

# NINE ACRES COMMUNITY PRIMARY SCHOOL


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We are *Articulate* We are *Passionate* We are *Persuasive* We are *Positively Influencing The World Around Us*

*'Striving for Excellence'*

## Child Protection and Safeguarding Policy September 2023

### Nine Acres Primary School

Approved By:	
Approval Date:	12/10/2023
Review Frequency:	Annual.
Next Review Due:	12/10/2024



## Key Staff in School

Elizabeth Dyer – Head teacher and DSL

Rachel Paddon – Assistant Head teacher, SENCO and DDSL, designated teacher with LAC responsibility

Kate Hussey – Child and Family Worker and DDSL

Adam Hinkley – 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

**LSCP** – Local Safeguarding Children's Partnership

**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 2023*, Safeguarding is defined as; "Protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; 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 2022* can be found in **Appendix 1**.

## **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 2023
- 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 2018

## **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 2018*, *What to do if you are Worried A Child is Being Abused 2015* and *Keeping Children Safe in Education 2023*.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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 practitioner 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, 2022*.

The aims of this policy are;

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children
- 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.

Principles and values;

- Children have a right to feel secure and cannot learn effectively unless they do so
- All children have a right to be protected from harm
- All staff have a key role in the prevention of harm and equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, whilst taking into account any contextual safeguarding
- We acknowledge that it is essential that we work in partnership with other agencies that protect children and reduce risk, and so we will engage in partnership working throughout the child protection process to safeguard children
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Services or the police, without notifying parents if this is believed to be in the child's best interests
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

### Updates to Keeping Children Safe in Education 2023

The Department for Education (DFE) has published an updated version of the statutory safeguarding and child protection guidance for schools in England coming into force on the 1st September 2023.

The changes are as follows:

- clarification around the roles and responsibilities of education staff in relation to filtering and monitoring
- clarification that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation
- additional information on online pre-recruitment checks for shortlisted candidates
- information on responding to allegations related to organisations or individuals using school premises.

### Procedures and responsibilities

We will follow the procedures set out by the LSCP 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.

- 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 2018* 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.

### **Roles and responsibilities within Nine Acres**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will;

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and be alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Recognise that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behaviour and education of children.
- Record their concerns if they are worried that a child is being abused on a yellow form (see **appendix 3**) and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the IOWSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of 'Early Help' and be prepared to identify and support children who may benefit from this intervention.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the

- Staff Behaviour Policy (or Code of Conduct), child on child abuse procedures, the safeguarding response for children who go missing from education and the role of the DSL.

#### DSL & DDSL responsibilities;

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns about a child to the DSL and concerns about an adult to the headteacher.
- Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide the appropriate support.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction training prior to the commencement of their duties.
- Keep records of child protection concerns securely and separate from the main pupil file and use these records to support the assessment and likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school, including in-year transfers.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by IOWSCP to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2023

#### Governing body responsibilities;

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Ensure IOWSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Recruitment, selection and induction follows safer recruitment practice, including all appropriate checks.
- Allegations against staff are dealt with by the headteacher. Allegations against the headteacher are dealt with by the Chair of Governors.
- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance

- Any safeguarding deficiencies or weaknesses are remedied without delay
- A nominated governor for safeguarding is identified.

### **Reporting and Recording Safeguarding and Child Protection concerns**

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be for the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children, those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility, which will include children (for example younger siblings) visiting the site in addition to pupils.

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.

Any concerns should be recorded on a yellow form and handed to the DSL or a DDSL as soon as possible, but at least before the end of the school day. 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 the DSL or a DDSL 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. 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 the 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 Coordinator.

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 2023* 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 identity 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 cooperatively 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**). Under the guidance from *Keeping Children Safe in Education* in regards to multi-agency working, we will endeavour to be fully engaged, involved and

included in any new safeguarding arrangements and work with new safeguarding partners and child death review partner arrangements if needed.

### **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 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.

### **Safer Recruitment**

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 2023*, 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. Volunteers will not start 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. 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.

Anyone who returns to volunteer annually is provided with a safeguarding reminder. They are asked to sign for the school's Safeguarding and Child Protection Policy, Safeguarding and Prevent Leaflets and Part 1 of *Keeping Children Safe in Education*. Returning volunteers are also reminded about expectations around confidentiality, social media and mobile phone use and managing and reporting safeguarding concerns to staff.

### **Handling allegations of abuse against staff**

We will follow guidance from our own Low Level Concerns policy, *Keeping Children Safe in Education 2023* 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 2023*.

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 Headteacher, 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 2022* and the Whistleblowing Policy.

### **Use of Reasonable Force**

Nine Acres follows the government policy *Use of Reasonable Force in Schools 2017* 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 Headteacher 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 2017*.

### **Parenting**

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

We will support parents in understanding the parenting role and providing them with strategies that may assist:

- providing details of community-based parenting courses
- linking to web-based parenting resources
- referring to the Child and Family Worker
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence-based parenting programmes)
- signposting to support services
- Considering appropriate early help services

### **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 Smoothwall to filter websites and internet searches. Each child has their own username and password, of which the school office holds a copy.

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.

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

## **Online Safety and Social Media**

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- accessing and generating inappropriate content

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for all staff
- Curriculum activities involving raising awareness around staying safe online

- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

## **Cyberbullying**

Central to the school's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. The school also recognises that it must take note of bullying perpetrated outside school which has an impact within the school; therefore, once aware we will respond to any cyber-bullying carried out by pupils when they are away from the site.

Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile 'phones.
- The use of mobile 'phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites.
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

## **Sexting**

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and/or the internet. It also includes underwear shots, sexual poses and explicit text messaging is it sometimes referred to as youth produced sexual imagery.

While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet usage for a child is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

### **On-line sexual abuse**

As a school we will:

- Report to the police, CEOP or any other relevant body any on-line sexual abuse or harmful content we are made aware of. This could include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. We will seek guidance from the NPCC 'when to call the police' document and the internet watch foundations 'report harmful content' website
- Educate to raise awareness of what on-line sexual abuse is, how it can happen, how to limit the impact and what to do if you become aware of it.
- Support victims of on-line abuse within the school community

### **Gaming**

Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate
- By supporting parents in identifying the most effective way to safeguard their children by using parental controls and child safety mode
- By talking to parents about setting boundaries and time limits when games are played
- By highlighting relevant resources.

### **Online reputation**

Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

### **Grooming**

On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child on-line, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends on-line that they know in real life
- Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.
- That the school will support parents to:
- Recognise the signs of grooming.
- Have regular conversations with their children about on-line activity and how to stay safe on-line.

The school will raise awareness by:

- Running sessions for parents
- Including awareness of grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

Additionally, to being targeted for sexual motivations, some young people are also groomed online for exploitation or radicalisation. While the drivers and objectives are different, the actual process is broadly similar to radicalisation, with the exploitation of a person's vulnerability usually being the critical factor. Those who are targeted are often offered something ideological, such as an eternal spiritual reward, or sometimes something physical, such as an economic incentive, that will make them 'feel better' about themselves or their situation.

Anyone can be at risk. Age, social standing and education do not necessarily matter as much as we previously thought, and we have seen all kinds of people become radicalised, from young men and women with learning difficulties to adults in well-respected professions. What is clear is that the more vulnerable the person, the easier it is to influence their way of thinking.

Signs of grooming can include:

- isolating themselves from family and friends.
- becoming secretive and not wanting to talk or discuss their views.
- closing computers down when others are around.
- refusing to say who they are talking to; using technology such as anonymous browsing to hide their activity; and
- sudden changes in mood, such as becoming angry or disrespectful.

Of course, none of these behaviours necessarily mean someone is being radicalised and, when displayed, could be a symptom of bullying or other emotional issues.

### **Anti-Bullying**

The school has a separate anti-bullying policy, please refer to this for more detailed processes.

### **Prejudice-based abuse**

Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language.
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic.
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic.



- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived.
- expressions of prejudice calculated to offend or influence the behaviour of others.
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

We will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school.
- taking preventative action to reduce the likelihood of such incidents occurring.
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes.
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes.
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

### **Faith Abuse**

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route to children's social care.

### **Mental Health**

The importance of preserving and supporting the good mental health of all children is recognised by all staff at Nine Acres. Staff should be particularly aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation or other adverse childhood experiences such as domestic abuse, poor parental mental health, substance misuse or parental separation.

Only trained mental health professionals should make a diagnosis of a mental health problem, however school staff are well-placed to notice small changes in a child's behaviour that may be indicative of an emerging mental health need.

Nine Acres has built strong links with outside agencies that can provide support to children and their families if they have been identified as requiring mental health support. If a member of staff suspects that a child is struggling with their mental health, this should first be discussed with the DSL or a DDSL. Action can then be taken to contact parents and discuss support through agencies such as Early Help, Play Therapy, counselling through services such as CAMHS, Youth Trust or the MHST service. If there are safeguarding concerns, a referral will be made to Children's Services. If the family is already receiving support from Children's Services, the social worker will also be contacted.

### **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.

### **The Prevent Duty**

The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks include, but are not limited to, political, environmental, animal rights, or faith-based extremism that may lead to a child becoming radicalised. All staff receive Prevent training upon employment and this must be updated every 2 years in order that they can identify the signs of children being radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation and the grooming of children can occur through many different methods, such as social media or the internet, and at different settings.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process

### **Gender based violence / Violence against women and girls**

The government has a strategy looking at specific issues faced by women and girls. Within the context of this policy the following sections are how we respond to violence against girls: female genital mutilation, forced marriage and honour-based violence all fall under this strategy.

#### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or

headteacher will be informed and the member of teaching staff must call the police to report suspicion that FGM has happened.

At no time will staff examine pupils to confirm concerns

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care.

### **Forced Marriage**

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. is under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.
- On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### **Honour-Based Abuse**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of

preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

- It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based abuse might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family
- are exploring their sexuality or identity

Women and girls are the most common victims of honour-based abuse however, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

All forms of honour-based abuse are abusive (regardless of the motivation) and should be handled and escalated as such. If staff believe that a pupil is at risk or has already suffered from honour-based abuse, they will report to the DSL who will follow the usual safeguarding referral process; however, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first instance. It is important that, if honour-based abuse is known or suspected, communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

### **Sexual Violence and Sexual Harassment Between Children**

Sexual violence and sexual harassment (SVSH) can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Within our school all staff receive training about sexual violence and sexual harassment and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.

Nine Acres has a zero-tolerance approach to SVSH. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

We will follow Part five in KCSiE 2023 Child-on child sexual violence and sexual harassment; *'Making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.*

*In addition, recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.*

*Also challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.'*

All staff will maintain the attitude that "It could happen here"

### **Upskirting**

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

If staff become aware that upskirting has occurred, this will be treated as a sexual offence and reported accordingly to the DSL and onwards to the police.

Behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting, such as the use of reflective surfaces or mirrors to view underwear or genitals, will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school, it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures may be taken to gather evidence.

Any confiscated technology will be passed to the headteacher to make a decision about what happens to the items. This will be carried out under the principles set out in the government guidance on searching, screening and confiscation.

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

### **The Trigger Trio**

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to adults and children has occurred.

The Trigger Trio are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the triggers were present.

These factors will have a contextual impact on the safeguarding of children and young people.

### **Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Indicators that a child is living within a relationship with domestic abuse may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs

- use of alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral, to be considered by children's social care.

### **Parental mental health**

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent's/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children, the impact of poor parental mental health can include:

- The parent's/carer's needs or illnesses taking precedence over the child's needs
- The child's physical and emotional needs being neglected
- The child acting as a young carer for a parent or a sibling
- The child having restricted social and recreational activities
- The child finding it difficult to concentrate, potentially having an impact on educational achievement
- The child missing school regularly as (s)he is being kept home as a companion for a parent/carer
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

### **Parental Substance misuse**

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children, the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration



- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to children's social care to be considered.

### **Missing, Exploited and Trafficked Children (MET)**

Within the Isle of Wight, the acronym MET is used to identify all children who are missing; believed to be at risk of or are being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to view them as potentially linked, so that cross over of risk is not missed.

### **Children Absent from Education**

*'All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.'*

DSL's and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is the child being exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons and does this raise other risks or concerns such as SVSH between pupils, exploitation, gang behaviour or substance misuse?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Is the child avoiding abusive behaviour from peers or staff on this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the pupil's peers making comments or suggestions as to where the pupil is?
- Can the parent be contacted and made aware?

Continuous missing days: Has the school been able to make contact with the parent(s)? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour- based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

### **Children Missing from Home or Care**

It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation.

The Isle of Wight Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on on-going risk assessments in line with current guidance.

The police definition of 'missing' is: "Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."

Various categories of risk should be considered and Hampshire Local Safeguarding Children's Partnership provides further guidance:

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting.

A missing child incident would be prioritised as 'high risk' where:

- the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- the child may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

The high-risk category requires the immediate deployment of police resources.

Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and to be aware of local "hot spots", as well as concerns about any individuals with whom children might runaway.

Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio (domestic abuse, parental mental ill health and parental substance misuse)

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item

- Peer pressure
- 
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children, there will be pressure to make contact with their trafficker.

We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. (from KCSiE)

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be child on child
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders
- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late.
- regularly missing school or education or not taking part in education.
- appearing with unexplained gifts or new possessions.
- associating with other young people involved in exploitation.
- having older boyfriends or girlfriends.
- suffering from sexually transmitted infections or becomes pregnant.
- mood swings or changes in emotional wellbeing.
- drug and alcohol misuse.
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

We educate all staff in the signs and indicators of sexual exploitation. Children who have been exploited will need additional support to help maintain them in education. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership to identify pupils who are at risk; the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from <https://www.safe4me.co.uk/portfolio/sharing-information/>

### **Child Criminal Exploitation (including county lines)**

Child Criminal Exploitation (CCE) is defined as:- *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'*

The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push: pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

A current trend in criminal exploitation of children and young people is 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation, as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Indicators that a child may be criminally exploited include:

Increase in Missing episodes – particular key as children can be missing for days and drug run in other counties.

- Having unexplained amounts of money, new high-cost items and multiple mobile phones
- Increased social media and phone/text use, almost always secretly.
- Older males in particular seen to be hanging around and driving.
- Having injuries that are unexplained and being unwilling to have them looked at
- Increase in aggression, violence and fighting.
- Carrying weapons – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- Significant missing from education and disengaging from previous positive peer groups.
- Association with other young people involved in exploitation.
- Children who misuse drugs and alcohol
- Parent concerns and significant changes in behaviour that affect emotional wellbeing.

We will treat any child who may be criminally exploited as a victim in the first instance and using the CERAF form and guidance in our referral to children's social care. If a referral to the police is also required, as crimes have been committed on the school premises, these will also be made. Children who have been exploited will need additional support to help maintain them in education. If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form.

### **Serious Violence**

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for staff can be found in the Home Office's Preventing youth violence and gang involvement.

We have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form.

### **Trafficked Children and modern slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK)

- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been.

trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy.
- Has a history of going missing and unexplained moves?
- Is required to earn a minimum amount of money every day.
- Works in various locations
- Has limited freedom of movement.
- Appears to be missing for periods.
- Is known to beg for money.
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good.
- Is one among a number of unrelated children found at one address.
- Has not been registered with or attended a GP practice.
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation/the child has been seen in places known to be used for sexual exploitation.
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation.
- Returning after having been missing, looking well cared for despite having not been at home.
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity.
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods may have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

### **Child abduction**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org)

When we consider who is abducted and who abducts

- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6 years-old
- Roughly equal numbers are boys and girls
- Two-thirds of children are from minority ethnic groups.
- 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.
- Many abductions occur during school holidays when a child is not returned following a visit to the parent's home country (so-called 'wrongful retentions')

If we become aware of an abduction, we will follow the HIPS procedure and contact the police and children's social care (if they are not already aware).

If we are made aware of a potential risk of abduction, we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

# 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 2022**

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 from 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

### **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, for

example, 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. ***Details of these as well as key indicators can be found in the Hampshire and Isle of Wight Neglect strategy 2018.***

## **Appendix 2 – Useful Contacts**

### **Head Teacher and DSL**

Mrs Elizabeth Dyer

(01983) 522984

[Beth.Dyer@nineacrespri.co.uk](mailto:Beth.Dyer@nineacrespri.co.uk)

### **Assistant Head, SENCO and DDSL**

Miss Rachel Paddon

(01983) 522984

[Rachel.Paddon@nineacrespri.co.uk](mailto:Rachel.Paddon@nineacrespri.co.uk)

### **Child and Family Worker**

Mrs Kate Hussey

(01983) 522984

[Kate.Hussey@nineacrepri.co.uk](mailto:Kate.Hussey@nineacrepri.co.uk)

### **Governor with Responsibility for Safeguarding**

Mr Adam Hinkley

(01983) 522984

[Office@nineacrespri.co.uk](mailto:Office@nineacrespri.co.uk)

### **LADO**

Barbara Piddington

01962 876364

[child.protection@hants.gov.uk](mailto:child.protection@hants.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>

### **LSCP**

(01983) 814545

[LSCP@iow.gov.uk](mailto:LSCP@iow.gov.uk)

[www.iowscp.org.uk](http://www.iowscp.org.uk)

Appendix 3 – Yellow Form and Body Maps



Child/Family Welfare Concern Form



Childs Name:

Childs class:

Date:

Time:

Nature of the Incident: Neglect Emotional Sexual Physical Mental Health

Factual description of concern:

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

Reported by:

Signed:

SLT Action:

Date:

Name:

Signed:

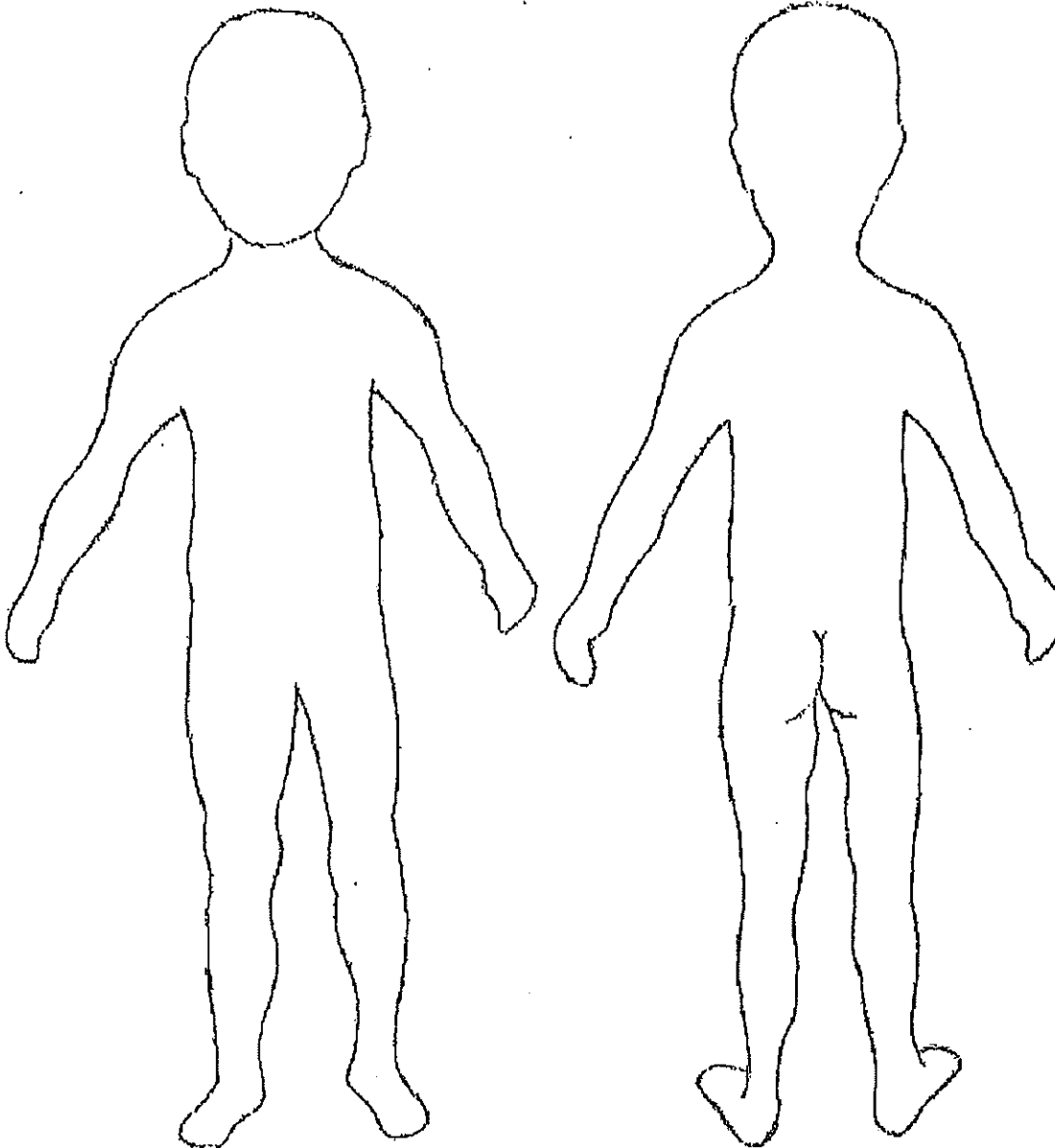
We are *Articulate* We are *Passionate* We are *Persuasive* We are *Positively Influencing The World Around Us*

**'Striving for Excellence'**

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

**Body Chart 3**

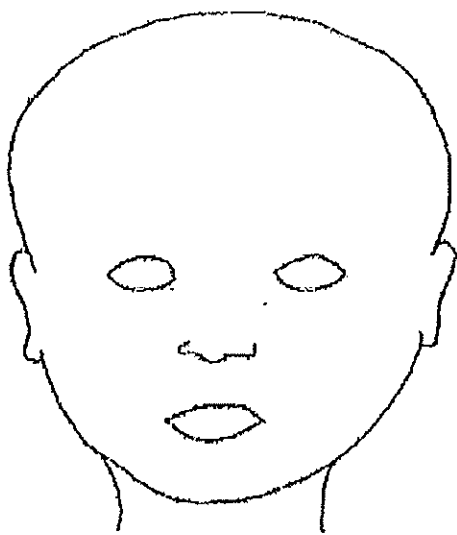
First Name:	Last Name:	DATE/TIME	YOUR ROLE



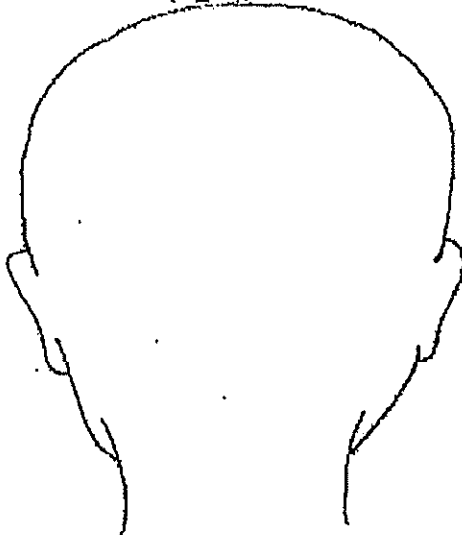
Body Charts

Body Chart 1

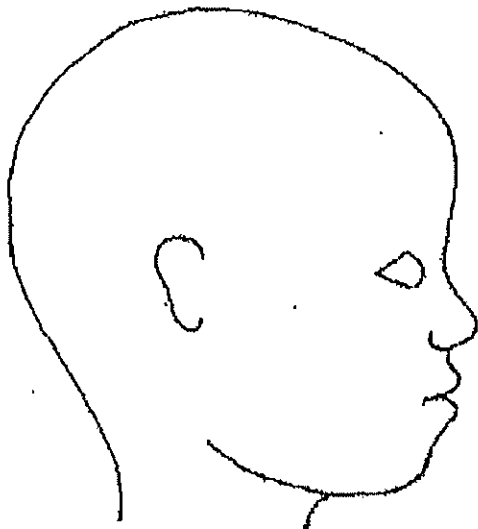
First Name:	Last Name:	DATE	YOUR ROLE
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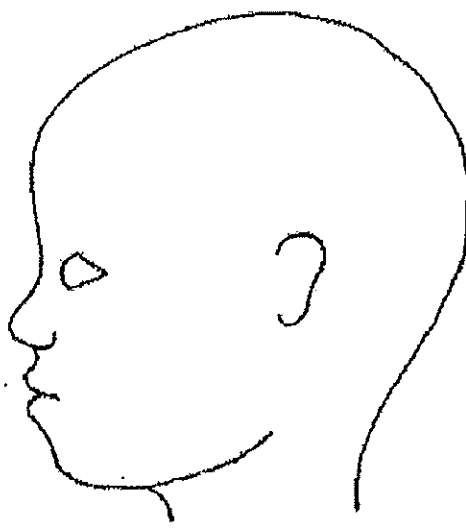
FRONT



BACK



RIGHT

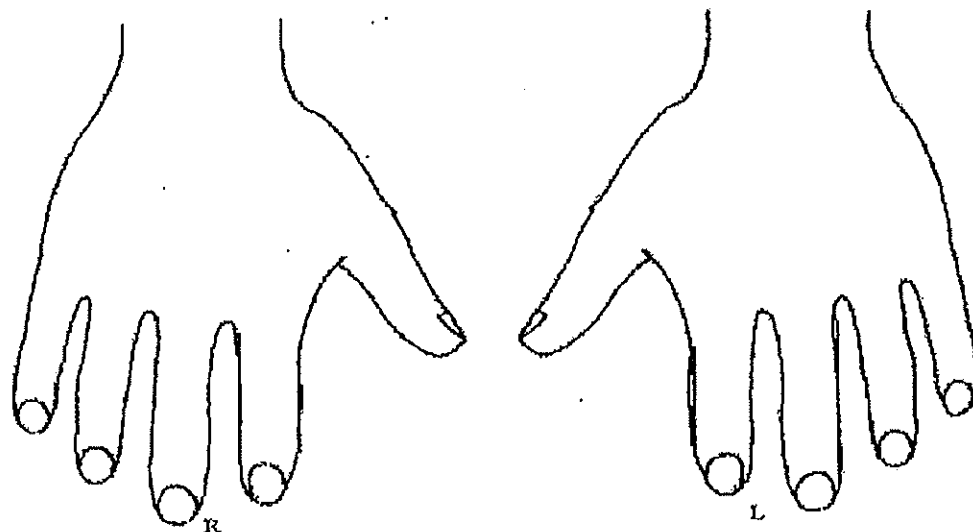


LEFT

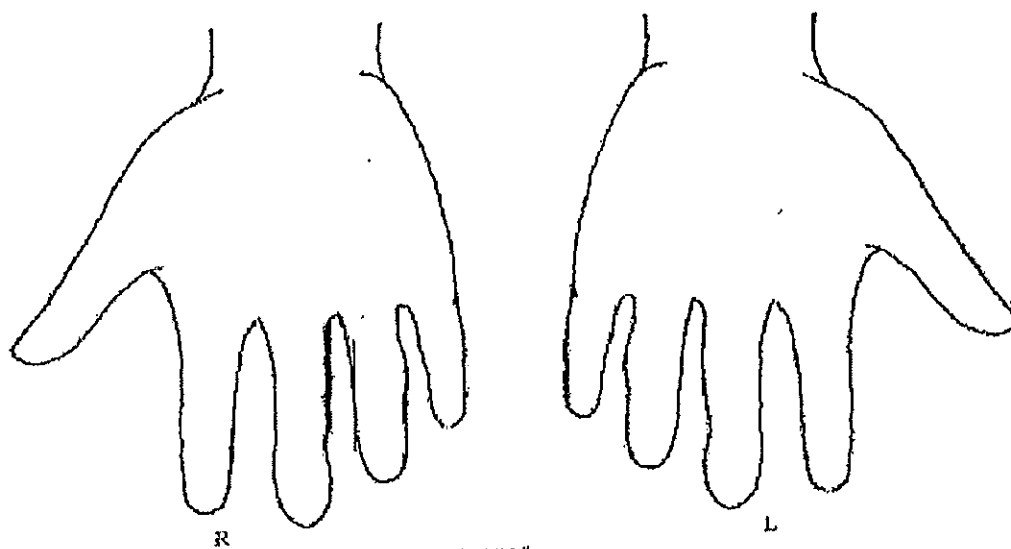
Appendix 3 – Yellow Form and Body Maps (Cont.)

**Body Chart 2**

First Name:	Last Name:	DATE	YOUR ROLE
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BACK



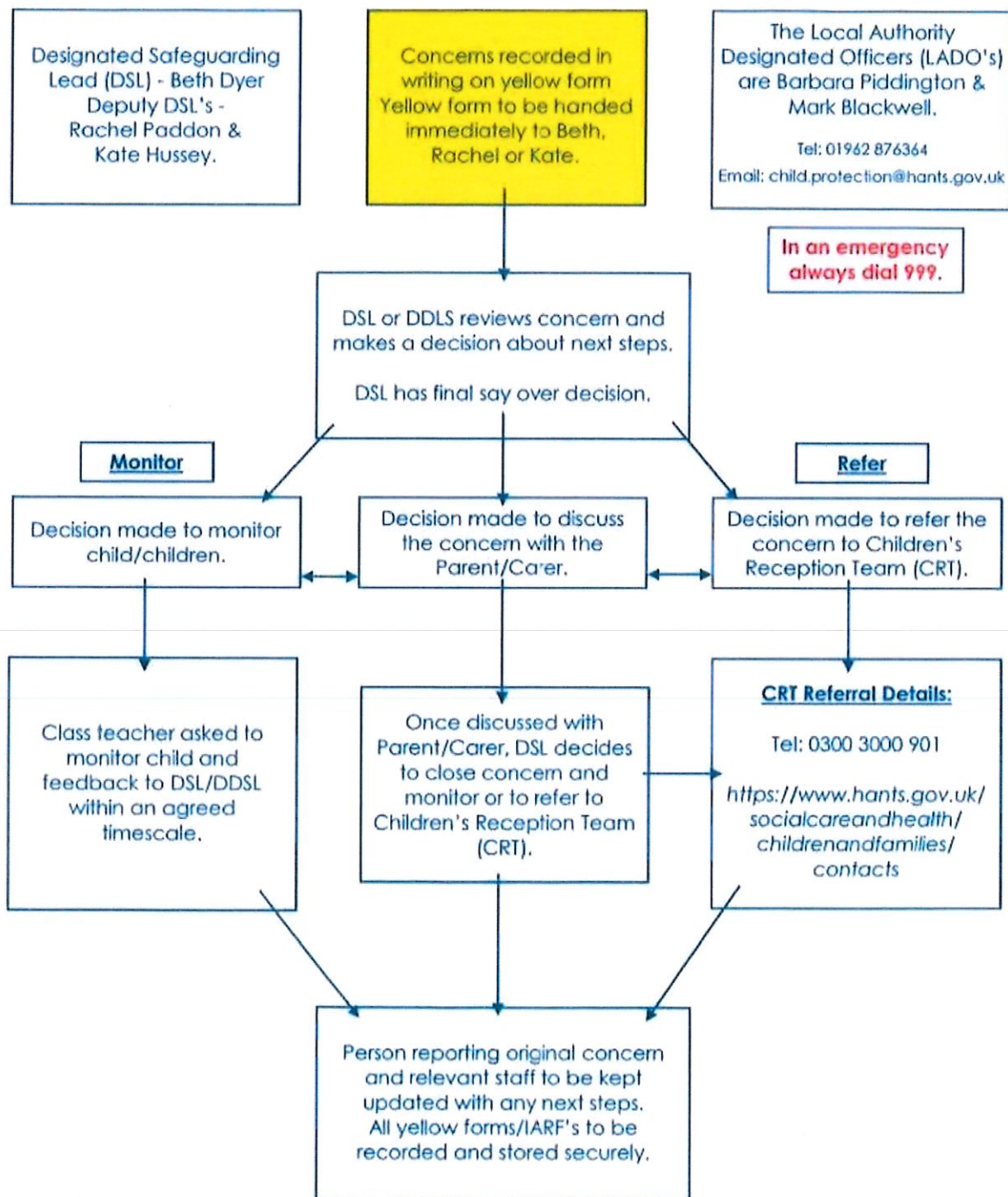
PALM





# NINE ACRES COMMUNITY PRIMARY SCHOOL

## Flowchart for Raising Safeguarding Concerns

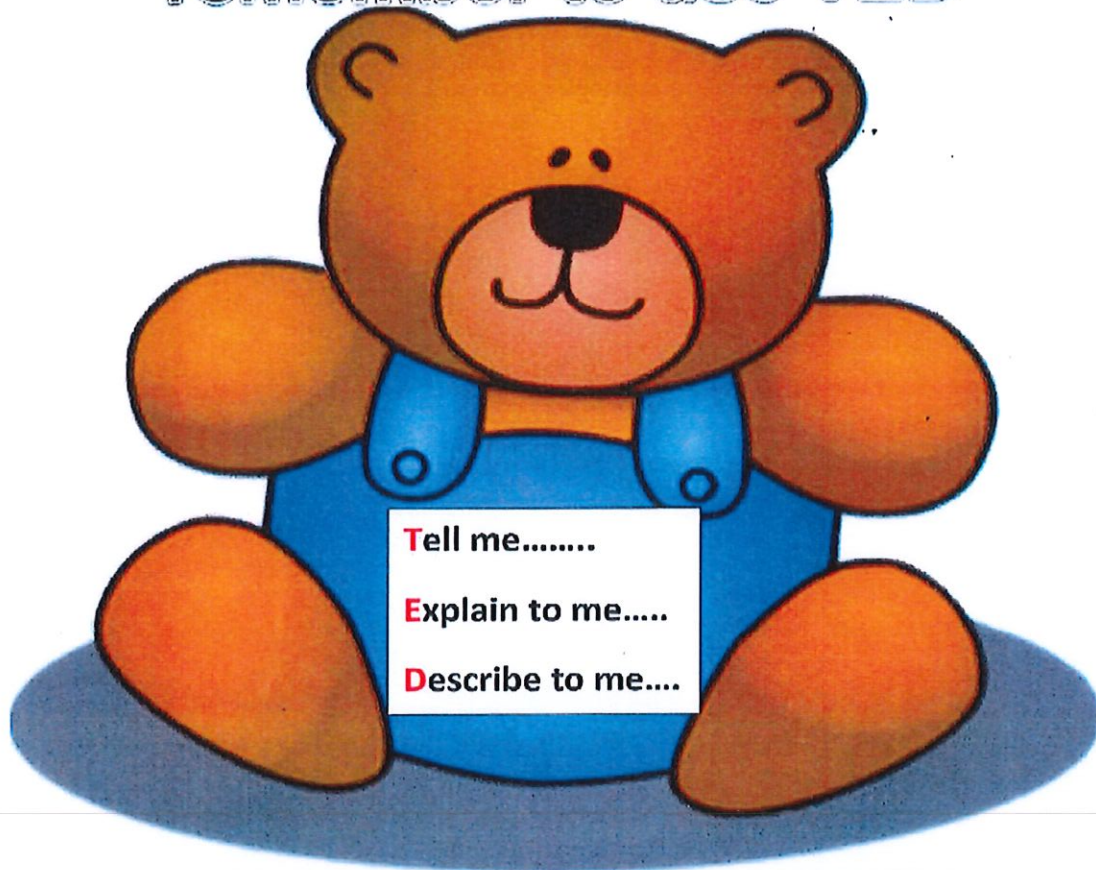


We are **Articulate** We are **Passionate** We are **Persuasive** We are **Positively Influencing The World Around Us**

**'Striving for Excellence'**



## 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 Voice Form



### Nine Acres Community Primary School 'Striving for excellence'

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

#### Portsmouth

Children: 0845 6710271  
Adults: 02392 688613

#### Southampton

Children: 02380 833336  
Adults: 02380 833093

#### Isle of Wight

Children: 01983 814545  
Adults: 01983 814980

#### Hampshire

Children: 0300 5551384  
Adults: 0300 5551386

### Further Information

#### Home Office

[www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

#### Prevent Board

[www.hampshiresouthamptonpreventboard.org.uk](http://www.hampshiresouthamptonpreventboard.org.uk)

Anti-terrorism hotline 0800 769321

Crimestoppers 0800 555111