy. They will also complete a Disqualification Form.

Volunteers are expected to follow the same procedures for reporting safeguarding concerns as all other members of staff and will be subject to the same levels of support from the school.

Handling allegations of abuse against staff

We will follow guidance from 'Keeping Children Safe in Education 2016' and our Whistleblowing Policy to deal with any allegation made against a member of staff. This will be for occurrences when it is alleged that a member of staff has

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

(Keeping Children Safe in Education 2016).

In cases where an allegation is made about a member of staff who is no longer employed by the school or is historic, the police will be contacted immediately. **All** allegations will be taken seriously and handled with common sense and consideration for all parties involved. The school has a duty to support its staff, and therefore will offer appropriate support. This will be through allocating a named contact within the school, handling the situation swiftly and effectively with consistency and clear communication. The safety of the child/ren involved will be paramount.

Any concerns about a member of staff must be reported to the Head teacher as soon as possible and within 24 hours. If the allegation concerns the Head teacher, then concerns must be reported to the LADO (see **Appendix 2** for useful contacts) or the governor in charge of safeguarding.

After a concern has been reported, the officer dealing with the allegation will follow guidelines set out by 'Keeping Children Safe in Education 2016' and the Whistleblowing Policy.

E-Safety and use of Photography and Images

Nine Acres recognises that technology is developing rapidly and the internet has become a well-established part of children's everyday lives. Whilst this is an exciting and innovative time, it can also pose a risk to children who go online in and out of school. To protect children in school, Nine Acres uses Sophos and Untangle to filter websites and internet searches. Each child has their own username and password (all of which the I.C.T Manager has a record).

As part of the curriculum, children are taught about E-Safety in their I.C.T lessons and during assemblies. They are taught about general internet safety (including how to react to cyber-bullying) and using the internet appropriately. More detail on this subject can be found in the school's E-Safety Policy.

The school will always seek permission from parents/carers before taking photographs of children, and if permission is not given, we will never publish them online, in newsletters or around the school.

Only school equipment such as digital cameras, iPods and iPads will be used to take photographs or videos of children. Staff will never use their personal devices, even if the image is deleted immediately. Photographs and videos will only be taken to celebrate achievements, display examples of good work or to film drama activities. If any child does not wish for a photograph or video to be displayed, staff must respect this and listen to the child's views. Further guidance on the photography/videoing of children can be found in the E-Safety Policy.

The Prevent Duty

As of July 2015, the government placed responsibility on schools and colleges to prevent children and young adults from being drawn into extremism and terrorism. The Revised Prevent Duty guidance states that;

"All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion."

All staff are expected to undergo training on The Prevent Duty via Educare. Staff are audited on their understanding of their responsibilities in handling this throughout the year.

Extremism can take many forms, including Islamic radicalisation and far-right radicalisation.

Nine Acres recognises the importance of allowing children to explore British values and discuss what they see online and in the media in a safe and understanding environment. PSHE lessons encourage children to express their opinions and challenge each other respectfully. Staff will never show political bias or attempt to indoctrinate children.

There is no single way to identify a child who is being drawn into extremism. Staff must take into account individual factors surrounding the child and the community as a whole. The most notable way to identify that a child may be being influenced by extremism is through their behaviour and personal circumstances. Early indicators **may** include:

- Showing sympathy for extremist causes
- Glorifying violence
- Possessing extremist literature
- Voicing opinions or repeating messages similar to those expressed by extremist organisations.
- Sudden changes in dress, behaviour and peer relationships. For example, they may become isolated from their peer groups or appear withdrawn or angry.

Although access to extremist material through the internet is a major factor in the radicalisation of children and young people, they can also be radicalised through family relationships, friendships (often with older people) or religious groups. The process of drawing a child or young person into extremism can be compared to that of drawing them into sexual exploitation. They can be drawn in to violent extremism for several reasons, including:

- Searching for answers about their identity and place in society, particularly in terms of their faith or race.

- The desire for adventure, or the glory of fighting for a cause (literally or metaphorically)
- Low self-esteem or a feeling of not belonging.
- Coming into contact with a charismatic and persuasive individual who allows them access to a group which appears to offer support and a sense of community.
- A feeling that they have been mistreated or aggrieved by the community in which they live, possibly down to a personal experience of discrimination.

Handling concerns

'Keeping Children Safe in Education 2016' states that

"School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation."

Nine Acres will make a measured and appropriate judgement in what action to take when a concern is expressed that a child may be being radicalised. Staff who are concerned, either through observed behaviour or having a concern expressed to them, will speak to the DSL **immediately**. If the DSL is not available, they must seek one of the DDSLs. **Staff must not wait to share their concern**. The DSL will consider all factors and, if deemed appropriate, call 999 immediately with the reporting member of staff or contact 101 (non-emergency police number) or Children's Services (see [Appendix 2](#)).

Female Genital Mutilation (FGM)

Staff are expected to be alert to the possibility of a girl being at risk of or already having suffered from FGM. If a member of staff suspects that a child could be at risk of suffering FGM, they **must immediately report their concerns to the DSL, Deputy Head, Assistant Head or Child and Family Worker**. These concerns must then be immediately reported to Social care or to the police by the member of staff who has the concerns, not by the DSL or other safeguarding staff. If a member of staff has reason to believe that a child has already suffered FGM, they must report this to the police immediately and speak to the DSL or a member of staff allocated to Safeguarding. It is not the responsibility of the school staff to examine a child for physical evidence of FGM. Failure to report concerns will result in disciplinary action.

All staff are expected to undergo training in FGM via Educare, and will be audited on spotting signs and following procedures throughout the year.

Signs to be aware of

There are a range of potential factors that could show that a child will be subjected to FGM.

Victims of FGM are most likely to come from countries or settled communities that are known to adopt this practice. The child may not be aware of the practice or what it entails, so it is important to approach the subject with sensitivity and age-appropriate language and questions.

Indicators that may show a heightened risk of FGM include;

- The position of the family and their level of integration into UK society.
- Any girl who has a mother or sister who has been subject to FGM.
- Any girl withdrawn from PSHE

Indicators that show that FGM could take place soon:

- A female elder visiting the family from a country of origin
- A girl confiding that she will be having a 'special procedure' or ceremony to become a woman.
- A girl or a family member could talk about going on holiday to their country of origin or to another country where FGM is practiced.

Indicators that may show that FGM has already taken place;

- Difficulty in walking, sitting or standing for any period of time.
- Spending longer than usual on the toilet.
- Complaining of difficulties with bladder or menstrual cycle and spending long period of time away from the classroom because of this.
- Prolonged or repeated absence from school followed by the child appearing withdrawn, anxious or depressed.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit in their explanation of the problem due to embarrassment or fear.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where a child is forced or coerced into performing sexual acts by an individual or group of people. It can be violent, humiliating and degrading to the victim. Sometimes the victim will be offered gifts ranging from food, jewellery and technology to money, alcohol and drugs. The individual carrying out the exploitation will often groom the victim by acting as their partner or offering them compliments. This abuse does not have to be physical as it can also happen online. Even if the victim thinks that they are voluntarily engaging in sexual activities, it is never consensual.

Victims of CSE will often go missing from home, care or education at some point. Children in care are considered to be at the biggest risk of falling victim to CSE.

'Keeping Children Safe in Education 2016' outlines several indicators to be aware of in relation to CSE;

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;

- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Where CSE or the risk of it is suspected, staff must inform the DSL or a DDSL. Where appropriate, the school will follow procedures according to the government advice 'What to do if you Suspect a Child is Being Sexually Exploited'. This will include referring to the LA, Children's services and the police.

Appendices

Contents

- Appendix 1 – Definitions of abuse
- Appendix 2 – Useful contacts
- Appendix 3 - Yellow form and body maps
- Appendix 4 – Flow chart for raising safeguarding concerns
- Appendix 5 – TED tool
- Appendix 6 – Pupil voice form
- Appendix 7 – Disqualification form
- Appendix 8 – Volunteer pack
- Appendix 9 –LSCB Prevent leaflet

Appendix 1

Definitions of abuse according to 'Keeping Children Safe in Education' 2016

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse

A form of maltreatment of a child. Some body may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

Useful Contacts

Head teacher and DSL

Mrs Elizabeth Dyer

(01983) 522984

DyerE@nineacrespri.iow.sch.uk

Child and Family Worker and DDSL

Mrs Kate Hussey

(01983) 522984

HusseyK@nineacrespri.sch.uk

Governor with responsibility of safeguarding

Mrs Mary Wozencroft

Add contact details

Children's Services

Public number – 0300 3000 117

Professional's number – 0300 3000 901

iowcsprofessional@hants.gov.uk

Always dial 999 in an emergency

LADO

Mr Paul Barnard

(01983) 823723

LADO@iow.gov.uk

LSCB

www.iowscb.org.uk

(01983) 814545

LSCB@iow.gov.uk

Police

Non-emergency – 101

Emergency – 999

Appendix 3

Yellow Form and Body Maps

Nine Acres Community Primary School

Child/Family Welfare Concern Form

Child's name:

Class:

Date:

Time:

Concerns:

Please return completed forms to the Child and Family Worker or Designated Safeguarding Lead.

Reported by:

Signed:

Office use only

Action:

Date:

Recorded by:

Signed:

Appendix 3

Yellow Form and Body Maps (continued)

Nine Acres Community Primary School

Office use only.

Details of any family contact or further action:

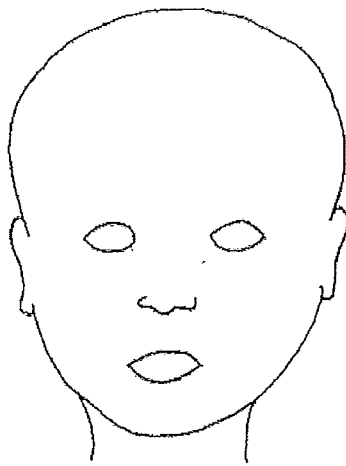
Appendix 3

Yellow Forms and Body Maps

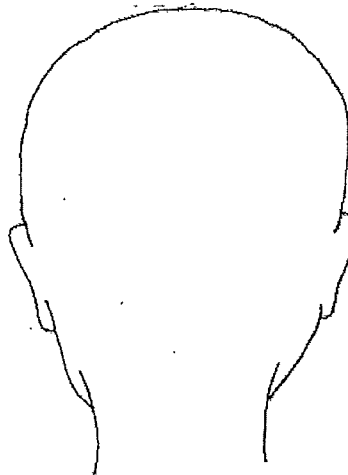
Body Charts

Body Chart 1

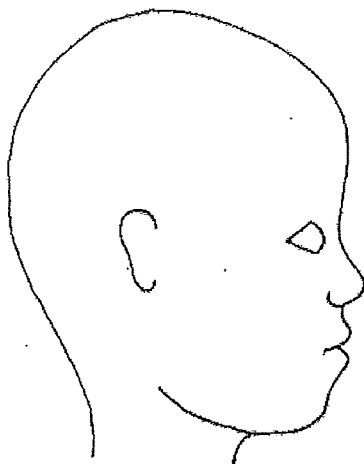
First Name:	Last Name:	DATE	YOUR ROLE
-------------	------------	------	-----------



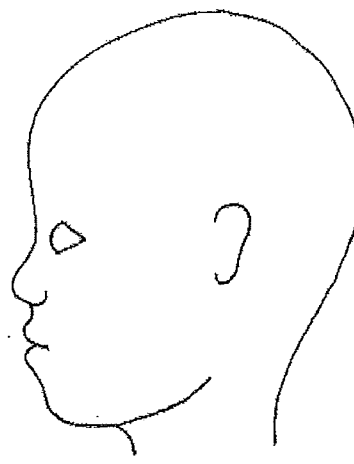
FRONT



BACK



RIGHT



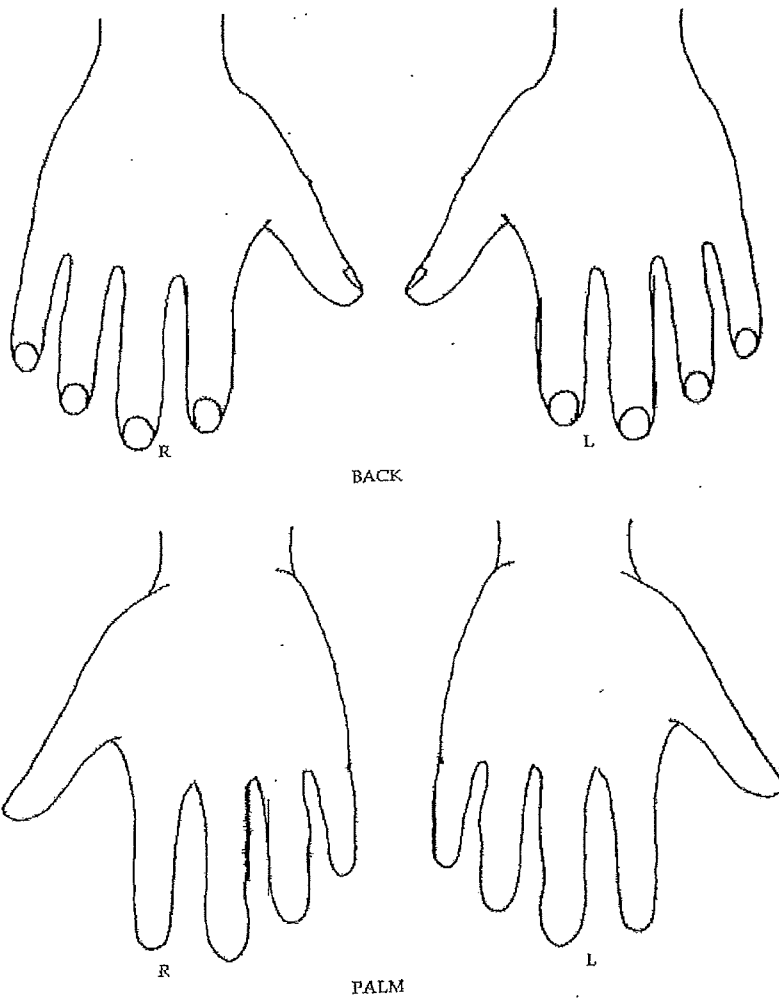
LEFT

Appendix 3

Yellow Forms and Body Maps

Body Chart 2

First Name:	Last Name:	DATE	YOUR ROLE
-------------	------------	------	-----------

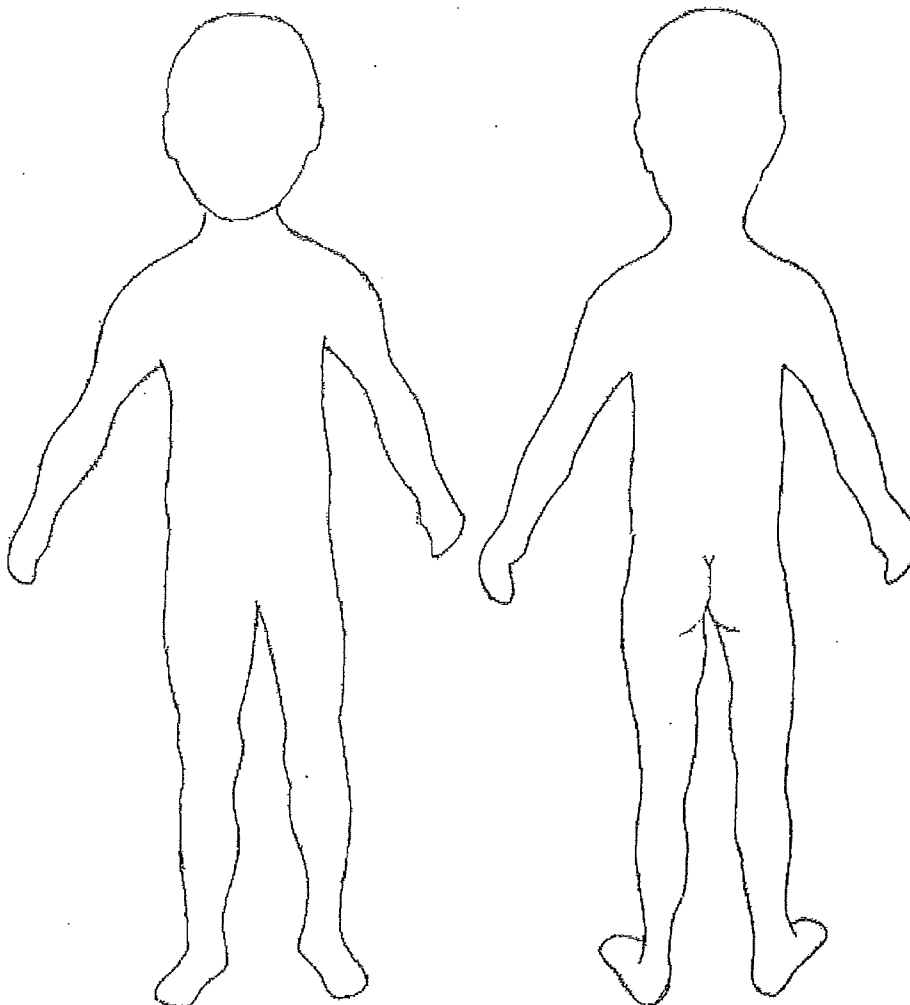


Appendix 3

Yellow Forms and Body Maps

Body Chart 3

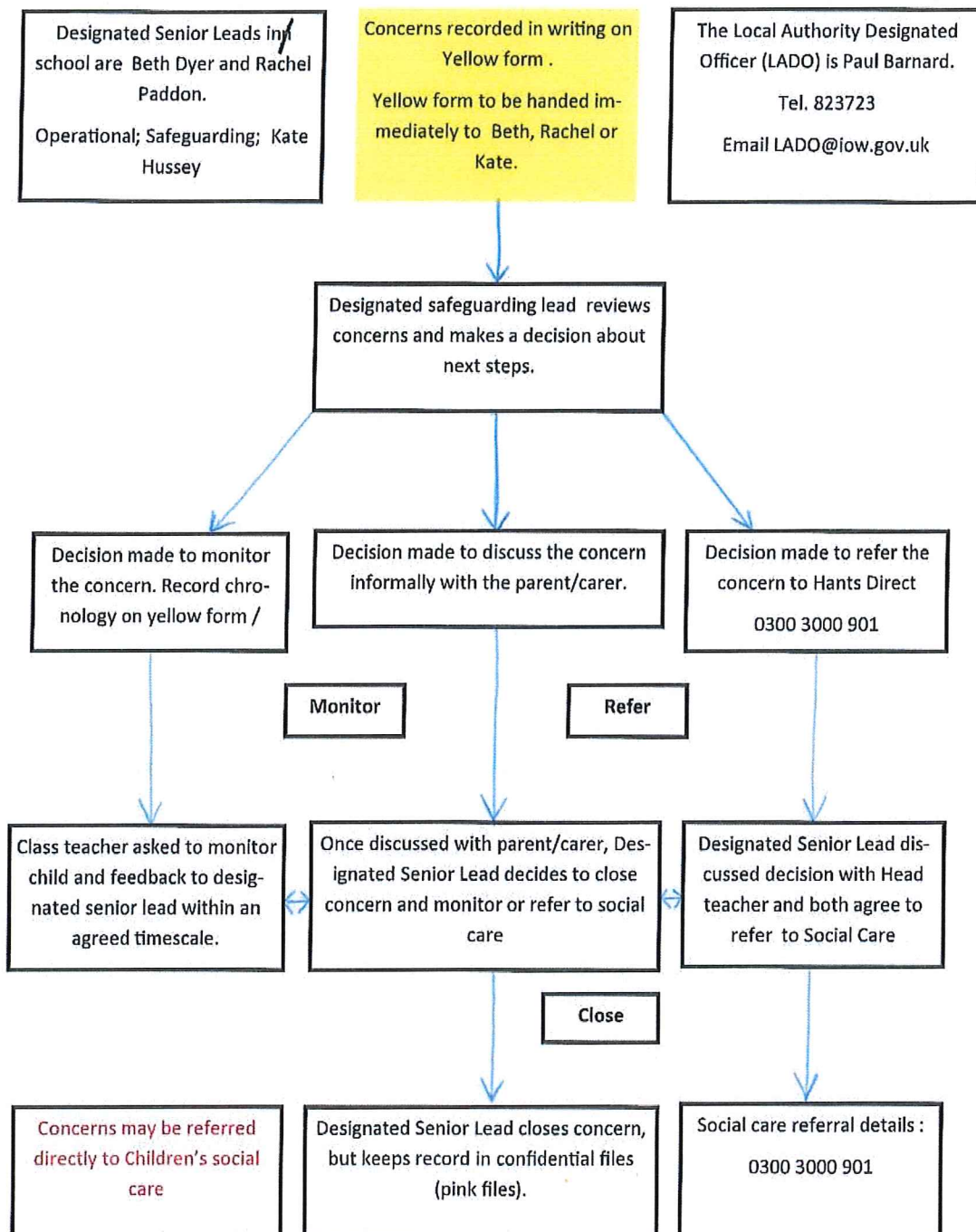
First Name:	Last Name:	DATE/TIME	YOUR ROLE
-------------	------------	-----------	-----------



Appendix 4

Flowchart for Raising Safeguarding Concerns

Flow Chart for Raising Safeguarding Concerns



TED Tool

When children disclose remember to use TED



Always use open questions and you can repeat back the last thing the child says, e.g. "My babysitter hit me!"

"Hit you, tell me more....."

Conversations can begin with WHEN..... What..... Who..... How.....

Always record exactly what is said and not your opinion or interpretation e.g. "Jonny said that his babysitter hit him. His babysitter looks scary. I think Jonny is really scared of her".

Instead use Johnny shared – "My babysitter hit me"

Reply - "Hit you?" Tell me Explain to me.....

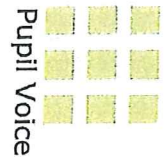
"Hit you?" When..... Tell me..... Explain to me.....

Practice your poker face!!!! Don't act shocked or disbelieving. Don't make promises!!!! Tell the young person what will happen next e.g. "I need to share this information with...."

Appendix 6

Pupil Voce form

Nine Acres Community Primary School
"Learning to be your best"



Pupil Voice

Name: _____

Date: _____

Met with: _____

How are things at school?



How do you feel you are doing at school?



How are things outside of school?



What is going really well for you at school?

What is going really well for you when you are not at school?

Is anything upsetting or worrying you?

How can school help you?

Can you write some words or draw a picture to show how you think things are going?

Pupil signature: _____

Appendix 7

Staff Suitability Declaration

Safeguarding declaration

Nine Acres Community Primary School

Staff Suitability Declaration



This form is to be completed by all new staff before commencement of employment and completed by all staff on an annual basis at the commencement of the Autumn term.

Name:

Post:

Head teacher: Mrs E Dyer

Please answer the questions and sign the declaration below to demonstrate that you are safe to work with children. If there are any aspects of the declaration that you are not able to meet, you should disclose this immediately to the head teacher.

Please circle yes or no against each bullet point below:

Questions relating to you: <i>Are you disqualified for caring for children? For example:</i> <ul style="list-style-type: none">• Have you been cautioned or convicted of any offences against a child?• Have you been cautioned or convicted of any violent or sexual offences against an adult?• Have you been barred from working with children by the Disclosure and Barring Service (DBS)?• Have your children been taken into care?• Have or are your children the subject of a child protection plan?• Has a court order been made in respect of a child under your care?• Have you been refused registration or had registration cancelled in relation to childcare or a children's home or have you been disqualified from private fostering?	YES/NO YES/NO YES/NO YES/NO YES/NO YES/NO YES/NO
Questions relating to ALL others in your household ('household' means anyone residing permanently with you or for any temporary period of time): <i>Is anyone living in your household disqualified for caring for children? For example:</i> <ul style="list-style-type: none">• Has anyone living in your household been cautioned or convicted of any offences against a child?• Has anyone living in your household been cautioned or convicted of any violent or sexual offences against an adult?• Has anyone living in your household been barred from working with children by the Disclosure and Barring Service (DBS)?• Does anyone living in your household have children that have been taken into care?• Has anyone living in your household been the subject of a child protection plan?• Has anyone living in your household had a court order made in respect of a child in their care?• Has anyone living in your household been refused registration or had registration cancelled in relation to childcare or a children's home or has anyone been disqualified from private fostering?	YES/NO YES/NO YES/NO YES/NO YES/NO YES/NO YES/NO

If you have answered YES to any of the questions above, please provide further information below:

.....

.....

.....

.....

Appendix 7

Staff Suitability Declaration (continued)

Safeguarding declaration

.....
.....

I understand my responsibility to safeguard children and am aware that I must notify the head teacher of anything that may affect my suitability or that of anyone living in my household.

I will ensure I notify the head teacher immediately of any changes to my situation or that of anyone living in my household.

I am aware that if I am taking medication on a regular basis I must notify the head teacher, and must keep the medication in a safe place, out of the reach of children.

I will ensure that I notify the head teacher if I experience any health concerns which could impact upon my ability to work with children.

I give permission for you to contact any previous settings, local authority staff, the police, the DBS, or any medical professionals, to share information about my suitability to care for children.

Signed.....

Date.....

(Name in block capitals).....

Head teacher (signature)

Date.....

Head teacher – please record follow-on action taken, where relevant

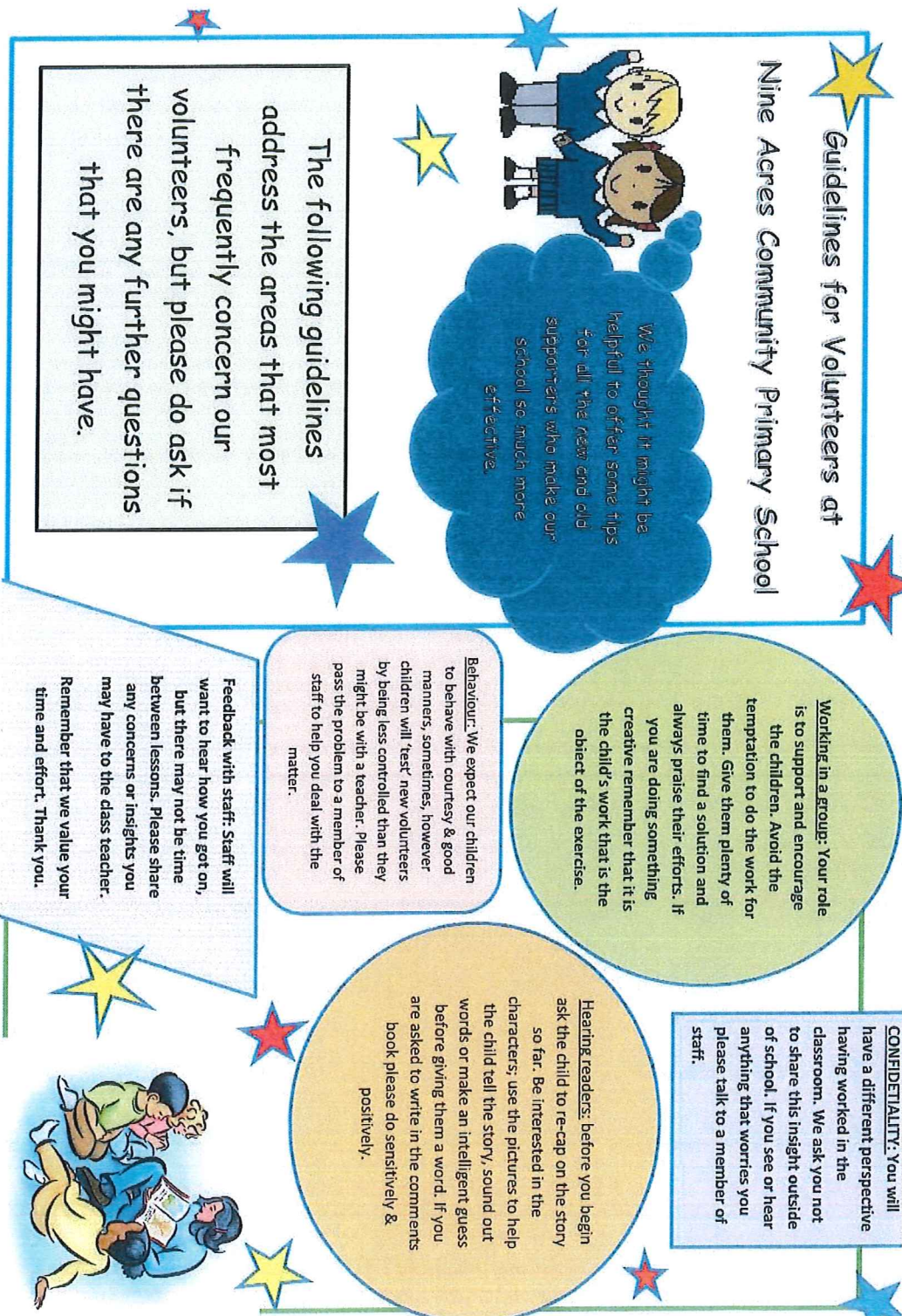
.....
.....
.....
.....
.....
.....
.....
.....

Signed.....

Date action taken.....

Head teacher.....

Volunteer Pack



Appendix 8

Volunteer Pack



NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP

www.nineacrespri.iow.sch.uk 01983 522984

Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

Compassion

Responsibility

Justice

Courage

Integrity

Respect

Hope

Equality

Volunteer Policy

Nine Acres Community Primary School

Approved By:	M Wozencroft
Approval Date:	17/3/2016
Review Frequency:	Every 3 years
Next Review Due:	March 2019



'Learning to be your best'



Appendix 8

Volunteer Pack

Process for recruiting a Volunteer who will be working frequently or intensively

- The candidate/s attend the school for an informal discussion with the Headteacher to ensure the applicant is suitable for the role
- Enhanced DBS check is undertaken
- The volunteer will be made aware of the role and responsibilities they will be undertaking
- Induction - school policies and documentation explained and issued where appropriate
- Volunteer records to be kept in a central place within the school

Before starting to help in a school, a volunteer should complete the Volunteer Agreement (Appendix 2), which sets out the school's expectations of its volunteers and to confirm they have received a copy of this Agreement. The school will seek DBS clearance for a volunteer **before** they are left unsupervised with any pupils. This is not required where a volunteer is engaged in a 'one-off' activity.

Our School Aims

All adults / young people who work in our school, whether a paid member of staff, or a volunteer are expected to work and behave in such a way as to actively promote our school aims and educational purpose.

Confidentiality

Volunteers in school are bound by a code of confidentiality. Any concerns that volunteers have about the pupils they work with/come into contact with should be voiced with the designated supervisor and NOT with the parents of the child.

Volunteers who are concerned about anything in the school, which may affect their work should raise the matter with the Headteacher or appropriate senior member of staff. Any information gained at the school regarding a child or adult should remain confidential.

Supervision

All volunteers work under the supervision of a teacher or member of staff. Teachers retain ultimate responsibility for pupils at all times, including the pupils' behaviour and the activity they are undertaking. Volunteers should have clear guidance from the designated supervisor as to how an activity is carried out/what the expected outcome of an activity is. In the event of any query/problem regarding the pupil's understanding of a task, behaviour or their welfare, volunteers must seek further advice/guidance from their designated supervisor.

Appendix 8

Volunteer Pack

Health & Safety

The school has a Health & Safety Policy and this is made available to volunteers working in the school. The designated supervisor will ensure that volunteers are clear about emergency procedures (e.g. Fire Alarm Evacuation) and about any safety aspects associated with particular tasks (e.g. using D T equipment/accompanying pupils on visits). Volunteers need to exercise due care and attention and report any obvious hazards or concerns to the designated supervisor/Headteacher.

Child Protection

The welfare of our pupils is paramount. To ensure the safety of our pupils, we adopt the following procedures:

- All volunteers are given a copy of the Volunteer Policy and asked to sign a Volunteer Agreement (Appendix 2)
- All of our volunteers must have been cleared by the Disclosure and Barring Service (DBS).
- Where a volunteer is engaged in a 'one-off' activity e.g. helping supervise a group of pupils as part of a class visit, no formal checks are required. However, such volunteers, will be under the constant supervision of school staff
- Any concerns a volunteer has about child protection issues, should be referred to the designated supervisor, Family Link Worker or Head Teacher.

Complaints

Any complaints made about a volunteer will be referred to the Headteacher or appropriate senior member of staff, for investigation. Any complaints made by a volunteer will be dealt with in the same way.

The Headteacher or designated member of staff reserves the right to take the following action:

- To speak with a volunteer about a breach of the Volunteer Agreement and seek reassurance that this will not happen again
- Offer an alternative placement for a volunteer, e.g. helping with another activity or in another class
- Based upon the facts identified in the investigation it may be necessary for the School to inform the volunteer that the school no longer wishes to engage their services
- Provide the volunteer with a copy of the school's full Complaints Procedure

Appendix 8

Volunteer Pack



APPENDIX 1

NINE ACRES PRIMARY SCHOOL - VOLUNTEER APPLICATION FORM

Full Name	
Address	
Date of Birth	
Home Telephone/Mobile Number	
Email Address	
What activities/ areas of the school's work would you like to help with?	
Are there any particular age groups/classes you would like to work with? (If you have relatives in school please give details of their year groups/classes)	
Do you have any disabilities/other needs we need to take into account	

Thank you for taking time to complete this Volunteer Application Form
Please hand it to the School Office, marked for the attention of Mrs Taylor, Office Manager.
Your offer of help is greatly appreciated and we will be in touch as soon as possible.

Appendix 8

Volunteer Pack



APPENDIX 2

NINE ACRES PRIMARY SCHOOL - VOLUNTEER AGREEMENT

Thank you for offering your services as a volunteer at Nine Acres Primary School. Your offer of help is greatly appreciated and we hope that you will gain much from your experience.

Please read and sign this Volunteer Agreement Sheet and hand it in together with the Application Form at the School Office, marked for the attention of Mrs Taylor, Office Manager. You will receive a copy of it for your records.

- I have received a copy of the School's Volunteer Policy
- I agree to support the School's Aims
- I agree to treat information obtained from being a volunteer in school as strictly confidential
- I agree the use of social networking sites should be used with due care and attention and accept use of such sites should not involve any activities or observations which may bring the school, pupils or staff into disrepute
- I understand that an enhanced Criminal Record Bureau (DBS) check will be undertaken
- I have been made aware of who is my designated supervisor e.g. Class Teacher

Name	
Signed	
Date	

Appendix 8

Volunteer Pack



APPENDIX 3

NINE ACRES PRIMARY SCHOOL - SAFEGUARDING INDUCTION FOR VOLUNTEERS

Items for Discussion	Covered
The School's safeguarding statement	
The School's Safeguarding Policy and Designated Roles	
Forms and templates used for recording information/disclosures	
Confidentiality Statement/Volunteer Agreement (Appendix 2)	
Latest DfE Guides and Procedures	
Other/Comments	

Date of Induction _____

Name of
Volunteer _____

Signature _____

Name of Induction Member of Staff _____

Signature _____

Appendix 8

Volunteer Pack

Safeguarding
Nine Acres Community Primary School

Staff ☐ College/university ☐ Volunteer ☐ Visitor ☐

Name.....

Area based in..... Days: M T W T F Time: AM PM

Any Medical issues/allergies which are relevant whilst you are in school.....

.....

.....

DBS number..... Date.....

I have read/received the following:

•A tour of the school/ Fire Exits & Muster Areas/ Met the team

•Code of Conduct

•Guidelines for Volunteers

•Safeguarding/ Child Protection Policy

•Health & Safety Policy

•Anti- Bullying Policy

•Whistle blowing Policy

•

•

•

Signature..... Date.....

Signature of appointed DBS verifier.....

Print..... Date.....

Appendix 9

LSCB Prevent Leaflet



1661913 - Prevent leaflet 2016 A4 final print ready.pdf 1 20/07/2016 14:16



Preventing terrorism and radicalisation within our communities

What is Prevent?

Prevent is the name given to a national strategy which aims to stop people from becoming violent extremists or supporting terrorism. Channel is the process that supports people at risk of being drawn towards terrorism or violent extremism.

All forms of extremism

Prevent aims to deal with all forms of extremism including Far Right racist extremism, animal rights extremism and religious extremism.

By raising your concerns and making a referral, you can help someone who you believe is at risk of radicalisation get support, and can prevent them becoming involved in potentially violent activities, long before any criminal activity occurs.

Signs of possible radicalisation

- Notable changes in behaviour/mood
- May begin to express extreme political or radical views
- Appear increasingly sympathetic to terrorist acts
- Appearance may change
- Friends may change and may spend excess time on their own or on the internet

Making a referral

You can speak to your supervisor or Prevent lead about any concerns, or contact one of the numbers below. If the concern is about an individual, refer to the numbers below or in an emergency call the police on 999.

Local safeguarding contacts

Children: 0115 951 3400
Adults: 0115 951 3400

Children: 0115 951 3400
Adults: 0115 951 3400

Children: 0115 951 3400
Adults: 0115 951 3400

Children: 0115 951 3400
Adults: 0115 951 3400

Further information

Home Office: www.homeoffice.gov.uk/prevent
Prevent Board: www.preventboard.org.uk
Anti-terrorism hotline: 0800 331 999
Crimestoppers: 0800 555 111