

7a (formerly A6) FARLEIGH SCHOOL SAFEGUARDING POLICY AND CHILD PROTECTION POLICY

Person(s) responsible:	DSL - Michael Matthews
Last updated:	November 2017
Review period:	12 months (or sooner if regulations change)
Next review:	November 2018

This policy is in two parts: **Part 1 SAFEGUARDING** and **Part 2 CHILD PROTECTION**. It applies to the whole school community, including Early Years Foundation Stage (EYFS) and boarding, whether employed full time, part-time, temporary, contracted, placement student or volunteer, including the Governors. Everyone has a duty to adhere to the Safeguarding/Child Protection Policy to safeguard children and adults both during and outside school hours. This policy is drawn up in line with the requirements of the Hampshire Safeguarding Children's Board (HSCB) and can be found in the Staff Handbook, on the School website, the School intranet and paper copies are available on request from the School Office.

PART 1 SAFEGUARDING POLICY

Farleigh School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent and effective safeguarding procedures are in place to support children, families and staff at school.

DEFINITION

Safeguarding and promoting the welfare of children is defined as

- protecting and preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Aims of this policy are to

- provide staff with the clear framework to promote and safeguard the well-being of children ensuring staff meet their statutory responsibilities and
- ensure a corporate approach with the focus on the best interests of each child, demonstrating Farleigh School's commitment to protecting children and keeping them safe.

Designated Safeguarding Lead (DSL) is a senior member of staff with lead responsibility for Safeguarding and Child Protection issues, providing advice and support, liaising with the local authority and working with other organisations as required.

DESIGNATED PERSONS with status and authority for the safeguarding of children & prevention of radicalisation (see also A6h Cue cards - Safeguarding and Child Protection)

DSL **Michael Matthews (Deputy Head-Pastoral)**
01264 712819 **mmatthews@farleighschool.com**

Deputy DSLs

Jenifer M Hillman (Head of EYFS / Pre-Prep)
01264 712824 jhillman@farleighschool.com
Stuart Whithear (Head of Senior Boys' Boarding)
01264 712848 swhithear@farleighschool.com

Chair of Governors

Designated Governor for the Safeguarding of Children:

Tim Syder
Anna Dixon-Green
both contactable via Farleigh School Office and 01264 710766

THE ROLE OF THE GOVERNING BODY

The Governing Body is accountable for the School's safeguarding policy and procedures, and monitors and challenges its implementation. Neither the Governing Body nor individual governors have a role in dealing with individual cases, or a right to know details of cases, except when exercising their disciplinary functions in respect of allegations against a staff member. The Chair of Governors is responsible for liaising with the LADO at HSCB and other external agencies, as appropriate, in the event of allegations of abuse against the Headmaster.

Farleigh School Governors must ensure that the School

- appoints a member of the Senior Management Team as DSL, to lead and take responsibility for Safeguarding/Child Protection, including EYFS and Boarding
- appoints deputy DSLs to assist
- has an effective Safeguarding/Child Protection policy and procedures in place, which are reviewed annually
- operates safe recruitment procedures, carries out all appropriate checks and maintains a Single Central Register (SCR) of DBS checks
- trains all staff in Safeguarding/Child Protection and the dangers of radicalisation
- ensures children are safeguarded from potentially harmful and inappropriate online material, with appropriate filters and appropriate monitoring systems in place
- has an effective PSHEE and IT curriculum that keeps the children safe, providing them with an understanding of the risks posed by the inappropriate use of the internet and social media, with particular reference to bullying, abuse, grooming and radicalisation
- recognize the importance of information sharing and works within Hampshire Local Authority guidance and procedures and contributes to inter-agency work through effective communication and co-operation
- has procedures for handling allegations of abuse against staff and volunteers
- remedies immediately any weaknesses or deficiencies in Safeguarding arrangements.

Role & responsibilities of the Designated Governor (Anna Dixon-Green), on behalf of the Governing Body, for the Safeguarding of Children

- be the link between the Governing Body and the School
- ensures the Governing Body fulfils its statutory duties
- monitors the School's implementation of the policy and procedures
- supports the DSL
- ensures that staff and governors are appropriately trained
- keeps up-to-date on Safeguarding/Child Protection training, knowledge and practice.

Key tasks/activities

- attends training, as appropriate
- meets the DSL annually to discuss the key activities of the role, ensuring that the DSL has sufficient time, funding, supervision and support to fulfil the Safeguarding duties
- in consultation with the DSL, prepares the annual report for the Governors providing regular updates, as necessary
- check that the School has consistent ways of recording concerns, gathering relevant information, involving agencies, keeping staff informed of developments and keeping user-friendly, up-to-date and secure records
- checks with staff the comments they might make to a child and the protocol for reporting a safeguarding concern
- checks that children know who to approach if they have any worries or concerns.

THE ROLE (Job Description) OF THE DSL (Michael Matthews) is to

Responsibilities

- in consultation with the Governor Representative, ensures the Governing Body understand their responsibilities, provide training as necessary, outline changes to policy and procedures, provide regular feedback and assist with the annual report
- on behalf of the Governing Body, is responsible for the policy, procedures, implementation, reviews and updates, in accordance with the Independent School Standards Regulations (ISSR)
- meets annually the designated governor for the Safeguarding of pupils to review the key activities of the role, ensuring that sufficient time, funding, supervision and support to fulfil the safeguarding duties and needs of the School and the children
- identify children at risk of radicalisation, assess the level of risk and identify the most appropriate referral agency, which could include Channel or Children's Services, without consent from parents or the pupil, where there are reasonable grounds to believe that a child is at risk of significant harm.

Training

- attend DSL training every year, and attend any further relevant and refresher training
- provide safeguarding training as part of the induction programme for new staff
- with the deputy DSLs, provide at least annual training for all staff in line with HSCB guidance, to keep staff aware of the latest Safeguarding Policy and Child Protection procedures and training opportunities available
- with the deputy DSLs and all teachers, undertake the Prevent Channel online general awareness training module regarding extremist views
- provide opportunities through the Personal, Social, Health and Economic Education (PSHEE) / IT curriculum to keep the children safe and provide them with an understanding of the risks posed by the inappropriate use of the internet and social media, with particular reference to bullying, sexting, abuse, grooming and radicalization
- teach children to keep themselves safe, including online

Procedures

- work within Hampshire Local Authority's guidance and procedures and contribute to inter-agency work through effective communication and co-operation
- be the main point of contact for staff, parents, pupils, and external agencies in all matters of Safeguarding/Child Protection
- support the Head of Pre-Prep (a deputy DSL), to safeguard children in the EYFS and liaise with local children's agencies
- ensure the deputy DSLs are informed of any DSL absence and can take full responsibility in their absence
- manage any potential concerns or disclosures confidentially and sensitively, gaining informal advice on borderline cases from local agencies, and paying particular attention to those with special educational needs and young carers
- advise the Headmaster about any reported or suspected abuse, contact and liaise with the HSCB, LADO and CSD Hampshire and coordinate action with them, without necessarily contacting the parents. Where applicable, support police investigations following any Child Protection allegation or suspicion
- differentiate between safeguarding children who have suffered, or at risk of suffering, serious harm, which needs to be reported to children's social care immediately, and those who, following inter-agency assessment, are in need of additional support from one or more agencies, for example, Child and Mental Health Services (CAMHS) or Early Help Hub
- attend and contribute, as required, to Child Protection Reviews / Case Conferences
- ensure children at risk receive help to address risks and prevent issues escalating, re-assess concerns if situations do not improve and challenge inaction

- monitor any child where concerns have been raised, taking into account the wishes of the child's parents, provided there is no conflict with the pupil's best interest, and follow advice from relevant professionals
- in relation to allegations against staff, inform all appropriate agencies within the designated timescale
- keep detailed, accurate and secure written records of concerns and referrals, with secure storage of separate Child Protection records
- request and review records or documents received from a child's previous school or setting. If the DSL is subsequently alerted to any concerns and no information has been received, guidance from the LADO will be sought and, if necessary, CSD will be contacted
- when a child leaves, the appropriate transfer of their records and information to the destination school ensuring secure transit and confirmation of receipt
- audit current safeguarding practice and supply information to the HSCB for quality assurance in compliance with section 14B of the Children Act 2004.

SAFEGUARDING ETHOS

PHILOSOPHY

The safety and welfare of all our pupils is the highest priority and the School nurtures a caring and secure environment with a culture of valuing and listening to children and adults, and engages in reflective practice. Although parents have the primary responsibility for the care and protection of their child, the School recognises its role in safeguarding children, to identify any concerns and take appropriate action, working to local policies and procedures and in partnership with other agencies.

There are three main aims

- 1 The development of decision-making strategies for all pupils
- 2 The development of staff skills
- 3 The procedures to follow should a concern arise

By offering protection, nurturing and giving opportunities to improve, **Help Children Achieve More** will help them to

- become effective and successful learners
- develop and sustain positive relationships
- become more motivated
- deal effectively with conflict and
- develop decision-making skills

PRINCIPLES

The Staff and Governing Body will

- provide a secure and stable environment where everyone feels safe and valued
- work closely with parents and other agencies, as necessary
- ensure the use of PSHEE programme, the IT curriculum, opportunities within the academic curriculum, whole school assemblies and an awareness of current affairs to
 - raise children's awareness of Safeguarding
 - encourage them to talk and be listened to, and know they can approach staff, the Independent Listener, doctors or other outside agencies
 - foster email, internet and social media safety, making them aware that others use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults, and to build their resilience to pressure and influences, with particular reference to radicalisation and the risk of being drawn into terrorism

- protect the children and staff from inappropriate and extremist material on the internet with high levels of filtering (IT department) and parent presentations on internet safety at home, whilst ensuring that there are not unreasonable restrictions as to what children can be taught
- have clear procedures and lines of communication to deal with every suspicion and minimise the impact of unfounded allegations against a member of staff, volunteer or the Headmaster.

PROCEDURES Safer Recruitment See Recruitment Policy (A6c)

The School, on behalf of the Governing Body, will

- keep records of
 - DSL/CPLO meetings, issues raised and any necessary action
 - contact and communication with partner agencies, e.g. Children's Services, Multi-Agency Safeguarding Hub (MASH) etc.
 - all attendances at Safeguarding/Child Protection training
 - the delivery of relevant IT training and safety to pupils, staff and parents
 - the receipt and reading of H&S policies, KCSIE September 2016, Safeguarding policy plus other policies relating to keeping the school, staff and pupils safe
 - risk assessments and near misses
 - induction
 - annual disqualification by association statements
- follow safe recruitment procedures, with interviews conducted by at least one staff member trained in safer recruitment. Prospective employees will be required to provide detailed references, and DBS checks will be carried out at enhanced level, in compliance with the ISSR
- ensure that only people with a valid DBS certificate are allowed unsupervised contact with children and all visiting speakers will be vetted in advance and supervised at all times
- rigorously check that members of other organisations who work with pupils on another site (e.g. residential courses) are fully DBS checked
- adhere to the supplementary advice issued by the DfE with regard to Disqualification by Association, to ensure the School does not allow anyone to work directly with children if they, or others who live in households are 'disqualified'. Grounds for disqualification include, being on the DBS Children's Barred List, cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults at home or abroad, being the subject of orders relating to the care of children, refusal or cancellation of registration relating to childcare, children's homes or being prohibited from private fostering and living in the same household where another person, who is disqualified, lives or works
- inform relevant people of the Disqualification legislation (Childcare Act 2006), including disqualification by association, gain sufficient and accurate information regarding staff disqualification, and keep records on the SCR with dates of disqualification checks. See **Staff Facing an Allegation of Abuse (B4d)**.

Staff Induction On appointment, the School will

- provide a comprehensive induction training programme, which will take place as soon as possible after appointment. See **Staff Induction Programme (B20a)**, **Induction for New Teaching Staff Policy (B20c)** and **Induction - Safeguarding Guidance for Temporary Staff and Volunteers (A6I)**.
- provide a Staff Handbook, which contains the following documents, to be read and referred to during the induction training
 - 1 Spiritual, Moral, Social and Cultural Policy
 - 2 Safeguarding Policy (Part 1)
 - 3 Child Protection Policy (Part 2), including Prevent Awareness
 - 4 Part 1 of KCSIE 2016 plus Annex A
 - 5 Staff Code of Conduct
 - 6 Use of Electronic Devices, Mobile Phones and Cameras by Staff
 - 7 Data Protection Policy

- 8 First Aid Policy
- 9 Health and Safety Policy
- 10 Dress Code
- 11 Leave and Time Off Policy
- 12 Sickness and Absence Policy
- provide a 'cue card' outlining contact details and key points of Safeguarding (A6h).

Further Training The School will

- ensure the DSLs are trained externally every 2 years in Safeguarding/Child Protection and inter-agency working, including locally agreed procedures, and are given informal updates as necessary. The specialist EYFS DSL will attend additional specialist training as required
- during at least annual Child Protection training, ensure that staff read and acknowledge receipt and understanding of the School's Safeguarding/Child Protection policy, the staff Code of Conduct, which includes the whistleblowing procedures, part 1 of KCSIE September 2016 and will be informed of the key personnel in the Safeguarding/Child Protection team
- provide additional Safeguarding training, where required, for EYFS staff and in addition, allocate a Key Person for each EYFS child, who will provide the primary pastoral care. The Key Person will tailor the care to meet the child's individual needs and liaise with the child's parents and any other authorities involved in the child's welfare
- in line with advice from HSCB, provide regular Safeguarding training to all staff in the School, including an awareness of mental health issues, cyber-bullying and online safety, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), the prevention of radicalisation, children at risk of being drawn into terrorism, and the reasons why children go missing or run away. Updates will be delivered in the interim, as required
- update temporary staff, volunteers who work with children, or are linked with the Chapel life of the School, as necessary
- ensure staff read Part 1 of every new edition of KCSIE
- in the event of a child being looked after by a local authority, ensure the designated member of staff who has responsibility for their welfare and progress, will be provided with the additional skills, knowledge and understanding necessary to keep the child safe. This includes information about the child's status, circumstances, care plan and access arrangements, delegated authority to carers and information available to the DSL, as required

Staff Requirements The staff will

- understand all the definitions of safeguarding and abuse, including an awareness of mental health issues, cyber-bullying, Female Genital Mutilation (FGM), prevention of radicalisation, children at risk of being drawn into terrorism, Child Sexual Exploitation (CSE), and the reasons why children go missing or run away
- in the case of FGM, teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and inform the DSL, who will involve Children's Services as appropriate
- be aware of the early help process, understanding the role in identifying emerging concerns and sharing information with other professionals
- be alert to signs and symptoms of abuse or possible abuse (Appendix 1), both in School and outside, and if a child makes a disclosure of abuse to a member of staff it must be reported and recorded within 24 hours (Appendix 3 – Farleigh School Concern Form)
- fulfil their legal duty to report suspicions, concerns or disclosures of abuse directly to the DSL or, if implicated, the Headmaster. If the allegation concerns the Headmaster, the Chair of Governors will be informed directly and immediately. Where there is a case of serious harm or a crime may have been committed, the School will inform the police
- understand the increased vulnerability of children within boarding, particularly at reduced supervision times, regarding pupil relationships and the potential for peer or adult abuse
- be aware of perceived 'favouritism' by adults, which could be considered a form of grooming

- receive training and support in order to foster a culture of safety, and confidence to raise concerns and follow the School's procedures for reporting and handling them, including concerns about poor or unsafe practice and potential failures in the School's safeguarding procedures
- be made aware of the specific in-school provision for listening to children, for example, referral to the Child Psychotherapist
- be reassured that no disciplinary action will be taken for raising a legitimate concern, providing it is done in good faith and follows the Whistleblowing Procedures (B4c)
- adhere to the Use of Electronic Devices, Mobile Phones and Cameras by Staff (A6a) and, in children's Learning Journeys in EYFS, use only School cameras for taking pictures
- follow the Missing Child Policy (A12b) procedures for any child missing in School, and those set out in the Attendance and Registration Policy (A12a) with regards to children who go absent or missing, particularly on repeat occasions
- only touch children in ways that are appropriate to their professional or agreed role and responsibilities
- ensure that at all times their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, e.g. 1:1 tuition (LS, music, performing arts or sports coaching), transporting a pupil by car or engaging in inappropriate electronic communication

EYFS/Pre-Prep Use of Electronic Devices in School

In the EYFS/Pre-Prep setting, only school equipment may be used and must be kept in the Department when not in use. Staff may bring their own personal mobile phones on site but they must never be used whilst the staff member is in charge of supervising children in the EYFS/Pre-Prep, either inside or outside. All phones should be kept in the owners' handbag and on silent mode when the staff member is teaching or with a class. If a staff member is expecting a personal call regarding a family member they should gain the permission of the Head of Pre-Prep to have the phone on audible mode. Under these circumstances staff must leave the classroom to take the call. Under no circumstances should mobile phones be used to take photographs of the children.

Photographs may be taken during productions/outings if permission has been granted by the Head of Pre-Prep as occasionally there are restrictions for safety reasons. If permission is granted then photographs are only for parental/carers personal use and must not be placed on any social network sites. Parents are reminded of this before functions.

PERFORMANCE

The Governing Body will carry out an annual review of this policy and procedures, including the efficiency with which the policy and procedures have been understood, followed and fully implemented. The Safeguarding/Child Protection policy will be signed off by the Chair of Governors on behalf of the Governing Body and minutes of the Governing Body meeting will be sufficiently detailed to demonstrate the breadth and depth of the review.

ABUSE

All staff members working with children are advised to maintain an attitude of **'it could happen here'** where Safeguarding and Child Protection are concerned and always act in the **best** interests of the child.

Particular focus is required for Children with Special Educational Needs (SEN) and disabilities, as additional barriers can exist when recognising abuse and neglect in this group of children, including

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in expressing their concerns

RECOGNISING SIGNS OF ABUSE

Abuse is the maltreatment of a child by an adult or adults or another child or children by inflicting harm or failing to act to prevent harm. Signs to look out for include

- the child says he has been abused or asks a question which might infer possible abuse
- unreasonable or inconsistent explanation for an injury in that it is unusual in kind or location and/or there is frequency or pattern to the injuries
- behaviour that is out of character, for instance, the child may become withdrawn, excessively model or challenging
- overall development is / becomes unexpectedly delayed – speech (including stammer), social interaction, maturity
- overall deterioration in a child's well-being - loss or gain in weight, body image issues, neglected appearance
- reluctance to go home or go with an adult authorised to collect
- fear and avoidance of physical activities such as Games.

DIFFERENT CATEGORIES OF ABUSE AND POSSIBLE SIGNS

Further information is available in the KCSIE September 2016 part 1 document

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, well-being or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to, provide adequate food, clothing & shelter, protect a child from physical and emotional harm or danger, ensure adequate supervision, ensure access to appropriate medical care or treatment and failing to meet a child's basic emotional needs.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. Appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Possible signs of neglect

- Constant hunger, scavenging or emaciation
- Problems with personal hygiene
- Inadequate clothing
- Lateness, non-attendance or frequent absence at school
- Constant tiredness
- Poor relationship with peers

- Untreated medical problems
- Destructive tendencies
- Rocking, hair twisting, thumb sucking
- Running away
- Low self-esteem
- Self-harming
- Compulsive stealing

EMOTIONAL ABUSE

Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far 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 the child's developmental capability, as well as over protection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to be 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, though it may occur alone.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. It is chronic and cumulative and has a long-term impact and is difficult to define, identify/ recognise and/or prove. Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

It is sometimes possible to spot emotionally abusive behavior from parents to their children, by how the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could effect positive change and prevent more intensive work being carried out later

Possible indicators of emotional abuse

Development

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies

- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

PHYSICAL ABUSE

Actual or risk of physical injury to a child, wounding in any form and failure to prevent physical injury or suffering to a child. It 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.

In school, it is normal to ask about any noticeable injury with the response usually being light-hearted and detailed. Concern should be increased when

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child or the parent is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

Accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. A body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the School, other than the medical team.

Possible signs of physical abuse

- Unexplained injuries, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries or refusal to discuss injuries
- Untreated injuries and fear of medical help
- Admission of punishment, which appears excessive
- Fear of parents being contacted and fear of returning home
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Self-harming and self-destructive tendencies
- Aggression towards others
- Non attendance/frequent absence
- Running away

DOMESTIC ABUSE

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological / emotional abuse – intimidation and threats (e.g. about children or family pets), social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines, marked over intrusiveness
- Physical violence – slapping, pushing, kicking, stabbing, damage to property or items of sentimental value, attempted murder or murder;
- Physical restriction of freedom – controlling who the mother or child/ren see or where they go, what they wear or do, stalking, imprisonment, forced marriage;

Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children.

Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, children are often in the same or the next room when an incident of domestic abuse occurs. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings. Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties.

Possible signs of domestic abuse in the home

- Poor self esteem in the child
- Withdrawal
- Absenteeism
- Adult-child conflict
- Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong

SEXUAL ABUSE

Actual or likely sexual exploitation of a child by forcing or enticing them to take part in sexually related activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts. They may include 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, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. It is often planned and systematic, with the perpetrator grooming the child, choosing a vulnerable child and often spend time making them dependent and also grooming the child's

environment, avoiding any suspicion of their motives. Most people who sexually abuse children are men, but some women sexually abuse too.

Physical observations include damage to genitalia, anus or mouth, soreness in genital area, anus or mouth and other medical problems such as chronic itching, unexplained recurrent urinary tract infections and discharges or abdominal pain.

Possible signs of sexual abuse

- Hint about secrets they cannot tell or asking if you will keep a secret
- Say a friend has a problem
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive, withdrawn, isolated or excessively worried
- Stop enjoying previously liked activities, such as music, sports, art, scouts/guides, holidays, gym or other clubs
- Be reluctant to undress for P.E.
- Become fearful, show dislike of or refuse to see certain adults for no apparent reason
- Act in a sexually inappropriate way for their age and/or towards adults
- Draw sexually explicit pictures depicting some act of abuse
- Have chronic ailments, such as stomach pains or headaches
- Become severely depressed, even attempt suicide
- Have poor self-image, self-mutilate
- Self-harming
- Non attendance / frequent absence
- Regress to younger behaviour, such as thumb sucking, surrounding themselves with previously discarded cuddly toys
- Say that they are no good, dirty, rotten
- Be wary, watchful
- Find excuses not to go home or to a friend's house after school or continually running away
- Seem to be keeping secret something that is worrying them.
- Have urinary infections, bleeding or soreness on the genital or anal areas
- Have soreness or bleeding in the throat.
- Take over the parent role at home, seem old beyond their years

Children under the age of five may

- Become insecure or cling to parent in a fearful way
- Show extreme fear of a particular person
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal: smell of semen etc.
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to much younger behavioural patterns, such as thumb sucking
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused or sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting when previously dry
- Play out sexual acts in too knowledgeable a way with dolls or other children
- Produce drawings of sex organs such as erect penises
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but won't tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Say repeatedly that they are bad or dirty
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults

- Show discomfort when walking.
- Repeat obscene words or phrases which may have been said during the abuse.

BULLYING/PEER ABUSE, including cyber-bullying, is also a form of abuse

Peer abuse, commonly called "bullying," is harassment and aggression in which a child intentionally threatens, harms or causes distress to another child. It becomes a safeguarding issue when this behavior is intentional, repeated and designed to hurt or threaten, and this includes sexting. Peer abusers ("bullies") have a power imbalance and seek to abuse peers who do not have the ability or resources to help themselves. Peer Abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumors. Males often use direct forms while females use indirect forms. Abusive comments and interactions constitute abuse and should not be passed off as mere "banter".

Possible signs of Bullying / Peer abuse

- Frequent 'lost' items
- Torn clothing
- Physical injury such as bruises, cuts, scratches without a natural explanation
- Loss of money or damaged property
- Seeks out adult company, isolates from peers or is isolated by peers
- Engages in lone activity – reading, helping a teacher, tidying books/cupboards etc
- Moody outbursts or withdrawn behavior
- Unwillingness to go to or be at school
- Increasingly frequent absences from school
- Change in eating habits
- Bed-wetting

The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Any such abuse will be referred to local agencies and in the event of a disclosure about pupil-on-pupil abuse, all children involved, whether perpetrator or victim, will be treated as being "at risk".

A way forward, including disciplinary sanctions and counselling, should be agreed in school. This should recognize that suitable support is needed both for children who are being bullied and or pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Anti-Bullying Policy and Behaviour Policy.

SPECIFIC SAFEGUARDING CATEGORIES / ISSUES

Children Missing Education (CME)

If a child misses education without valid reason or the School has suspicions regarding the explanation, the DSL will inform the CME named person for Hampshire, see **Attendance and Registration (A12a)**. All schools must inform the LA of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more.

Child Sexual Exploitation (CSE)

This involves exploitative situations, contexts and relationships where children receive something (gifts or even simply affection) as a result of engaging in sexual activities. These relationships are marked by an imbalance of power, with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. As well as the exploitation some adults may make of young people, examples of CSE in schools include unwanted pressure from peers to have sex and sexual bullying including cyberbullying and grooming. It is important to note that some children who are being sexually exploited do not exhibit any external signs of this abuse.

Possible signs of Child Sexual Exploitation

- Unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Mixing with older boyfriends or girlfriends
- Frequently ill with sexually transmitted infections or become pregnant
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly misses school

Female Genital Mutilation (FGM)

Although the risk is relatively small, it is important to be aware of the issues and the possible signs surrounding a girl being at risk of FGM. There is a range of potential indicators that a child may be at risk of FGM and each on their own may mean nothing, but the presence of two or more may indicate risk. Teachers **must** personally report to the police cases where they discover that an act of FGM may have taken place. Those failing to report such cases will face disciplinary sanctions.

Possible signs of Female Genital Mutilation

- Reference to FGM in conversation, e.g. telling other children about it
- Confiding that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- Parents indicating that the child will be out of the country for a prolonged period
- Conversation about a 'long holiday' to her country of origin

It is important that professionals look out for signs that FGM has already taken place

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged absence from school or college with noticeable behaviour changes on return
- Reluctance to undergo normal medical examinations
- Asking for help, but not explicit about the problem due to embarrassment or fear
- Reference to pain or discomfort between the legs.

Radicalisation

Extremist ideology that can run counter to some of the basic values which make our communities successful such as respect and tolerance for others, the rights of all to live free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Those buying into an extremist ideology can have a strong fear or mistrust of others who they feel are 'different' from them which in extreme circumstances can lead to hatred of the other, which poses a risk to the stability of our communities, particularly where that hatred may lead to individuals promoting or supporting violence or terrorism.

The Prevent agenda aims to challenge extremist ideology where it exists primarily through education, dialogue, debate, mentoring and by supporting critical thinking. It is a Safeguarding duty, along with a range of public agencies, to protect young people and vulnerable adults from harm, abuse or exploitation. The emphasis is on supporting vulnerable people, rather than informing on or "spotting" those who have become 'radicalised'.

Radicalisation, in this context, is defined as the process by which people come to support terrorism and violent extremism. Becoming involved in active extremism can put a vulnerable person at risk of

being drawn into criminal activity and has the potential to cause significant harm and, in very rare cases, to then participate in terrorist related activity.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas, which may take place over an extended period. Vulnerable people can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet, for example, using websites, on-line forums etc.

Possible signs to suggest somebody could be at risk of radicalisation

Physical changes

- Sudden or gradual change in physical appearance
- Sudden or unexpectedly wearing religious attire
- Getting tattoos displaying various messages
- Unexpectedly growing a beard
- Unexpectedly shaving their head (skinhead)
- Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)

Social changes

- Cuts ties with their friends, family or community
- Starts to become socially withdrawn
- Becoming dependent on social media and the internet
- Begins to associate with others who hold radical views
- Bullies or demonises other people freely
- Begins to attend rallies and demonstrations for extremist causes
- Associates with known radicals
- Visits extremist websites, networks and blogs

Emotional and verbal changes

- Begins to complain, often with anger, about governmental policies, especially foreign policy
- Advocates violence or criminal behaviour
- Begins to believe in government conspiracies
- Exhibits erratic behaviour such as paranoia and delusion
- Speaks about seeking revenge
- Starts to exhibit extreme religious intolerance
- Demonstrates sympathy to radical groups
- Displays hatred or intolerance of other people or communities because they are different

PREVENT

All schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). School staff are expected to demonstrate both a general understanding of the risks affecting children and a specific understanding of how to identify possible signs. Completion of the Prevent strategy by staff in direct contact with children is advised and strongly recommended. Schools must ensure also that children are safe from terrorist and extremist material when accessing the internet in schools.

SPECIFIC SAFEGUARDING ISSUES

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying;
- children missing education;
- child missing from home or care;
- child sexual exploitation;
- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation;
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls;
- hate;
- mental health;
- missing children and adults;
- private fostering;
- preventing radicalization;
- relationship abuse;
- sexting; and
- trafficking.

A6 FARLEIGH SCHOOL SAFEGUARDING POLICY AND CHILD PROTECTION POLICY

PART 2 CHILD PROTECTION POLICY

This policy outlines the standard Farleigh School procedures to follow. However, if a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anybody can make a referral. See the following Appendices

- Appendix 1 - Flowchart of Procedures
- Appendix 2 - Concern Form and Body Map
- Appendix 3 – Acronyms for HSCB
- Appendix 4 – Useful Resources

Child protection is a part of safeguarding and specifically exists to respond to any suspicion of suffering or abuse of a child by another person, adult or child, that may be, or is causing significant harm. This can be physical, sexual or emotional. This refers to the activity that is undertaken to protect specific children at risk and should be reported through to Children's Services immediately by the DSL, which may lead to inter-agency assessment and support from the Early Help Hub.

Aims of this policy are to

- provide staff with the clear framework to promote and safeguard the well-being of children ensuring staff meet their statutory responsibilities and
- ensure a corporate approach with the focus on the best interests of each child, demonstrating Farleigh School's commitment to protecting children and keeping them safe

Confidentiality

- All matters relating to Child Protection are to be treated as confidential and only shared as per the 'Working Together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the School who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

THE ROLE OF THE DSL (Michael Matthews) for Child Protection is to

- work within Hampshire Local Authority guidance and procedures and contribute to inter-agency work through effective communication and co-operation
- be the main point of contact for staff, parents, pupils, and external agencies in all matters of Child Protection
- identify children at risk of radicalisation, assess the level of risk and identify the most appropriate referral agency, which could include Channel or Children's Services, without consent from parents or the pupil, where there are reasonable grounds to believe that a child is at risk of significant harm
- support the Head of Pre-Prep (a deputy DSL), to respond and liaise with local children's agencies immediately, with regard to any children in the EYFS who may be 'at risk'
- manage any potential concerns or disclosures confidentially and sensitively, gaining informal advice on borderline cases from local agencies, and paying particular attention to those with special educational needs and young carers
- advise the Headmaster about any reported or suspected abuse, contact and liaise with the HSCB, LADO and CSD Hampshire and coordinate action with them, without necessarily contacting the parents. Where applicable, support police investigations following any Child Protection allegation or suspicion

- differentiate between safeguarding children who have suffered, or at risk of suffering, serious harm, which needs to be reported to children’s social care immediately, and those who, following inter-agency assessment, are in need of additional support from one or more agencies, for example, Child and Mental Health Services (CAMHS) or Early Help Hub
- attend and contribute, as required, to Child Protection Reviews / Case Conferences
- ensure children at risk receive help to address risks and prevent issues escalating, re-assess concerns if situations do not improve and challenge inaction
- monitor any child where concerns have been raised, taking into account the wishes of the child’s parents, provided there is no conflict with the pupil’s best interest, and follow advice from relevant professionals
- in relation to allegations against staff, inform all appropriate agencies within the designated timescale
- keep detailed, accurate and secure written records of concerns and referrals by the DSL, with secure storage of separate Child Protection records
- request and review records or documents received from a child’s previous school or setting. If the DSL is subsequently alerted to any concerns and no information has been received, guidance from the LADO will be sought and, if necessary, CSD will be contacted
- when a child leaves, the appropriate transfer of their records and information to the destination school ensuring secure transit and confirmation of receipt
- audit current safeguarding practice and supply information to the HSCB for quality assurance in compliance with section 14B of the Children Act 2004

DISCLOSURE AND OBSERVATIONS - Where a child volunteers information about possible abuse, or where staff see signs which cause them concern, they should

- seek information from the child with tact and sympathy
- listen to the child without interruption
- not ask leading questions of the child; use questions and statements such as “Tell me what happened?”, “What happened next?”, “Where did this happen?” but NOT “Why did it happen?”
- make a signed note of the conversation, with the date, time, place and whether any witnesses were present
- make no undertakings to the child of absolute confidentiality
- not investigate suspected abuse themselves but report the matter directly to the DSL

How staff should respond to a raised concern

- react calmly
- be aware of your reactions
- keep responses short and simple
- be aware of your own non-verbal messages
- don’t stop a person from talking freely
- observe and listen but do not ask for more information.

Suggested responses

- “What you are saying is important....”
- “I’m glad you were able to tell me....”
- “I will do my best to help you....”
- “This is important, so I need to ask someone else for help...”
- “Use open wording for clarification such as....”

TELL – EXPLAIN – DESCRIBE
Do not attempt to question or interview
Do not promise confidentiality

DEALING WITH DISCLOSURES AND ALLEGATIONS

If a child makes a disclosure of abuse, or makes comments suggesting abuse

- he or she will be offered the opportunity to talk with a member of staff of their choice
- reassurances should be given and leading questions must be avoided. Communicate in an age appropriate manner, taking into account any communication difficulties
- there should be no promises of complete confidentiality, explaining the need to pass information to other professionals to help keep the child safe. The degree of confidentiality is governed by the need to protect the child.
- follow guidelines for talking with a child (“cue card”)
- speak with the DSL immediately or to the deputy DSLs / Headmaster if the DSL is unavailable.
- record in writing using the Farleigh School Concern Form (Appendix 2), which should be passed to the DSL immediately, together with any other evidence
- consult with the DSL about any specific arrangements for boarding pupils
- staff have the right to make a referral to the police or social care directly, if there are difficulties following the agreed protocol

Dealing with allegations of Peer Abuse, involving one or more pupils

- The Headmaster and/or DSL will action the procedures for dealing with abuse by one or more pupils against another pupil, in line with related policies. See Prevention of Bullying Policy (A8)
- Concerns or suspicions should be discussed with the DSL, who will either report the matter to Hampshire CSD immediately or monitor internally, providing advice and resources to help and support, as appropriate. However, anyone can refer a child to CSD, if they feel it is necessary
- The DSL/Headmaster will report a disclosure or clear evidence of abuse where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, which includes bullying, directly to the local authority as a Child Protection concern within 24 hours, in writing or with written confirmation of a telephone referral. In an emergency, where there is immediate danger, the police will be informed and the child will be detained at school until a representative from Hampshire CSD or the police take over

If a member of staff suspects abuse or they have a disclosure of abuse made to them

- Report it to the DSL / Headmaster immediately
- Make an accurate, signed and dated record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries
 - Explanations given by the child / adult
 - Any action was taken
 - Any actual words or phrases used by the child

Following a report of concerns from a member of staff, the DSL will

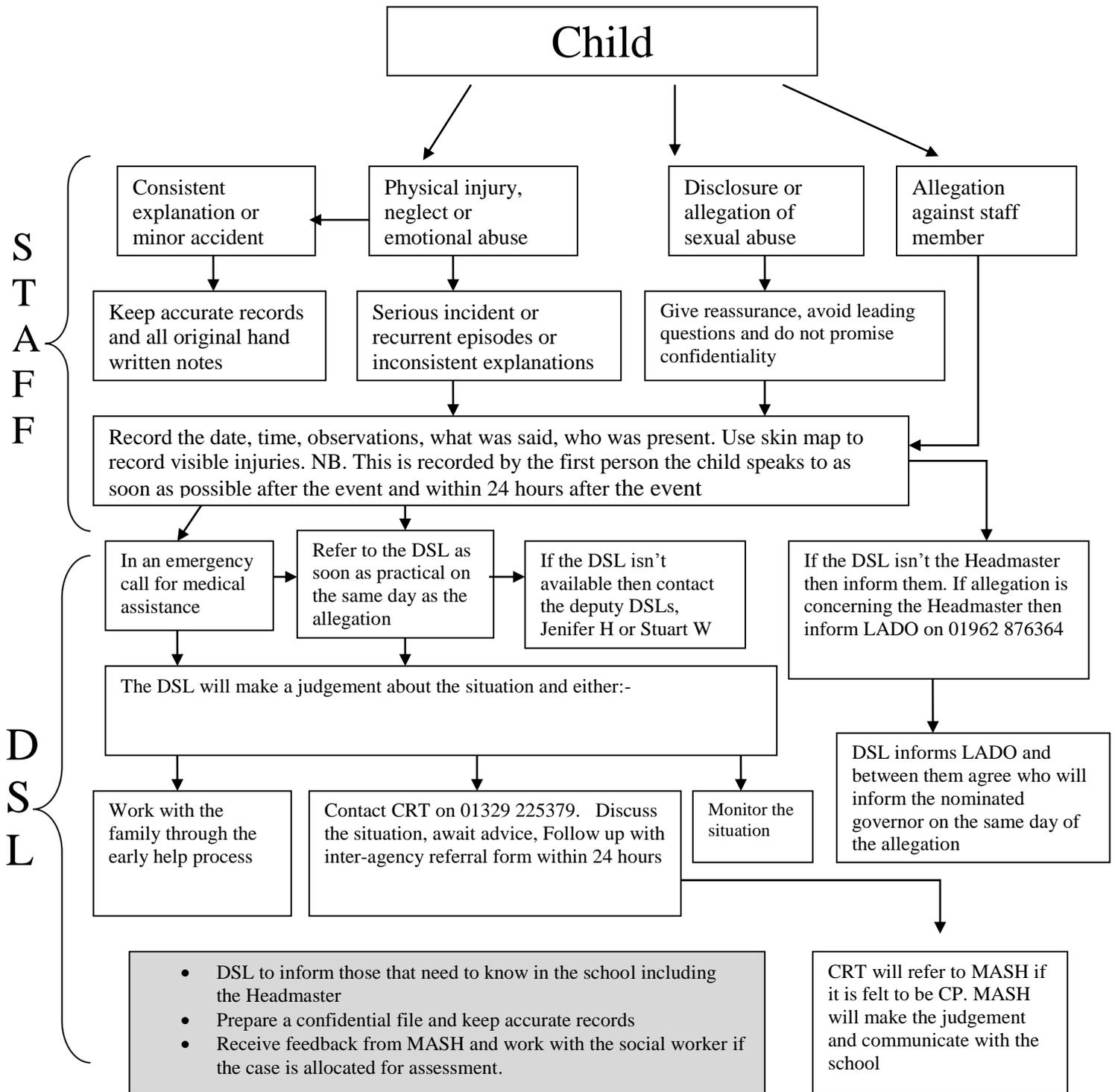
- Make a decision on whether or not a referral should be made to children’s social care and seek agreement from the parents providing it does not place the child at increased risk or impact a subsequent police investigation, in accordance with DfE guidance. The child’s views will also be taken into account.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm, the DSL will contact Children’s Social Care via the children’s reception team (CRT) to discuss and, if required, make a clear statement of
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child’s family

- If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the Early Help process. The DSL will confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken, using the inter-agency referral form.
- If a child is in immediate danger and urgent protective action is required, the police will be called and the DSL will inform Children's Social Care of the circumstances

If an allegation of Child Abuse is made against a Member of Staff, whether employed full time, part-time, temporary, contracted, placement student or volunteer, including the Headmaster, the DSL or a Governor - See Staff Facing an Allegation of Abuse (B4d)

- If a member of staff has, or may have, harmed a child, possibly committed a criminal offence against a child and/or has behaved in an inappropriate manner, it will be reported to the Headmaster, who will immediately inform the DSL and the Chair of Governors. The Headmaster or the DSL will seek advice and guidance from the LADO, notify the parents, unless there is a reason not to, and inform the Hampshire CSD
- If the allegation is against the DSL the Headmaster should be notified, who will inform the Chair of Governors
- If the allegation is against the Headmaster, the Chair of Governors should be notified in the first instance, without informing the Headmaster
- If an allegation is made, a quick resolution with minimum delay must be a priority. In order not to jeopardise statutory investigations, the School will immediately consult the LADO or, at the very latest, within one working day. In more serious cases, the police will be contacted immediately to agree a course of action.
- In borderline cases, discussions with the LADO can be held informally, without naming the school or individual and if the matter is investigated internally, the School will seek guidance from their personnel/HR provider, following 'Keeping Children Safe In Education' (2016) and the HSCB procedures.
- The member of staff will not have access to the child once an allegation is made. Alternative accommodation away from children will be arranged where a member of boarding staff is suspended, pending investigation of a Child Protection nature
- The School will consider its duty to both, to protect children from abuse and to protect adults from false or unfounded allegations and full consideration will be given to all options to ensure the safety and welfare of pupils and the need for a full and fair investigation. If a criminal offence has occurred, an enquiry and assessment by the police and Hampshire CSD team is likely to be required
- Anyone who has harmed, poses a risk of harm to a child, is considered unsuitable to work with children and who has been removed from working, or would have been removed had he/she not resigned, will be reported promptly to the DBS. 'Compromise agreements' cannot be used to prevent a referral being made by the DSL to the DBS
- The School will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct, or would have been removed if he/she had not resigned first, and a prohibition order may be appropriate. Examples of such an order are 'professional misconduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'
- In EYFS, the School will inform OFSTED and ISI, within 14 days, of any allegations of serious harm or abuse by anyone living, working or looking after children, on school premises or elsewhere. This also refers to any other abuse which is alleged to have taken place on the school premises. The School will report all actions taken in respect of any allegation
- All correspondence and communications will be recorded and stored securely

Appendix I- FLOWCHART FOR CHILD PROTECTION PROCEDURES



- Key**
- DSL Designated Safeguarding Lead
 - MASH Multi-Agency Safeguarding Hub
 - CRT Children's Reception Team
 - CP Child Protection

In the first instance speak with Michael Matthews, the DSL at Farleigh, who may ask you to complete this form to record any concern about a pupil's welfare. Remember to be factual rather than offering an opinion.

Safeguarding Prompt Card The priority is to protect the child

- Listen carefully, believe the child, take them seriously, tell them that they have done the right thing
- Remain calm and reassuring, give them time to talk and listen, but do not ask leading questions
- Indicate what action you will take, make it clear that you will have to tell a senior member of staff (no promise of secrets)
- Do not contact their parents or confront anyone
- Report immediately to the DSL, keep information confidential
- Record within 24 hours

Date / time / place when concern was initially raised/observed
Pupil's Name.....Form.....
What is your main concern(s)?
What have you observed? <i>(If necessary use the skin map diagram overleaf)</i>
What have you heard?
What have you been told?
What did the pupil say? Use the pupil's own words.
Any other details? e.g. others present etc
Have you spoken to anyone else about your concerns? If so, to whom?
Are the parents aware of your concern(s)?
Name (print).....Signature.....
Today's Date

Hand this form in a sealed envelope marked PRIVATE and CONFIDENTIAL to the DSL.

Appendix 2 (cont) - FARLEIGH SCHOOL CONCERN FORM Page 2 of 3

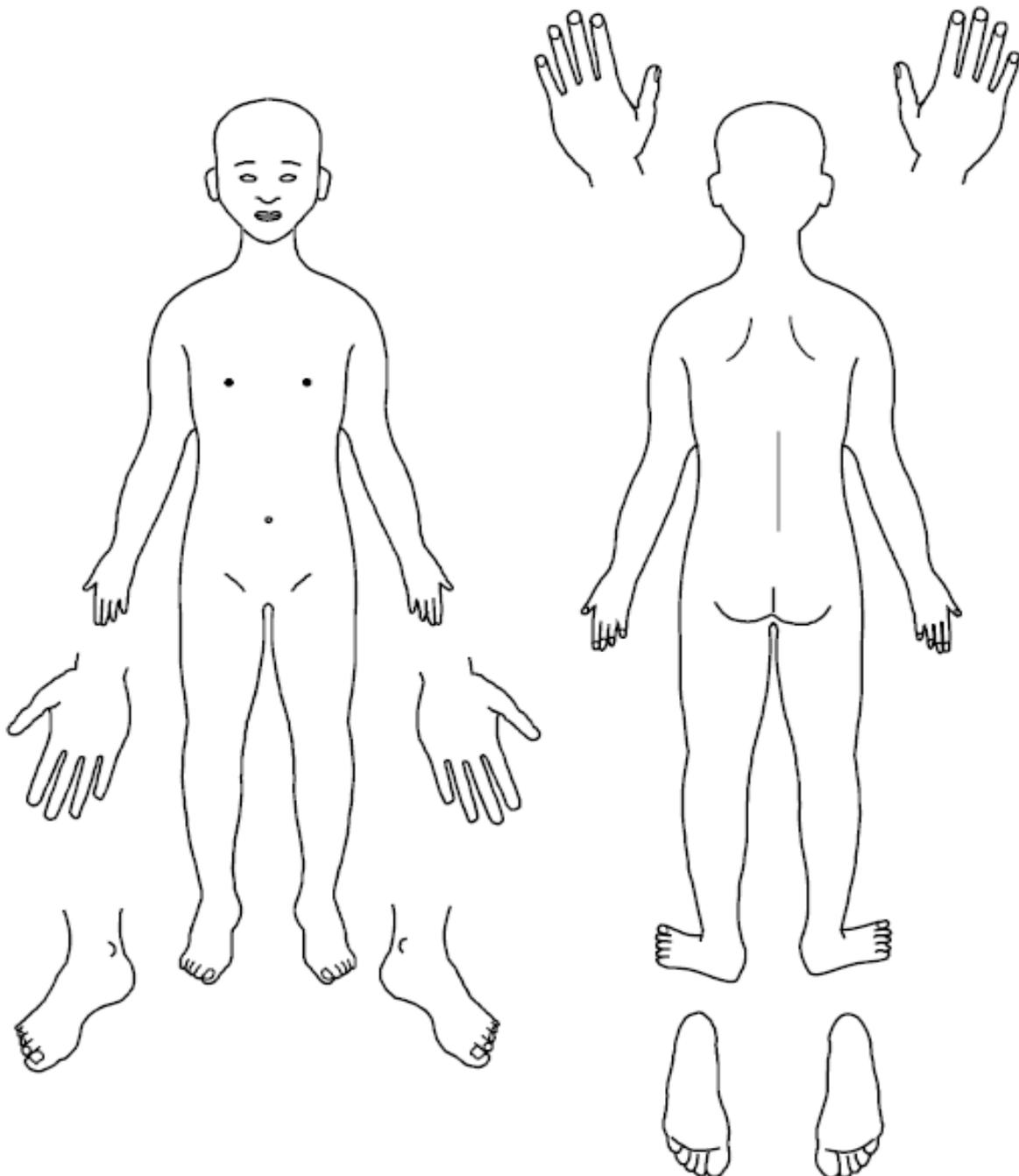
If a pupil has a visible injury, please indicate the location on the most appropriate skin map and include it in the envelope with the Farleigh School concern form. Please mark/draw any visible injuries.

Child's Name

Date of Birth

Form completed by (Print and Sign)

Date





Any additional information:

Appendix 3 – ACRONYMS FOR HSCB

Acronym	Meaning	Link or guidance
4LSCB	Four Local Safeguarding Children's Board	The shared protocols and processes that the local safeguarding children's boards of Hampshire, Isle of White, Portsmouth and Southampton follow.
CAFCASS	Child and Family Court Advisory and Support Service	Government agency responsible for court based social workers and children's guardians http://www.cafcass.gov.uk/
CAMHS	Child and Adolescent Mental Health Service	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm
CMHT	Community Mental Health Team	http://www3.hants.gov.uk/mhtteams.htm
CPP	Child Protection Plan	An initial plan produced at the initial child protection conference and updated at subsequent core group meetings and conferences.
CPS	Crown Prosecution Service	http://www.cps.gov.uk/about/
CRT	Children's Reception Team	The children's services team that carry out the initial triage against the threshold chart. http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/child-protection.htm
CRU	Central Referral Unit (Police)	The police team that carry out the initial triage of all crimes against children against their threshold chart
CSD	Children's Services Department	Local authority department made up of the education and children's social care teams. Established in the Childrens Act 2004.
CSE	Child Sexual Exploitation	Child under the age of 18 who is receiving something in return for sexual activity http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-Child_Sexual_Explo.html
CWD	Children with disabilities	CSD team working with those children deemed to have additional needs due to disability. Also known as disabled children's team
DBS	Disclosure and Barring Service	https://www.gov.uk/government/organisations/disclosure-and-barring-service
DPA	Data Protection Act	controls how personal information is used by organisations, businesses or the government https://www.gov.uk/data-protection/the-data-protection-act
DSL	Designated Safeguarding lead	Role set out in Keeping Children Safe in Education 2014 (annex B) for the professional and strategic safeguarding lead within schools and colleges. https://www.gov.uk/government/publications/keeping-children-safe-in-education
EHA	Early Help Assessment	A replacement to the Common Assessment Framework assessment for professionals to identify need and support for children and young people. http://www3.hants.gov.uk/childrens-services/childrens-trust/earlyhelp.htm
EHH	Early Help Hub	Multi agency team co-ordinating early help http://www3.hants.gov.uk/childrens-services/childrens-trust/earlyhelp.htm
FGM	Female Genital Mutilation	Procedures to the female genital organs for non-medical reasons. http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx

Acronym	Meaning	Link or guidance
FII	Fabricated or induced illness	Sometimes referred to as Munchausen by Proxy - but as this term focuses on the adult not the child – it is referred to within safeguarding as FII https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
HBV	Honour Based Violence	http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence
HSCB	Hampshire safeguarding children's board	Established in the Children's Act 2004. Multi-agency board with responsibility for safeguarding in a geographical area. http://www.hampshiresafeguardingchildrenboard.org.uk/
ICAT	Internet Child Abuse Team	Police team with responsibility to investigate internet based crimes against children.
KCSIE	Keeping Children Safe in Education	Latest government guidance on safeguarding children in schools. https://www.gov.uk/government/publications/keeping-children-safe-in-education
MAR	Multi-Agency Review	Similar to a serious case review, however the threshold for a serious case review has not been met.
MARAC	Multi-Agency Risk Assessment Conference	A regular local meeting to discuss how to help victims at high risk of murder or serious harm. Information is shared about the victim, the family and perpetrator, concluding with an action plan for each victim http://www.safelives.org.uk/practice-support/resources-marac-meetings
MASF	Multi-agency safeguarding forum	A Hampshire Safeguarding Children's Board group running in the North, West and South East looking at local issues.
MASH	Multi-Agency Safeguarding Hub	brings together professionals from a range of agencies into an integrated multi-agency team who make assessments and decisions depending on statutory need, child protection or early help. http://www3.hants.gov.uk/mash.htm
PREVENT	Stage within the governments Counter terrorism strategy	One of the four 'P's set out in the counter terrorism policy, the others being pursue, protect and prepare https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism
R&A	Referral and Assessment	Following a call to Children's services professional line if a concern reaches the threshold it will pass to the MASH team (see above). Once the MASH team have carried out their enquires they may pass to the local referral and assessment team for a single assessment to be carried out.
S47	Section 47 of children's act 1989	Child at risk of significant harm
SCR	Serious Case Review	A Serious Case Review is a review of services that have been provided to a child and family prior to the death or serious injury of a child where abuse or neglect are believed to be a contributory factor
SERAF	Sexual Exploitation Risk Assessment form	Tool used within Hampshire to identify and support children at risk of sexual exploitation. Form and Guidance
SfYC	Services for Young Children.	Service with Early Years oversight in Hampshire. http://www3.hants.gov.uk/childrens-services/childcare.htm
WTTSC or WT2015	Working Together to Safeguard Children	Statutory guidance outlining the safeguarding responsibilities of those who work with children in a voluntary and paid capacity. https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Appendix 4 - USEFUL RESOURCES

Contact Details

Children's Services Department (CSD) in Hampshire (Hants Direct) **0845 6035620**

childrens.services@hants.gov.uk

CSD Hants Professionals Line

01329 225379

CSD out of hours

0845 6004555

Hampshire Safeguarding Children's Board (HSCB)

01962 876230

hscb@hants.gov.uk

HSCB 24 hours

0845 603 5620

Local Authority Designated Officers (LADO)

01962 876364

for Hampshire, Fiona Armfield, Mark Blackwell, Barbara Piddington

Hampshire Constabulary Prevent: Anti-Terrorism Hotline

0800 789 321

prevent.engagement@hampshire.pnn.police.uk

Hampshire Constabulary

0845 0454545

Local police non-emergency police number

101

NSPCC Child Protection Line

0808 800 5000

Childline

0800 1111

CME in Hampshire, Shaun Alderman

01962 845363

DfE extremism helpline

0207 3407264

counter-extremism@education.gsi.gov.uk

Disclosure and Barring Service (DBS)

01325 953795

PO Box 181, Darlington, DL1 9FA

www.victimsupport.org.uk

08 08 16 89 111

Safeguarding Documents

These guidelines have due regard to, and should be read in conjunction with, the following documents available online.

Keeping Children Safe in Education, (KCSIE), (DfE September 2016)

www.gov.uk/government/publications/keeping-children-safe-in-education--2

What to do if you're worried a child is being abused (DfE March 2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing (DfE March 2015)

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

The Children's Act (1989) www.legislation.gov.uk/ukpga/1989/41/contents

Working Together to Safeguard Children, (WTTSC), (DfE March 2015)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Disqualification under the Childcare Act 2006 (DfE February 2015)

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

Prevent duty Guidance for England and Wales (DfE March 2015)

www.gov.uk/government/publications/prevent-duty-guidance

The Prevent Duty – Departmental advice for schools and childminders (DfE June 2015) www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The use of social media for on-line radicalisation (DfE July 2015)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

4LSCB Safeguarding Procedures 4lscb.proceduresonline.com/

Local Safeguarding Children Procedures, Edition 2, Hampshire, Isle of Wight, Portsmouth, Southampton, 4LSCB online, (updated April 2013)

www.hampshiresafeguardingchildrenboard.org.uk

Hampshire County Council - Safeguarding Children Policy (2011)

www3.hants.gov.uk/update-safeguarding-final-24june11.doc

Children Missing Education (CME)

www.hampshiresafeguardingchildrenboard.org.uk/practitioners-issues_miss_edu.html

Web addresses for further information

Hampshire Children's Services: www3.hants.gov.uk/childrens-services.html

NSPCC: www.nspcc.org.uk

GOV.UK, Safeguarding Children:

www.education.gov.uk/childrenandyoungpeople/safeguardingchildren

RC Diocese of Westminster: rcdow.org.uk/diocese/safeguarding-resources-and-links/

Local Safeguarding Children's Board: www.4lscb.org.uk/

Disclosure and Barring Service: www.gov.uk/government/organisations/disclosure-and-barring-service

UK Safer Internet Centre: www.saferinternet.org.uk

Child Exploitation and Online Protection, (CEOP): www.thinkuknow.co.uk

Hampshire Constabulary Prevent (multi-agency):

www.hampshire.police.uk/internet/advice-and-information/general/prevent

Promoting the education of looked-after children:

www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

FGM contact local police-**101** and for further information:

www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/Female-genital-mutilation

Teacher Misconduct: The Prohibition of Teachers (July 2014):

www.gov.uk/government/uploads/system/uploads/attachment_data/file/361910/Teacher_misconduct_-_the_prohibition_of_teachers_advice_-_8_Oct_2014_CRM_link_updated.pdf

Distribution

All staff, including temporary and volunteers, Governors, Staff Handbook, intranet for staff, School Counsellor and School website for parents and public, with paper copy on request. External visitors working with children, Educational Psychologist, Occupational Therapist, Speech & Language Therapist, Child Psychotherapist and contractors, e.g. taxi drivers.