

NINE ACRES COMMUNITY PRIMARY SCHOOL

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Team Work Respect Aspiration Perseverance Caring Creativity Citizenship Courage Independence

'Striving for Excellence'

Safeguarding and Child Protection Policy

September 2018

Nine Acres Primary School

Approved By:	
Approval Date:	22.11.18.
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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, designated teacher with LAC responsibility

Kate Hussey – Child and Family Worker and DDSL

Mike Sizer-Green – 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

SCR – Single Central Record

Safeguarding – According to the definition described in the Government policy *Keeping Children Safe in Education 2018*, 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 2018* 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 2018*.

"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, 2018.***

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;

- Anti-bullying policy
- Behaviour policy
- Data protection policy
- E-Safety policy
- Information Sharing Guidance; Advice For Practitioners 2018
- Isle of Wight Council Whistleblowing Policy
- Keeping Children Safe in Education 2018
- Multi-agency Statutory Guidance on Female Genital Mutilation 2016
- The Children Act 1984 & 2004
- The Prevent Duty 2015
- Use of Reasonable Force in Schools 2013
- What to do if You Think a Child is Being Abused 2015
- Working Together to Safeguard Children 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 2018 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 regular 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 pro-active 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 within 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. EH cases for which the Child and Family Worker is the lead professional are kept in a locked cabinet. As well as paper records, concerns are recorded electronically and can only be accessed by staff allocated with safeguarding responsibilities.

Nine Acres uses SIMS to store information on children and their parents/carers. For safeguarding purposes there must be at least two named contacts for each child.

The management of the Single Central Record (SCR) is the responsibility of the school's Business Manager. Records are kept of all existing members of staff and volunteers and the SCR is checked monthly by the Head Teacher and by the governor with safeguarding responsibility.

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.

Early Help

Early Help plans at Nine Acres are the responsibility of the Child and Family Worker who may be the lead professional for cases. The lead professional is responsible for inviting other relevant professionals and agencies to TAF meetings and for overseeing referrals to services that are able to support the family. They chair TAF meetings and agree actions with the family and agencies working alongside them. Where the Child and Family Worker is not lead professional, they will attend TAF meetings and implement actions relevant to supporting the child in school. These are always shared with relevant staff such as the DSL, class teacher and LSA. The child's voice should be heard at every TAF meeting and what is best for the child should be central to every Early Help plan. The Child and Family Worker will see the child/ren involved before every TAF meeting and share their views with the group. TAF meetings should be held every six weeks and the updated action plan should be sent to the parents/carers, professionals included in the TAF and the Early Help Co-ordinator.

Where concerns about the safety of a child are raised at a TAF meeting or during any point in the Early Help process, the school should follow safeguarding procedures and report any concerns to Children's Social Care. The Lead Professional should be informed of any concerns regarding the family.

Any child may benefit from Early Help and any member of staff is able to suggest it to parents/carers and signpost them to the Child and Family Worker. Part 1 of *Keeping Children Safe in Education 2018* has a full list of specific issues that all staff should be aware of when considering if a family may benefit from Early Help.

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 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.
- Any member of staff who is required to carry out teaching work will require an additional check to ensure that they are not barred from teaching.
- 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 2018*, at least one member of the interviewing panel must have completed Safer Recruitment Training. Foundation Level Child Protection Training is supplied to new members of staff and they are informed of the schools' safeguarding procedures.

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. 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. 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. 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 2018* 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 2018*.

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 2018* and the Whistleblowing Policy.

Use of Reasonable Force

Nine Acres follows the government policy *Use of Reasonable Force in Schools 2013* to inform staff of their rights and responsibilities when considering the use of reasonable force. This policy states that 'reasonable force' "...applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit."

The use of reasonable force can vary from guiding a pupil to safety by taking their arm through to more extreme action such as a member of staff having to break up a fight or physically restrain a pupil to prevent violence or injury. The level of force used should be reasonable for the circumstances and all incidents of reasonable force should be reported to the Head Teacher and recorded by the member/s of staff involved. Parents/carers should be informed when reasonable force has been used on their child. Physical restraint should always be a last resort and staff should attempt to de-escalate situations verbally or by using minimal physical contact first.

Force will never be used as a punishment and all schools have a legal responsibility to ensure that adjustments are made for children with disabilities or special educational needs. Any complaint from

children, parents/carers or members of staff will be investigated appropriately by the school and managed in accordance with the advice given in *Use of Reasonable Force in Schools 2013*.

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.

Children are not allowed to have their own mobile phones or other devices in school and are expected to hand them in to the office at the start of every school day. These can be collected when the child leaves at the end of the day.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of [sexual abuse](#), [sexual exploitation](#) or [trafficking](#). Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse. Groomers will hide their true intentions and may spend a long time gaining a child's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues. Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation
- taking them on trips, outings or holidays.
- Use secrets and intimidation to control
- Use online Social Networks.

Grooming can affect any child. However, some children may be more at risk than others such as children who are [disabled](#) or [in care](#). Groomers will exploit any vulnerability to increase the child or young person's dependence on them, and reduce the likelihood of the child speaking out.

If you are worried that a child or young person may be at risk of grooming, report this straight away to the DSL. Advice will be sort from the NSPCC and the police.

There is a wealth of information available to help keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Bullying and Peer-on Peer abuse

(Please read alongside the school's anti-bullying policy for further guidance.)

Bullying of any kind is not accepted at Nine Acres. We have clear procedures and processes for dealing with any type of bullying incidents and promote a culture of respect and understanding.

Peer-on-peer abuse can take on many forms, is never acceptable and will not be tolerated by any member of the school community. It cannot be passed off as a joke or just part of growing up and all reported incidents must be taken seriously. Staff must use their professional judgement when establishing whether one child is being abusive to another. If the evidence suggests that there was intention to cause harm to the victim, this should be regarded as abusive and reported to the DSL. Areas to be mindful of include:

Sexting

What is 'sexting'? In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention:

Report it to your Designated Safeguarding Lead (DSL) immediately.

Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.

Do not delete the imagery or ask the young person to delete it.

Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.

Do not share information about the incident to other members of staff, the young person(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.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Bullying, including cyber-bullying

Cyber-bullying is the misuse of digital technologies or communication to bully a person or group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation. If a child discloses that they are being bullied or that they see something on line that makes them feel uncomfortable, this needs to be written down, any evidence captured (for example a screen shot of abusive messages) and passed on to the DSL. Parents may be contacted and the incident investigated.

Gender-based violence (such as sexualised behaviour or sexual assaults or initiation violence)

Any form of bullying or mistreatment, psychological abuse and sexual harassment due to someone's Gender should be reported in the same way as any other safeguarding concern. Staff need to be mindful of any signs that abuse may be occurring and report these to the DSL with a written account immediately. They should also be aware that some groups are more vulnerable to this type of abuse, including children with SEND or those who identify as LGBTQ+. *Keeping Children safe in Education 2018* informs us that "Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children".

This can happen online or offline and can be both physical and verbal. All disclosures should be taken seriously and never be dismissed as 'banter', 'part of growing up' or 'just a joke'. Victims will always be reassured that they are being taken seriously and that they will be kept safe. Nine Acres will manage reports of sexual violence or harassment according to the advice outlined in paragraph 22 in Part 1 of *Keeping children Safe in Education 2018*.

Racial/faith abuse

Abuse linked to belief or particular faith, including belief in witchcraft or possession must be reported using the school's racial incident form. This must be passed on to the DSL as soon as possible.

All reported incidents of bullying/peer-on-peer abuse will be investigated and parents of the perpetrator may also be questioned about the incident or about any concerns. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. In serious cases, the police and/or social services will be contacted by the DSL if the incident is deemed a high risk to a child/children.

Protecting children with Special Educational Needs and/or disabilities

Staff must be extra vigilant in noticing physical or behavioural changes that may indicate abuse or neglect as a child with SEN and/or a disability may be unable to communicate verbally that they are suffering. If a child is able to communicate this, they must be given time and space to do so and the adult should follow the school's standard procedures for reporting safeguarding concerns. "Disabled children and young people should be seen as children first. Having a disability should not and must not mask or deter an appropriate enquiry where there are child protection concerns" (*Safeguarding Disabled Children; Practice guidance*). The participation of every child in Early Help, CIN or CP plan is essential. Every child will have their voice heard by using the Pupil Voice form (see Appendix 6). If this is not a suitable format for a child with SEN and/or a disability, it will be adapted and their views will be sought and expressed in a way that they can access. Children will be made aware of local and national advocacy services to support them in expressing their views if necessary.

Staff must also be aware that children with SEN and/or disabilities are more likely to be bullied. Please read the school's anti-bullying policy for more guidance and advice.

Safeguarding Disabled Children states:

"Some children are too scared to let others know that they are being bullied or abused. For children with speech, language and communication difficulties, it can be even more difficult to get an adult to listen or understand. Adults might see a change in a disabled child's behaviour as part of their impairment rather than identifying bullying or abuse as the reason for change".

Staff should discuss any changes with the SENCO and if necessary report any concerns using the school's safeguarding procedures.

Protecting Looked-After Children and Care leavers

The designated teacher with responsibility for LAC is the Assistant Head Teacher. Where children have become LAC following a CiN/CP plan, the designated teacher and the Child and Family Worker will work closely together to ensure that there has been a smooth handover and that all relevant information has been passed on. This may include attending initial meetings together to ensure that the child's voice is heard and important details of the family's case are known to the designated teacher.

It is the responsibility of the designated teacher to capture the voice of the child and represent them at all meetings. All staff have the responsibility to report any concerns about looked-after children promptly through the school's safeguarding procedures. All staff should also be aware that looked-after children are more likely to be victims of Child Sexual Exploitation and other types of abuse.

Looked-after children and care leavers may have additional needs that need to be supported in school including an increased need for emotional support and all staff should be aware of this.

Fabricated or induced illness

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- Deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs.
- Interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines;
- Claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;
- Exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;
- Obtaining specialist treatments or equipment for children who do not require them;
- Alleging psychological illness in a child.

If there are any concerns about a child's health, this should be discussed with the DSL, reporting any additional information about the parents/ carers and any information given by them. If any professional considers their concerns about fabricated or induced illness are not being taken seriously or responded to appropriately, they should discuss these with their local named or designated doctor or nurse.

Children missing from Education/home and/or care.

When a child is not attending school and no contact has been made with the parent/carer or where the school believes the child may have moved and has not received notification from the parent/carer, the school must act immediately to discover the child's whereabouts and ascertain that they are safe. Head Teachers and agencies involved with the school or young person must make every effort to gain information at the earliest opportunity. Factors in assessing risk are: length of absence, level of concern and level of perceived risk to the pupil. Even without specific concern, the school MUST contact the education welfare service (EWS) if a child's whereabouts are not known. EWS will make further contacts with other agencies such as social care, local housing offices and education welfare offices in other locations. It may be appropriate for agencies to approach possible sources of information such as relatives

or neighbours. In cases where concern is specific, action to gain information and alert agencies and/or the police must be swift in order to protect vulnerable parties. Further information can be found in the schools attendance policy.

If a child is missing from their place of residence and school have been passed this information by parent/carers, the DSL should be notified as soon as possible and other agencies such as the police and/or social care will be contacted.

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.

Keeping Children Safe in Education 2018 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 DDSs. **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](#)). Please see also [Appendix 7](#) for the LSCB’s advice on Prevent.

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 2018 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.

Child Trafficking

'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

'Exploitation' includes, at a minimum, sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Possible indicators/signs

- Receives unexplained calls;
- Has money from an unknown source;
- Shows signs of sexual or physical abuse;
- Has not been enrolled in a school or with a GP;
- Seems to do work in various locations.

If there is a risk to the life of the child or a likelihood of serious immediate significant harm, Police or Children's Social Care should be contacted immediately to secure the immediate safety of a child who may

have been trafficked. This can be done through the schools DSL or by any member of staff by using the safeguarding professionals line on 0300 3000 901.

The toxic Trio (Domestic abuse, mental health and substance misuse)

Domestic abuse, mental health issues and substance misuse in the home can affect men and women and can include physical and psychological abuse, controlling behaviour and/or arranged marriage. This can have a huge impact on a child. Staff should look out for changes in behaviour that has no specific reason for and/or anything that a child says that causes concern and report these to the DSL.

Appendices

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 –LSCB Prevent leaflet

Appendix 1 – Definitions of Abuse According to Keeping Children Safe in Education 2018

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 with overlap with one another.

Abuse

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. 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 adults 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 cyber-bullying), 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

Involved 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. Neglect come under four categories; Emotional Neglect, Disorganised Neglect, Severe Deprivation Neglect and Depressed/passive Neglect. ***Details of these as well as key indicators can be found in the Hampshire and Isle of Wight Neglect strategy 2016/18.***

Appendix 2 – Useful Contacts

Head Teacher and DSL

Mrs Elizabeth Dyer

(01983) 522984

DyerE@nineacrespri.iow.sch.uk

Deputy Head and DDSL

Mrs Sian Broome

(01983) 522984

BroomeS@nineacrespri.iow.sch.uk

Assistant Head, SENCO and DDSL

Miss Rachel Paddon

(01983) 522984

PaddonR@nineacrespri.iow.sch.uk

Child and Family Worker

Mrs Kate Hussey

(01983 522984)

HusseyK@nineacrespri.iow.sch.uk

Governor with Responsibility for Safeguarding

Mr Mike Sizer-Green

(01983) 522984

Office@nineacrespri.iow.sch.uk

LADO

Mr Paul Barnard

(01983) 823723

LADO@iow.gov.uk

Children's Services

Public line – 0300 3000 117

Professional's line – 0300 3000 901

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/childprotection>

LSCB

(01983) 814545

LSCB@iow.gov.uk

www.iowscb.org.uk

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:

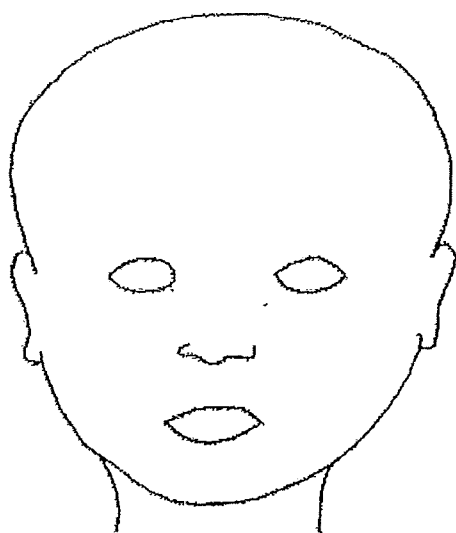
Recorded by:

Signed:

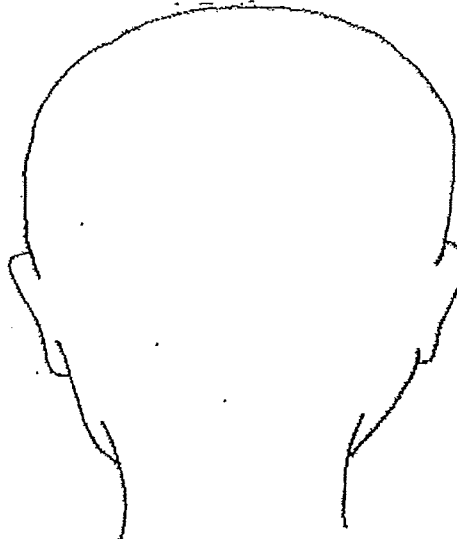
Body Charts

Body Chart 1

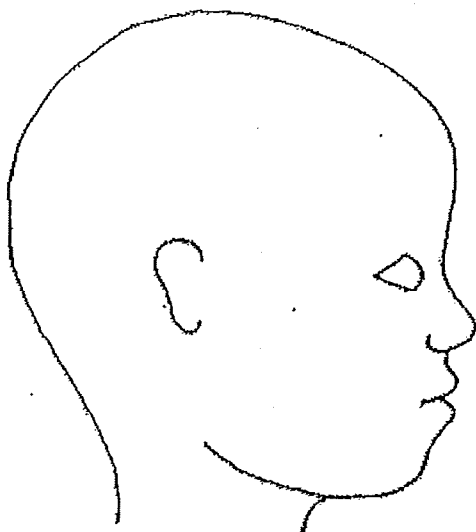
First Name:	Last Name:	DATE	YOUR ROLE
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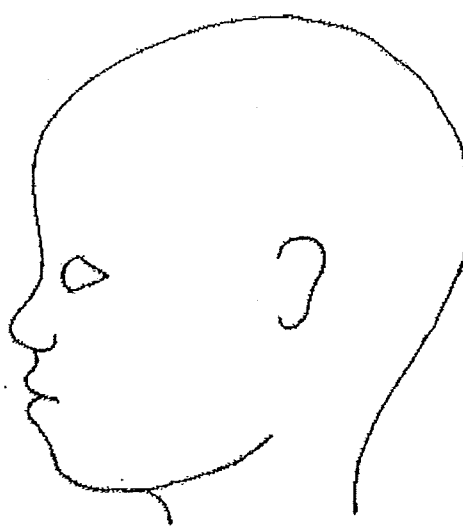
FRONT



BACK



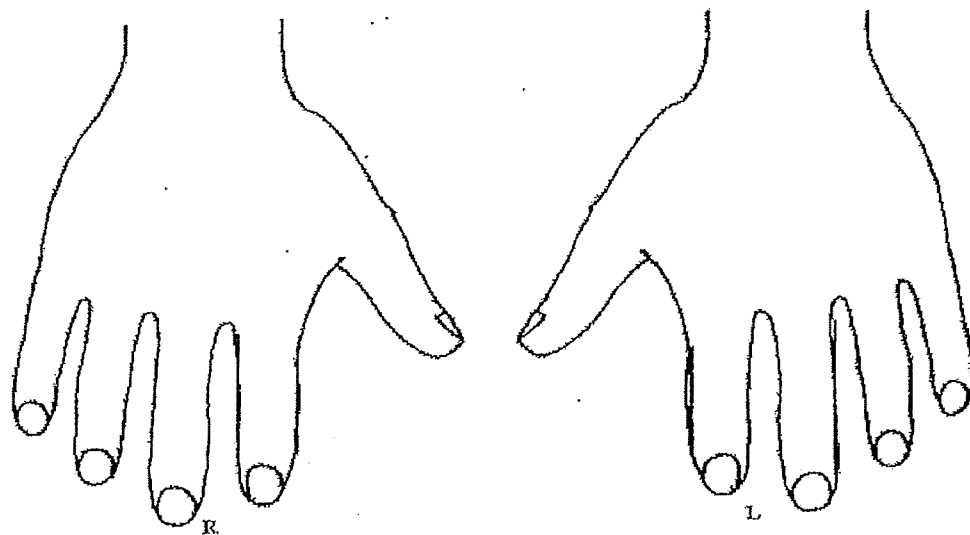
RIGHT



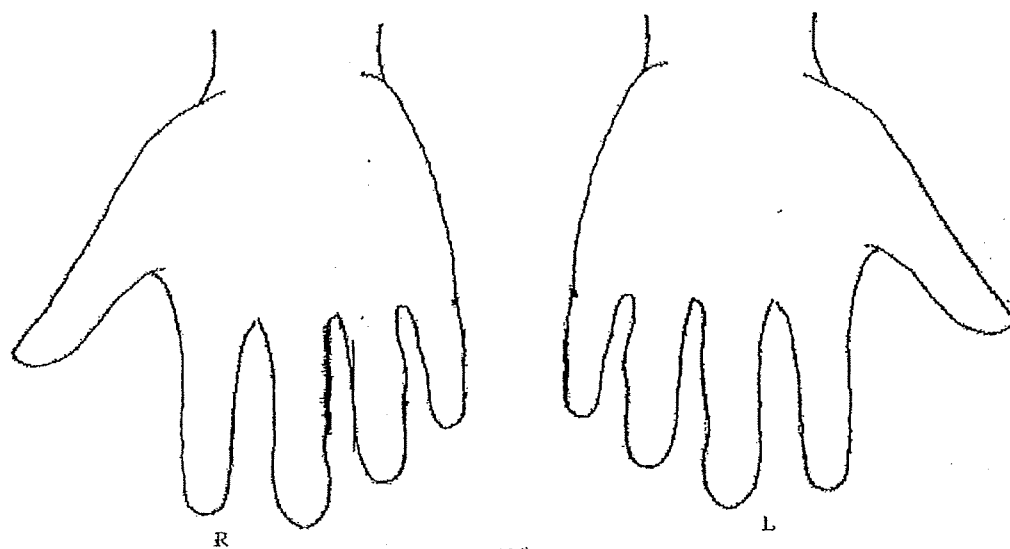
LEFT

Body Chart 2

First Name:	Last Name:	DATE	YOUR ROLE
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BACK

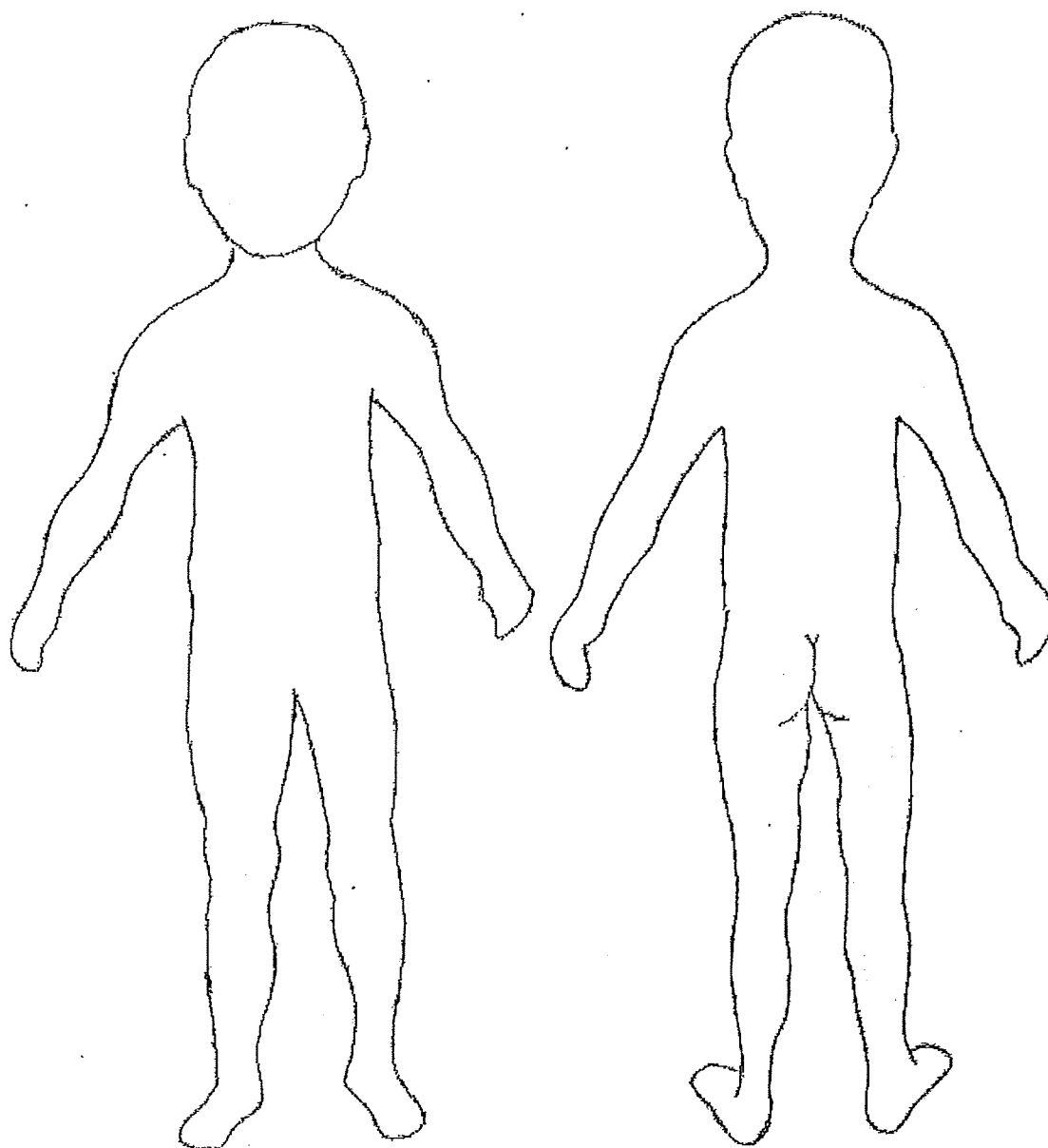


PALM

Appendix 3 – Yellow Form and Body Maps (Cont.)

Body Chart 3

First Name:	Last Name:	DATE/TIME	YOUR ROLE
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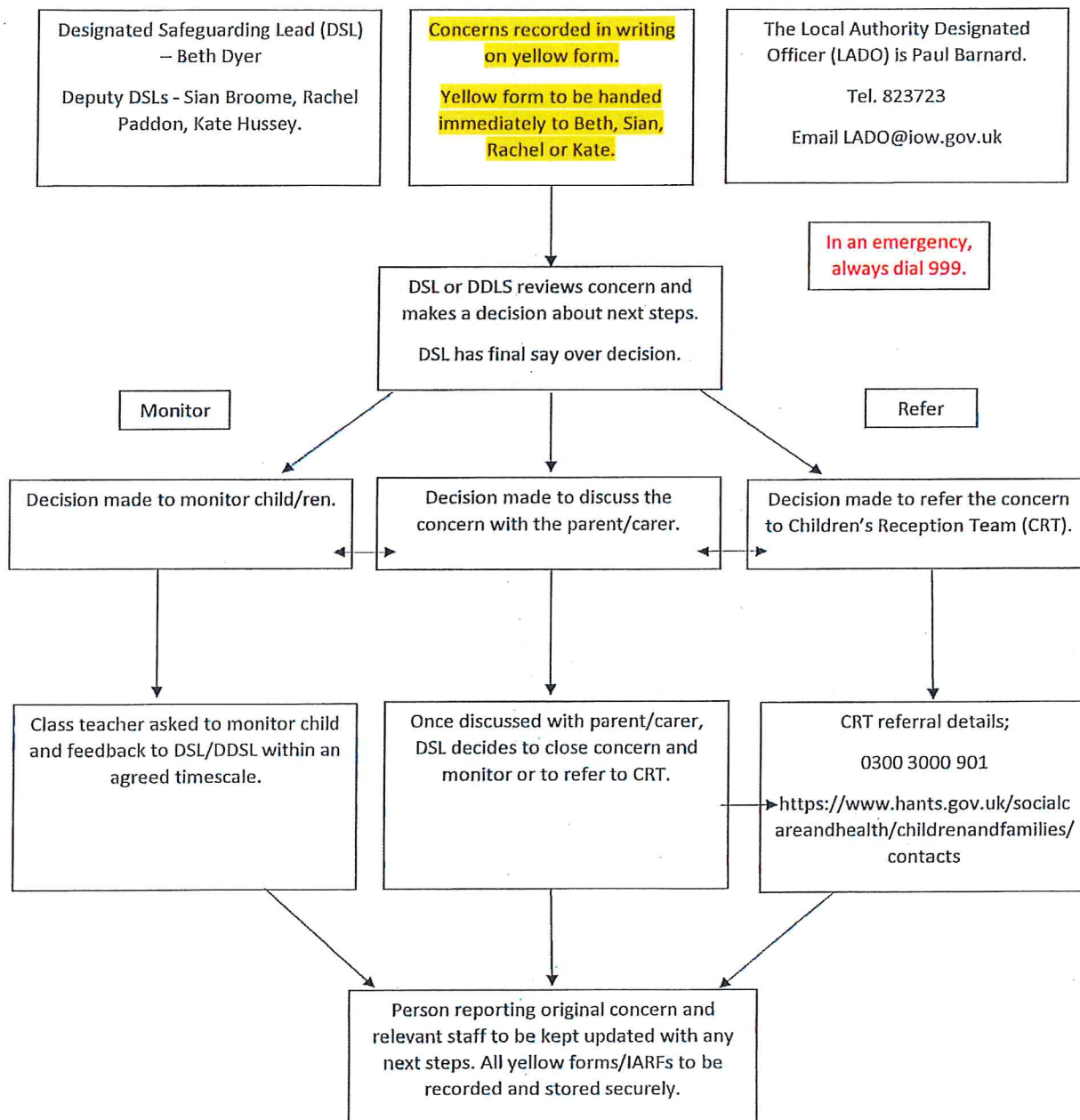


Appendix 4 – Flow Chart for Raising Safeguarding Concerns

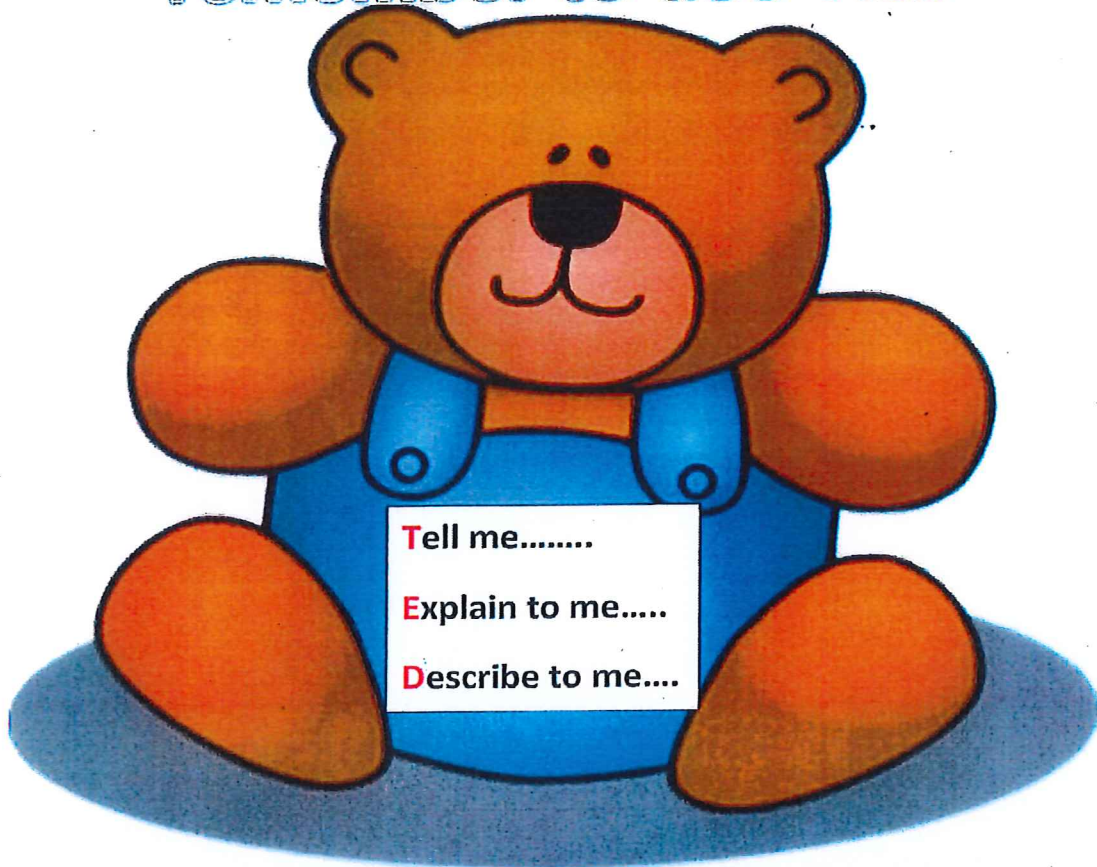
Nine Acres Community Primary School
'Striving for excellence'



Flow Chart for Raising Safeguarding Concerns



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...."



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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: _____



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

Poole

Children: 0845 6710271
Adults: 02382 68613

Isle of Wight

Children: 01983 814545
Adults: 01983 814980

Southampton

Children: 02380 333336
Adults: 02380 333003

Hampshire

Children: 0300 5551384
Adults: 0300 5551386

Further information

Home Office

www.gov.uk/government/organisations/home-office

Prevent Board

www.hampshirenowpreventboard.org.uk

Anti-terrorism hotline 0800 768321

Crimestoppers 0800 555111