Warblington School

SAFEGUARDING AT WARBLINGTON 2020 - 2021

Warblington School ensures a safe and secure provision for all its community. We work together to safeguard children and believe that, at all times, our systems promote equality and are in the best interest of the child. As a community, we work to make sure that every child can enjoy their rights and that whenever possible we will do our best to make sure that children are protected from violence, abuse, neglect and bad treatment. We work to inform all children of the dangers of substance abuse and to make them aware of the dangers surrounding sexual abuse and exploitation, bad treatment and when we feel children may be at risk of neglect, abuse or exploitation, we aim to support them in receiving appropriate help to recover their health, dignity and self-respect.

Growing minds, successful futures

Introduction to Safeguarding at Warblington

Safeguarding and Child Protection are a priority at Warblington School and determine the actions that we take to keep children safe and protect them from harm in all aspects of their school life. Our Ofsted report in May 2018, consistent with previous Ofsted reports, stated *'The arrangements for safeguarding are effective. All members of staff, from caterers to middle leaders or office staff to teachers know they are equally responsible for pupils' well-being and safety.'*

We uphold all UNICEF articles relating to the rights of the child. The health, safety and well-being of our students are of paramount importance to all the adults who work at Warblington School. Our children have a right to protection, regardless of age, gender, race, culture or disability.

All adults working within the school community have Enhanced Disclosure and Barring Service (DBS) (formerly CRB) checks carried out before starting employment. We ensure that all staff involved in recruitment, safeguarding and child protection are trained by Hampshire Safeguarding Children's Board. All staff and governors undergo annual safeguarding training and receive regular updates on any changes in advice throughout the year. The school has always had a safeguarding policy, which is annually updated following the Department for Education's statutory guidance, 'Keeping Children Safe in Education 2020'. The policy is reviewed annually by staff and governors and updated to meet all ongoing child protection and safeguarding advice.

Safeguarding and child protection is promoted to students through our assemblies, our tutor time and through a specific Safeguarding module which students are taught within our Enrichment Curriculum. The personal development and support of our students is central to everything we do at Warblington School and Ofsted recognized this, with inspectors judging us outstanding for this area of school life; *'The school's work to promote pupils' personal development and welfare is outstanding.'* (Ofsted 2018)

All staff have electronic access to the following documents and policies and sign to show ownership and compliance with all child protection and safeguarding matters:

- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children 2018
- Staff Safeguarding Handbook (Updated annually)
- Safeguarding Policy
- Code of Conduct
- Social Media
- Acceptable use of IT
- General Data Protection Regulations

Who Does Safeguarding Involve?

Safeguarding is everyone's responsibility and is in all areas of school life.

Behaviour management

E-safety

Child Protection

Anti-bullying Policy

Attendance, exclusions

Governance

children missing education

Whistle blowing

Safeguarding In School

Transition arrangements

Health and Safety

Staff code of conduct & safe practice

PHSE/ Curriculum

SEN and inclusion

Safer recruitment & selection

Buildings and security

KEEPING CHILDREN SAFE IN EDUCATION
WHAT YOU NEED TO KNOW

A child means everyone under the age of 18.

Children need the right help at the right time to address risks

Remember 'it could happen here' where safeguarding is concerned.

We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

What is safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

What do I need to do?

ALWAYS ACT in the best interests of the child. Never promise confidentiality.

KNOW HOW to identify children who may benefit from early help.

KNOW THE DIFFERENT types of abuse and neglect, so that you can identify children who may be in need of help or protection.

Know what to do if a child tells you they are being abused or neglected.

Know who the Designated Safeguarding Lead is and talk to them as soon as you are concerned.

Everyone must read: Keeping Children Safe in Education Part One and Annex A. Child Protection policy Staff behaviour policy

Any staff member can make a referral to children's social care, but they should inform the designated safeguarding lead as soon as possible.

If a teacher finds Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Staff Behaviour

If you are concerned about the behaviour of any staff member, you should speak to the headteacher. Concerns about the headteacher should be referred to the Chair of Governors.

Whistleblowing

If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Designated Safeguarding Lead, any senior leader, or the Chair of Governors. If you feel unable to talk someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or **email: help@nspcc.org.uk .**
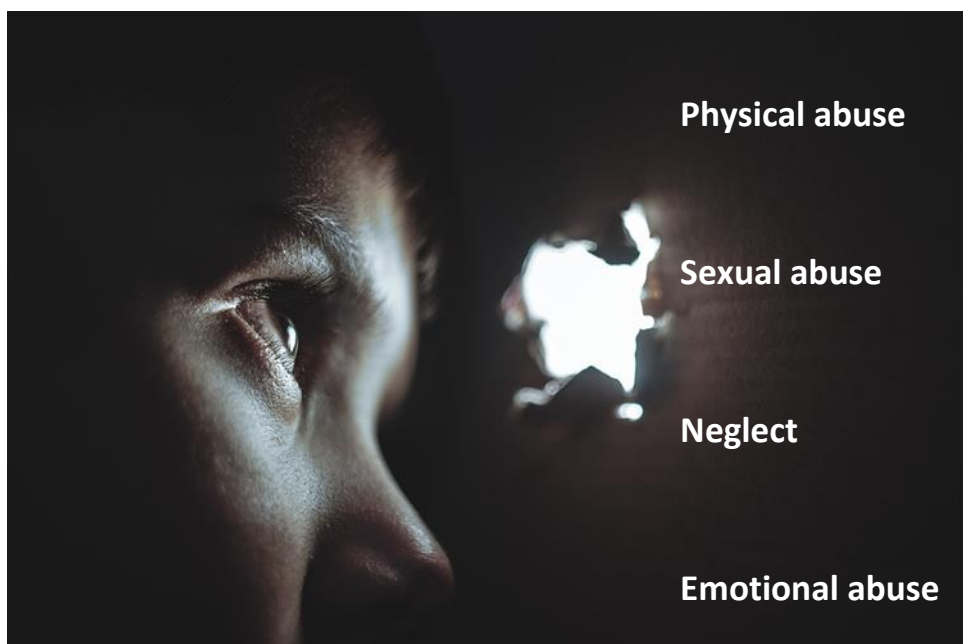
For consultancy, training and advice, go to **www.safeguardinginschools.co.uk**

What is Safeguarding?

- Protecting from maltreatment
- Preventing damage to health or development
- Enabling the best life chance
- Ensuring safe and effective care

Safeguarding

Four Main Categories of Abuse

Physical abuse

Sexual abuse

Neglect

Emotional abuse

Signs of abuse and neglect

High Risk Factors

+ Families with complex needs
+ Parental substance use
+ Poor parental mental health
+ Parents with learning difficulties
+ Children with disabilities
+ Families with past history of childhood abuse
+ Domestic Violence

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

Key features
There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to change clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst the media often focuses on 'stranger danger', studies indicate that between 80 and 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children must be alert to these dangers when online.

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

* Bruising of various ages
* Bite marks
* Burns and scalds
- Fractures in non- mobile children
* Injuries in unusual areas or with well-defined edges
+ Old injuries or scars
+ Refusal to discuss injuries
- Inconsistent explanations
* Talk of punishment which seems excessive
+ Arms and legs kept covered
+ Reluctant to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

+ Persistently hungry
+ Inadequate clothing for the child's
* size, weather or time of year
+ Underweight for age
+ Frequent school absences
+ Poor health
+ Emotionally needy

Further Information

The statutory guidance for schools is set out in the following documents:

Working Together to Safeguard Children (DfE)

Keeping Children Safe in Education (DfE)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

. Development delay.
. Abnormal attachment to parent/ carer.
. Low self-esteem.
. Lack of confidence.
. Inappropriate emotional response.

Child Abuse – Possible Indicators

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognize that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual Abuse

> - Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
> - Medical problems such as chronic itching, pain in the genitals, venereal diseases
> - Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
> - Personality changes such as becoming insecure or clinging
> - Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
> - Sudden loss of appetite or compulsive eating
> - Being isolated or withdrawn
> - Inability to concentrate
> - Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
> - Starting to wet again, day or night/nightmares
> - Become worried about clothing being removed
> - Suddenly drawing sexually explicit pictures
> - Trying to be 'ultra-good' or perfect; overreacting to criticism.

Physical Abuse

> - Unexplained recurrent injuries or burns
> - Improbable excuses or refusal to explain injuries
> - Wearing clothes to cover injuries, even in hot weather
> - Refusal to undress for gym
> - Bald patches
> - Chronic running away
> - Fear of medical help or examination
> - Self-destructive tendencies
> - Aggression towards others
> - Fear of physical contact - shrinking back if touched
> - Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
> - Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ("I'm stupid, ugly, worthless, etc")
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ("I deserve this")
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression.

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Destructive tendencies

Note:

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.
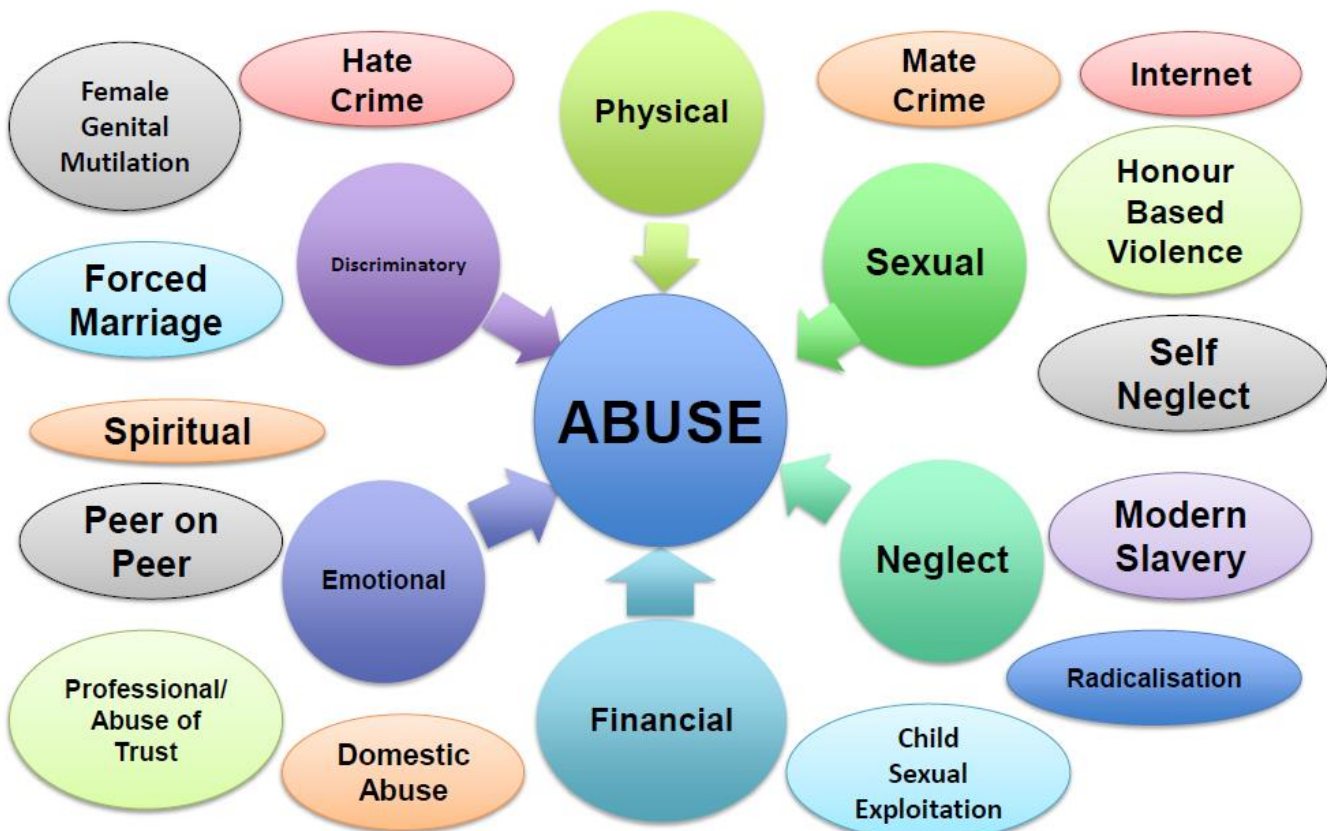
NEGLECT AFFECTS 1 IN 10 YOUNG PEOPLE

Do you know someone who might need help?

You are not alone. Call today
0300 123 5012

www.cheshireeastlscb.org.uk/neglect

"I feel worthless, unwanted no matter what I do."

User Busy

Cheshire East Local Safeguarding Children Board

Other Forms of Abuse

Child Sexual Exploitation

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

This is now mandatory reporting. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Failure to report this can result in a prohibition from teaching order.

Prevent Duty Guidance

Protecting children from the risk of radicalisation is part of Warblington schools' wider safeguarding duty, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Some identifiable features to look out for:

- Family Upheaval
- Drugs/Crime
- Low Self esteem
- Lack of knowledge
- Media
- Social Exclusion
- Lack of boundaries
- Mental health
- World view
- Father not present; mother has new boyfriend
- Elder sibling bringing drugs into the home
- Bullied by sibling – implication that others do too

- ➢ Perceptions of Hitler; Bin Laden etc.
- ➢ News, video games
- ➢ Spends free time alone in their room
- ➢ Implied they are alone a lot, and left to own devices
- ➢ Translates his thoughts into violent action

Please be aware of these areas:

- ➢ Bullying
- ➢ Cyberbullying
- ➢ Self-harm
- ➢ Mobile phone
- ➢ Site security
- ➢ Trips & offsite arrangements
- ➢ Photography & image consent

Mental Health

As school staff, we are well placed to identify behaviour suggestive of a mental health problem or being at risk of developing one.

Mental health problems can be, alongside the physical signs and symptoms that we regularly look out for, an indicator of abuse, neglect or exploitation.

We all need to understand the potential for lasting impact of abuse, neglect and ACE's and impact on mental health, behaviour and education.

Know Your DSL

Designated Safeguarding Lead

Any Safeguarding concerns, please contact a member of the following staff:

Jane Fletcher:
Assistant Headteacher
DSL

Fran Lansley:
Assistant Headteacher
DSL

Jorjina Stairs: Safeguarding & Child Protection
Administrator - Deputy DSL

Naomi Ison: Matron & Education
Welfare Co-ordinator
Deputy DSL

Vanessa West: Pupil Support
& Guidance Manager
Deputy DSL

Carl Knight: ICT Network
Manager
Deputy DSL

Hampshire Children's Services

Contact Numbers

Monday to Friday 9:00am-5:00pm

01329 225379

At all other times, contact the out-of-hours service

0300 555 1373

In an emergency call 999

Making a safeguarding Referral on Class Charts

1. Log into Class Charts and find the student that you need to raise a concern about. Use either your classes or the All Pupils section on the front page of ClassCharts.
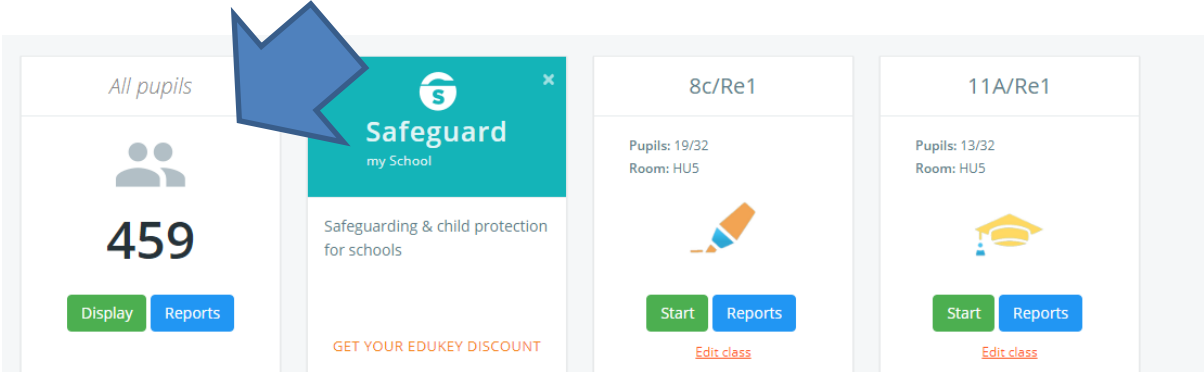
2. Once the pupil has been selected, click on the Safeguarding button to start the concern.
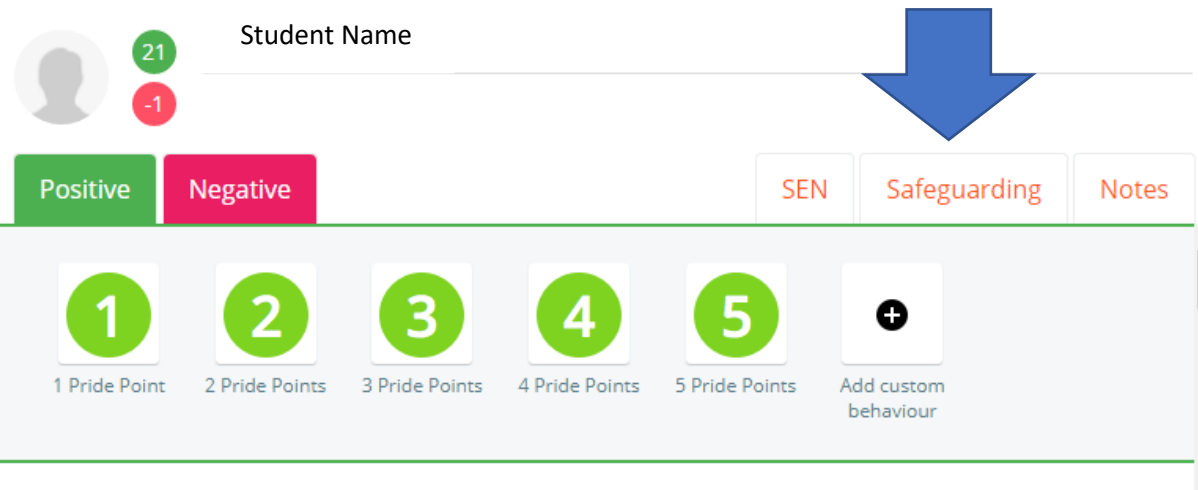
3. Complete the form as indicated on the system. Make sure that you do not include the names of other students on the form. If a concern is regarding more than one student, please complete the form for each student.

4. Please select the most appropriate "topic" for the concern from the drop-down menu (4.1). Then outline your concerns below (4.22).

* Concerns

Select

4.1

* Reason for concern

4.2

☐ Is there an allegation against a member of staff in this incident?
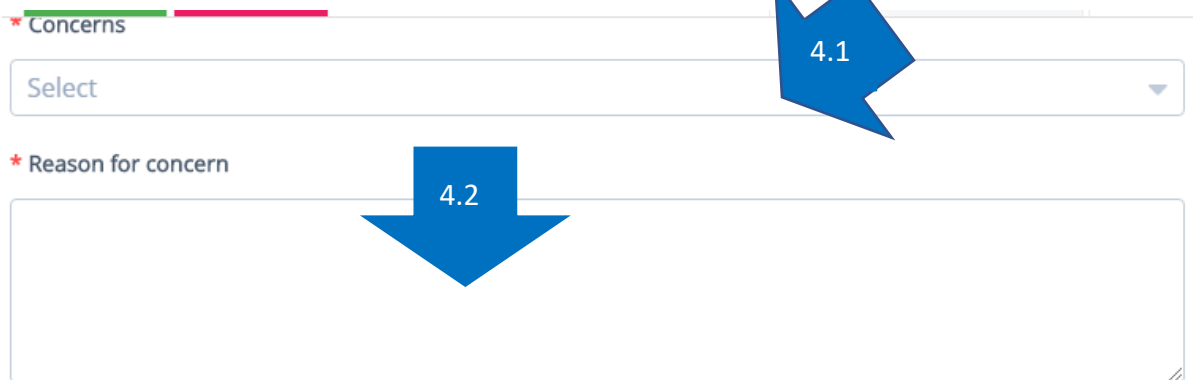
5

Select File

6

5. Should the referral involve a concern with a member of staff, please **DO NOT** tick the box, you must make immediate personal contact with the Headteacher (MHL) or in his absence the DSL (JFR/FLY). If the referral concerns the Headteacher then contact must be made with the Chair of Governors (i.crabtree@warblingtonschool.co.uk) and to the LADO (barbara.piddington@hants.gov.uk / 01962 876364)

6. If there is an additional file to be added to your referral – a scanned copy of your notes from the meeting with the student or parent or images from social media etc., please add these by clicking on the "select file" icon.

7. When you have completed the form, click on the "submit" icon to send the form to the Inclusion Team.

☐ Is there an allegation against a member of staff in this incident?

Select File

You can attach multiple files.

7

Submit Form

8. When your concern has been picked up by the DSL team, you will be sent confirmation of your referral and will be copied back into the entry so that you will have access to the actions taken by the Inclusion Team with regards to your concern. If you are unhappy with the outcome and still have concerns regarding the safeguarding of that student, please follow the guidance in the Child Protection and Safeguarding Policies and take further action by raising the concern to the Headteacher, the Chair of Governors or the LADO.

9.   Day by day monitoring of ClassCharts safeguarding referrals will be carried out by the DSL's. Each duty day, the concerns raised will be responded to by the designated DSL and the following actions will be taken: -

- the originator of the concern will be copied in immediately to enable them to follow the actions linked to the concern they have raised.
- The DSL 'on duty' will raise an "action log" within the incident to identify their initial action on the concerns.
- Monitor actions raised, but not yet closed on the site from the previous day. Add an "action log" to outline their actions within the active log.
- Verbal update with Year Leaders at the end of day meeting with AHT.

10.   Regular feedback to Headteacher during weekly line management meetings by Lead DSL.

E-Safety

The school protects students and staff in their use of technology in school and enables them to have the mechanisms of support to be able to intervene and report any incident where appropriate.

It is not only relevant to ICT but permeates throughout any subject or activity that uses the internet.

Please be aware that monitoring and filtering applications are on every PC in the school including staff laptops. The filtering system will report any misuse of the PC by any staff or student member. It will report on any inappropriate searches and it will also flag up any text that has been typed in any document that is of a concerning nature. This is all reported to a member of the DSL team. If you think that you have accidently typed in something of a concern, please make sure you report this to a member of SLT as soon as possible.

Why You, As a Teacher, Should Be Concerned About E-Safety

All teachers have a duty of care to the pupils they teach. Teachers act 'in loco parentis' and are legally responsible for all aspects of pupil safety, including online safety, whilst in school.

Three Areas of Risk

➢ Content: being exposed to illegal, inappropriate or harmful material
➢ Contact: being subjected to harmful online interaction with other users
➢ Conduct: personal online behaviour that increases the likelihood of, or causes, harm

Although some of these may originate at home they often spill over in school.

Students

➢ Ensure that students are aware that they are being monitored at all times
➢ Be aware of cyber bullying
➢ Make sure students are only using their own accounts
➢ Make sure students are treating equipment appropriately

Teachers

➢ Follow the staff code of conduct ICT
➢ At all times monitor the use of PCs in lessons
➢ Follow the school's mobile phone policy
➢ SIMS- never leave it open on your PC
➢ Email communication must remain professional
➢ Personal use – there should be no uploading of music or images not related to school

E-Safety in Your Teaching – What to Watch Out For

➢ Social networking sites that students use - help us to target PSHE lessons i.e. facebook use.
➢ Cyber bullying
➢ Inappropriate images /use of images for cyber bullying.
➢ Illegal content
➢ Games sites
➢ Research sites used for homework.
➢ Use of mobile phones.
➢ We need to make it clear to students how they report /avoid or delete harmful content in school or out of school.
➢ In school - Class teacher/form tutor/IT Technician.
➢ Out of school – parents/CEOPS button/ IWF/Childline.

E-Safety Awareness

➢ Ensure all electronic communication with pupils, parents, carers, staff and others is compatible with your professional role and in line with school policies.
➢ Do not talk about your professional role in any capacity when using social media such as Facebook and YouTube.
➢ Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
➢ Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school camera.
➢ Do not give out your own personal details, such as mobile phone number, personal e-mail address or social network details to pupils, parents, carers and others.
➢ Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.
➢ Only take images of pupils and/ or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.

- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring your organisation or professional role into disrepute.

You have a duty to report any E-Safety incident which may impact on you, your professionalism or your organization.

Reporting

- All safeguarding concerns regarding ICT should be referred via Classcharts as outlined on pages 13-15.
-

http://www.warblington-osp.org

What we are

The Warblington Online Safety Portal was devised by Teachers, IT Specialists and parents to act as a one-stop resource for IT and E-safety related issues that affect the children under their care and protection. It is designed to both inform parents of the potential of information technology, its advantages and its dangers.

To this end, any bulletins or articles on the site will use a traffic light system to highlight a development that parents should be aware of and act upon accordingly.

These are:

Yellow (General)
This is a general purpose notification regarding anything from the news that could be of potential interest or that parents and teachers should be aware of.

Green (Educational)
This is a positive development that parents should be aware of that could be of benefit to children – for example, a new app for developing STEM skills or improving creativity.

Amber (Warning)
This is a development that should not be ignored and understood by all parents. For example a new or existing application being used or abused that could potentially cause harm or danger to children or young adults.
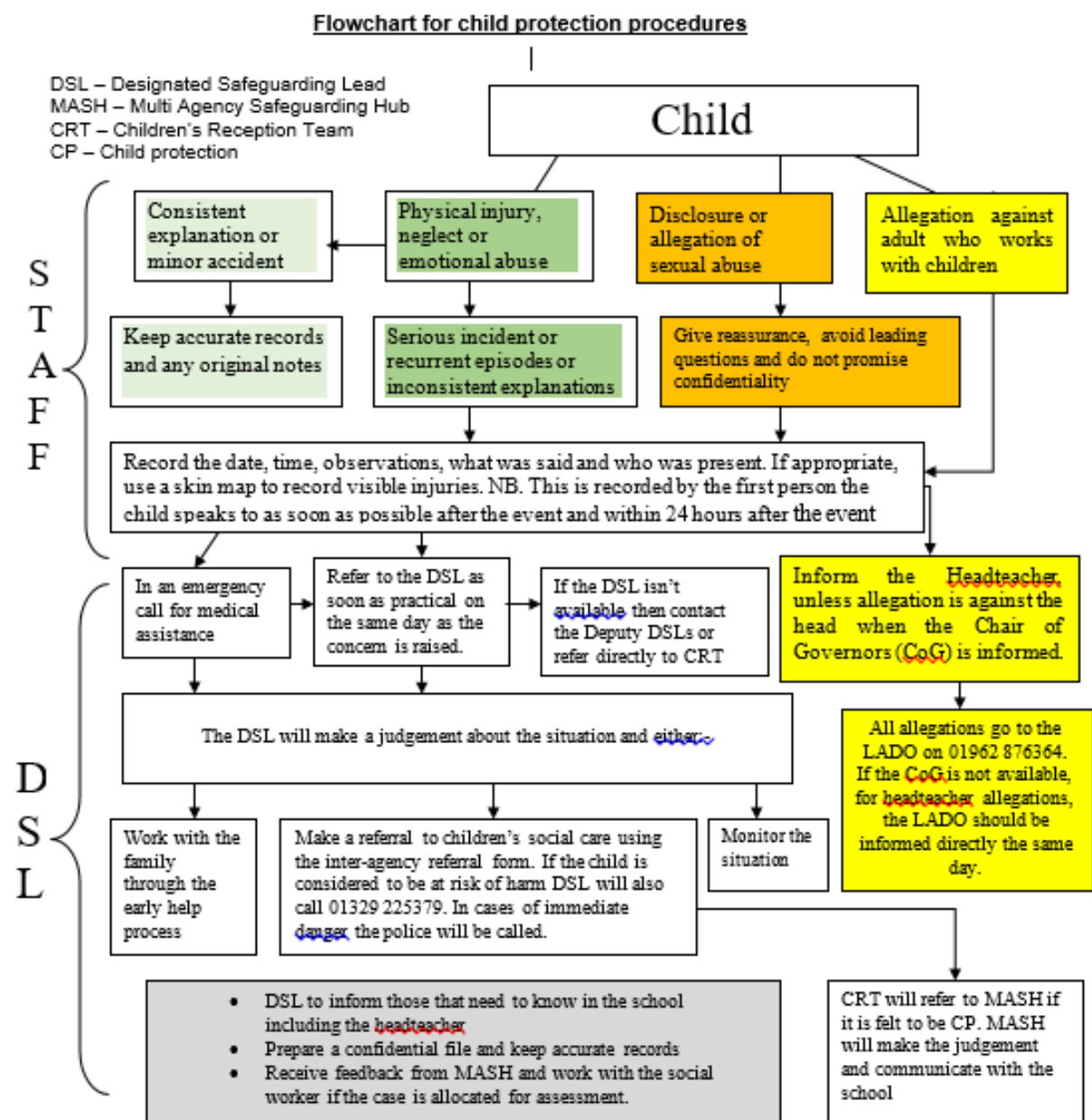

Red (Danger)
This is used when there is a real and definite threat to children and young adults online that could or has affected schools within the Warblington Hub. Advisory notices and other communications will follow as and when appropriate.
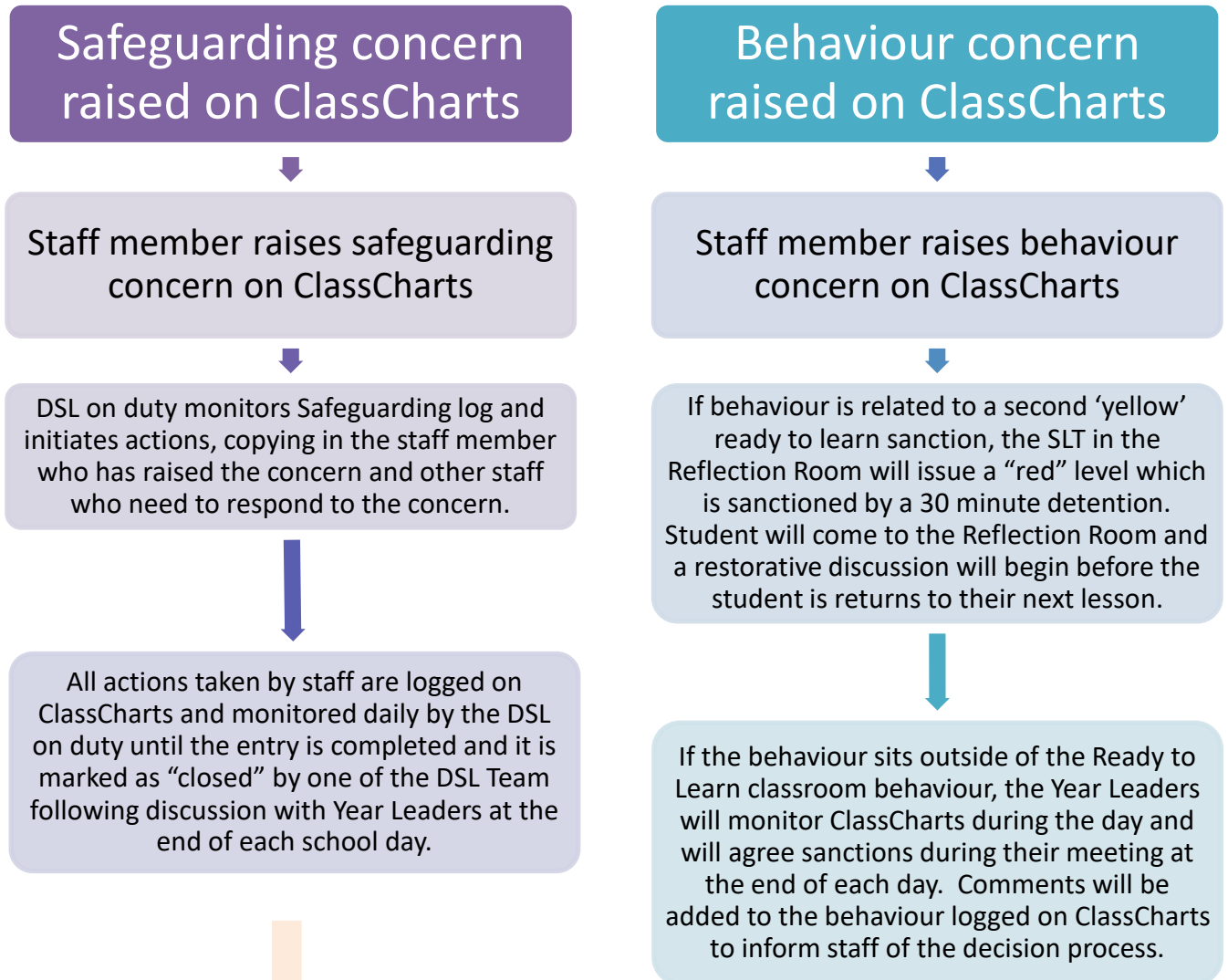
Flow Chart for Raising Safeguarding Concerns about a Child

Annex 1 of Child Protection Policy

Flowchart for child protection procedures

DSL – Designated Safeguarding Lead
MASH – Multi Agency Safeguarding Hub
CRT – Children's Reception Team
CP – Child protection

Child

STAFF

Consistent explanation or minor accident

Physical injury, neglect or emotional abuse

Disclosure or allegation of sexual abuse

Allegation against adult who works with children

Keep accurate records and any original notes

Serious incident or recurrent episodes or inconsistent explanations

Give reassurance, avoid leading questions and do not promise confidentiality

Record the date, time, observations, what was said and who was present. If appropriate, use a skin map to record visible injuries. NB. This is recorded by the first person the child speaks to as soon as possible after the event and within 24 hours after the event

DSL

In an emergency call for medical assistance

Refer to the DSL as soon as practical on the same day as the concern is raised.

If the DSL isn't available then contact the Deputy DSLs or refer directly to CRT

Inform the Headteacher, unless allegation is against the head when the Chair of Governors (CoG) is informed.

The DSL will make a judgement about the situation and either:-

Work with the family through the early help process

Make a referral to children's social care using the inter-agency referral form. If the child is considered to be at risk of harm DSL will also call 01329 225379. In cases of immediate danger the police will be called.

Monitor the situation

All allegations go to the LADO on 01962 876364. If the CoG is not available, for headteacher allegations, the LADO should be informed directly the same day.

- DSL to inform those that need to know in the school including the headteacher
- Prepare a confidential file and keep accurate records
- Receive feedback from MASH and work with the social worker if the case is allocated for assessment.

CRT will refer to MASH if it is felt to be CP. MASH will make the judgement and communicate with the school

*In the case of know FGM, the teacher who was made aware **must** also make contact with the

19

Flowchart for all Safeguarding and Behaviour concerns on ClassCharts

Safeguarding concern raised on ClassCharts

↓

Staff member raises safeguarding concern on ClassCharts

↓

DSL on duty monitors Safeguarding log and initiates actions, copying in the staff member who has raised the concern and other staff who need to respond to the concern.

↓

All actions taken by staff are logged on ClassCharts and monitored daily by the DSL on duty until the entry is completed and it is marked as "closed" by one of the DSL Team following discussion with Year Leaders at the end of each school day.

↓

Behaviour concern raised on ClassCharts

↓

Staff member raises behaviour concern on ClassCharts

↓

If behaviour is related to a second 'yellow' ready to learn sanction, the SLT in the Reflection Room will issue a "red" level which is sanctioned by a 30 minute detention. Student will come to the Reflection Room and a restorative discussion will begin before the student is returns to their next lesson.

↓

If the behaviour sits outside of the Ready to Learn classroom behaviour, the Year Leaders will monitor ClassCharts during the day and will agree sanctions during their meeting at the end of each day. Comments will be added to the behaviour logged on ClassCharts to inform staff of the decision process.

All safeguarding and behaviour concerns raised to be responded to within the school day and updated daily by the Inclusion Team until the concern has been officially closed.

Sharing Concerns

It is important that staff with any concerns about a child share these concerns with the DSL even when there is no definite information. Facts and feelings about the child should be recorded (making sure exactly which of these is being recorded) on ClassCharts immediately, so that it is logged for future reference and action.

Some abuses e.g. bruising, burns may be easy to see. The problems arise where it is not easy to collect direct evidence. Staff should not feel that they have to be in possession of watertight evidence before they share their concerns, as suspicion is enough to institute child protection proceedings.

Allowing Children to Talk & Dealing with Disclosure

Helpful Ideas

> ➤ Take what you are being told seriously
> ➤ Listen carefully – do not interrupt
> ➤ Acknowledge what you have been told
> ➤ Remain calm
> ➤ Reassure – tell them they have done the right thing
> ➤ Tell them you will have to pass the information on and who you will be telling and why
> ➤ Pass to your DSL via a ClassCharts referral

What to Avoid

> ➤ Do not investigate
> ➤ Do not look shocked or distasteful
> ➤ Do not probe
> ➤ Do not speculate
> ➤ Do not pass an opinion about the alleged perpetrator
> ➤ Do not make negative comments
> ➤ Do not promise to keep a secret
> ➤ Do not display disbelief
> ➤ **Never delay getting help**

WWWWH / TED

and **T**ell **E**xplain **D**escribe

Keeping Yourself Safe

Maintaining Professional Boundaries and Avoiding Inappropriate Behaviours

Safer Practice

- Your behaviour should be open and transparent at all times and follow the Teacher Standards
- You must adopt high standards of personal conduct
- Your behaviour in or out of school must not compromise your position within the school
- Avoid being alone with a student behind a closed, and/or windowless door
- Never give an individual student a gift that is not part of the 'Rewards Policy'
- Never give your personal mobile number or personal e-mail address to a student/parent
- Be aware of the dangers of social networking sites and never accept students on your accounts
- Be aware of Fire evacuation and lock-down procedures
- NEVER GIVE STUDENTS KEYS FOR ANY REASON. This includes allowing students to have keys to lock/unlock doors or leaving your keys lying around or unattended in your room where students could pick them up.
- Make sure you are following the guidance of the Staff Code of Conduct, the Child Protection Policy, the Safeguarding Policy, the IT Policy alongside the Teacher Standards.

Student Conversations - Do's And Don'ts

Listening to...
- If you over hear something worrying/suspicious/inappropriate you must report it.
- Inappropriate conversations must be closed down immediately.
- Never agree not to tell anyone.

Participating in...
- Do not enter into a conversation with students about what they get up to at the weekend if they are disclosing poor choices, if you feel they need advice then you need to share this with the DSL.
- Do not under any circumstances share your inappropriate weekend with students!

If by accident you do say or share something with the students that is personal, then immediately tell your LM or the DSL that you have done this.

Acronym List for Safeguarding

Acronym	Meaning	Link or guidance
4LSCP	Four Local Safeguarding Children's Partnership	The shared protocols and processes that the local safeguarding children's boards of Hampshire, Isle of White, Portsmouth and Southampton follow.
ABE	Achieving Best Evidence	Guidance that police and social workers follow when interviewing children when a crime may have been committed.
AMHS	Adult Mental Health Service	http://www3.hants.gov.uk/mhteams.htm
CAF	Common Assessment Framework	A national assessment tool to provide help to children with multiple needs, lower than the social care threshold. Now replaced by Early Help
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/
CAIT / CAIU	Child abuse investigation team / unit (Police)	Hampshire police teams who investigate child abuse. North (Hart/Rushmoor/Basingstoke/Winchester/Andover East Hants Petersfield and above) East (Portsmouth, Fareham, Havant, Gosport and East Hants below Petersfield) West (New Forest, Southampton, Eastleigh, Romsey)
CAMHS	Child and Adolescent Mental Health Service	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm
CAO	Child Arrangements Order	A 'child arrangements order' decides where a child lives; when a child spends time with each parent; when and what other types of contact, like phone calls, take place
CCE	Child Criminal Exploitation	Child under the age of 18 who is receiving something in return for criminal activity
CCG	Clinical Commissioning Group	"A clinical commissioning group is an NHS organisation set up by the Health and Social Care Act 2012 to organise the delivery of NHS services in England. It is clinically led by GPs and clinical staff who work with patients and are best placed to make decisions about local healthcare commissioning."
CDOP	Child Death Overview Panel	Responsible for collecting and analysing information about the death of children and young people under 18 years. http://www3.hants.gov.uk/childrens-services/practitioners-information/cdop.htm
CEOP	Child Exploitation and On-Line Protection Command	http://ceop.police.uk/ works with child protection partners to identify the main threats to children and coordinates activity against these threats to e protect children from harm online and offline
CIC	Children in Care	Children who are in the care of the local authority either voluntary (Section 20) or through a court order.

CIN	Children in need	A child in need is defined under S17 the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.
CLA	Children Looked After	See children in care
CME	Children Missing from Education	https://www.gov.uk/government/publications/children-missing-education children who are not on an education role rather than absent from schools
CMHT	Community Mental Health Team	http://www3.hants.gov.uk/mhteams.htm
CPLO	Child Protection Liaison Officer	The term used by Hampshire up until 2015 to describe the role of the Designated Safeguarding Lead
CPP	Child Protection Plan	An initial plan produced at the initial child protection conference and updated at subsequent core group meetings and conferences. http://www.hampshiresafeguardingchildrenboard.org.uk/user_controlled_lcms_area/uploaded_files/CPC%20Leaflet%20July%202010.pdf pg. 11
CPS	Crown Prosecution Service	http://www.cps.gov.uk/about/
CPSU	Child Protection in Sport Unit	https://thecpsu.org.uk/ **partnership between the** NSPCC, Sport England**,** Sport Northern Ireland **and** Sport Wales **to protect children in sport**
CRT	Childrens 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	Childrens 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
CYP or CYPR	Child Young Person at Risk (Police)	Police report sent to Childrens Services where a child is deemed to be at risk following either direct or indirect police intervention or intelligence
DA (DV)	Domestic Abuse (domestic Violence)	Any form of controlling, coercive or threatening behaviour, violence or abuse between two parties who are in an intimate relationship http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/advice-general-domestic

DASH	Domestic Abuse Stalking, Harassment and Honour based violence risk assessment	http://www.dashriskchecklist.co.uk/ Tool used to assess risk of harm
DBS	Disclosure and Barring Service	https://www.gov.uk/government/organisations/disclosure-and-barring-service
DCT	Disabled children's team	CSD team working with those children deemed to have additional needs due to disability. Also known as children with disabilities team http://www.hantslocaloffer.info/en/Disabled_Children's_Team,_Hampshire_County_Council
DN / DD	Designated Nurse / Designated Doctor	An employee of the NHS who has the role and responsibilities for safeguarding children, including the provision of strategic advice and guidance to organisational boards across the health community
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
DSP	Designated Senior Person	Used in previous government guidance. Now replaced by Designated Safeguarding Lead.
DT	Designated Teacher	Named teacher within schools and colleges who supports and monitors the educational progress of children who are in care. https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children
ED	Emergency Department	Hospital treatment for emergency care.
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
EPO	Emergency protection order	Court Order applied for in order to protect a child immediately. https://www.citizensadvice.org.uk/relationships/children-and-young-people/child-abuse/court-orders-to-protect-children/child-abuse-emergency-protection-orders/
EPS	Education Personnel Services	HR sold service for schools both in Hampshire and other local authorities.

		http://www3.hants.gov.uk/education/educationpersonnelservices.htm
ESCR	Electronic Social Care Record	A file storage system used by Hampshire to add files and scans to a social care record.
EYFS	Early Years Foundation Stage	Statutory framework for educational provision for children aged 2 – 5 (including reception) https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-foundation-stage
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
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
HSCP	Hampshire safeguarding children's partnership	Established in the Childrens 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.
ICPC	Initial child protection conference	Following section 47 enquiries, an initial child protection conference brings together family members (and the child where appropriate), with the supporters, advocates and professionals most involved with the child and family, to make decisions about the child's future safety, health and development. https://www.gov.uk/government/publications/working-together-to-safeguard-children
ICS	Integrated Children's System	Database used by children's social care to record case information
IDASH	Integrated Domestic Abuse Services in Hampshire	The Integrated Domestic Abuse Service for Hampshire (IDASH) provides following support for victims and survivors or domestic abuse **0330 0165112**
IDVA	Independent Domestic Violence Advocate	IDVAs help keep victims and their children safe from harm from violent partners or family. Serving as a victim's primary point of contact, IDVAs normally work with their clients from the point of crisis, to assess the level of risk.
IMR	Internal Management Review or Independent	Internal Management Review – an internal investigation in to an incident Independent Management Review – the internal investigation carried out as part of a serious case review

	Management Review	
IRO	Independent Reviewing Officer	The chair of the Child Protection Conference. Job role set out in https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/337568/iro_statutory_guidance_iros_and_las_march_2010_tagged.pdf
JWP	Joint Working Protocol	Safeguarding Childrens board protocol to safeguard children and young people, whose lives are affected by parent/carers who have using drugs/alcohol; have mental health problems or learning disabilities, or other complex problems http://www.hampshiresafeguardingchildrenboard.org.uk/user_controlled_lcms_area/uploaded_files/4LSCB%20JWP%20revision%202014%20print%20version.pdf
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
LAC	Looked After Child	See children in care
LADO	Local Authority Designated Officer	Role set out initially in Working Together to safeguard children 2006. To oversee and quality assure allegations against adults who work with children and young people. http://4lscb.proceduresonline.com/chapters/p_alleg_staff.html
LSCP	Local Safeguarding Childrens partnership	See Hampshire Safeguarding Childrens Partnership (HSCP)
MAPPA	Multi-Agency Public Protection arrangements	Assess and manage the risks posed by sexual and violent offenders https://www.gov.uk/government/publications/multi-agency-public-protection-arrangements-mappa--2
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
MET	Missing, Exploited and Trafficked	The 4LSCB protocol for practitioners who may become aware of children and young people who are at risk of, or who are going missing, being sexually exploited and/or are being trafficked. The three issues are likely to appear together in

		day to day practice and this protocol is provided as a single resource to guide practitioners. http://www.hampshiresafeguardingchildrenboard.org.uk/user_controlled_lcms_area/uploaded_files/4LSCB%20MET%20protocol%20dec%202013.pdf
MISPER	Missing Person	Phrase used by police to refer to a missing person.
NFA	No further action	
NN / ND	Named Nurse / Named Doctor	Named professionals have a key role in promoting good professional practice within their organisation, providing advice and expertise for fellow professionals, and ensuring safeguarding training is in place.
NSPCC	National Society for the Prevention of Cruelty to Children	http://www.nspcc.org.uk/
OM	Offender manager	Officers who make sure people serve the sentences and orders handed out by courts, both in prisons and in the community. https://www.gov.uk/government/organisations/national-offender-management-service
OOC	Out of County	Children who are placed by Hampshire outside of the County Council boarders.
OOH / OOHT	Out of Hours team	The team who take referrals and immediate social care support between 5:00pm and 8:30am.
PACE	Police and Criminal Evidence Act	Codes of practice which regulate police powers and protect public rights.
PEP	Personal Education Plan	Individual plan to ensure the best educational outcomes for children in care. http://www3.hants.gov.uk/childrens-services/practitioners-information/cic-virtual-school.htm
PLO	Public Law Outline	If the Local Authority feels that they cannot safely protect a child by a child protection plan and they need a care order, the public law outline highlights the expected steps that a local authority will have explored prior to making an application to the court.
POLIT	Paedophile on line investigation team (Police)	Now changed name to ICAT – Internet Child Abuse Team
PP	Police Protection	(Sometimes mistakenly referred to as a PPO [order].) On determining that they are at risk to remain with their parents or carers, police can take children into protection, but only courts can grant orders.
PPO	Prolific and Priority Offender	Individuals that the police are aware of due to their rate or seriousness of offending.
PPU	Public Protection Unit (Police)	Part of the safeguarding team within the police force. Work with cases involving adults as well as children.
PR	Parental responsibility	https://www.gov.uk/parental-rights-responsibilities/what-is-parental-responsibility
PREVENT	Stage within the governments	One of the four 'P's set out in the counter terrorism policy, the others being pursue, protect and prepare

	Counter terrorism strategy	https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism
PSO	Prohibited Steps Order	A parent who has separated can apply for a 'prohibited steps order' to stop the other parent from making a decision about the child's upbringing https://www.gov.uk/looking-after-children-divorce/types-of-court-order
QAG	Quality Assurance Group	A sub-group of the Hampshire Safeguarding Childrens Board which gathers and scrutinises information in order to inform its assessment of the effectiveness of safeguarding arrangements and practice on Hampshire.
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.
RCPC	Review Child protection conference	The second and subsequent conferences around child protection.
RO	Residence Order	'Residence orders' are now replaced by the 'Child arrangements orders'.
S11	Section 11 Audit	Self-assessment audit tools in place to ascertain compliance in meeting safeguarding standards for the organisations listed under Section 11 of the Children Act 2004.
S17	Section 17 of the children's act 1989	See Child in Need
S20	Section 20 of the children's act 1989	Accommodated under a voluntary agreement with parents.
S47	Section 47 of children's act 1989	Child at risk of significant harm
SA	Single Assessment	The one assessment created in line with criteria set out in Working Together 2013.
SAR	Subject Access Requests	HCC team that deals with request to see information held on an individual by the county council http://www3.hants.gov.uk/dataprotection/subject-access-request-info.htm
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 http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-SCR_pro.html
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

SGO	Special Guardianship Order	http://www3.hants.gov.uk/childrens-services/childcare.htm
SH	Sexual harassment	Sexual harassment is unwanted behaviour of a sexual nature
SOPO	Sexual offences prevention order	The purpose is to protect the public or specific individuals from serious sexual harm by prohibiting the defendant from doing anything outlined in the order.
SSAFA	Soldiers, Sailors and Airmen's Families Association	https://www.ssafa.org.uk/
SV	Sexual Violence	Sexual violence is any sexual act or attempt to obtain a sexual act by violence or coercion, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim.
Toxic Trio		Phrase used to highlight the three common factors of Parental Mental Health needs, Domestic Violence and Substance Misuse in a large number of serious case reviews
VAWG	Violence against women and girls	Home office initiative https://www.gov.uk/government/collections/violence-against-women-and-girls-newsletter
ViSOR	The Violent and Sexual Offenders Register	
WRAP	Workshop to Raise Awareness of Prevent	For more information about the Home Office's radicalisation awareness training product Workshop to Raise Awareness of Prevent (WRAP) email WRAP@homeoffice.x.gsi.gov.uk
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
YOT	Youth Offending Team	http://www3.hants.gov.uk/childrens-services/hampshire-yot
YOT CLR	Youth Offending Team Critical Learning Review	Learning reviews into incidents reported to the Youth Justice Board https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362897/csppi-community-public-protection-procedures.pdf
YOT ELR	Youth Offending Team Extended Learning Review	Learning reviews into incidents where local learning could take place https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362897/csppi-community-public-protection-procedures.pdf

Safeguarding Training Centre
from The Key

Worried a child is being abused? Why haven't you reported your concerns?

Abuse doesn't happen here
Child abuse can take place anywhere, to any child, no matter what their age, gender, race, or socioeconomic status

It's not my business
Safeguarding is everyone's business. Everyone has a role to play. You could provide the missing piece of information needed to keep a child safe

I might be wrong
You don't have to be certain of your suspicions. If you have *any* concerns, speak to your designated safeguarding lead (DSL)

I don't know what to look for
Look for changes in the child's appearance, behaviour and communication. Seek training if you need it

I might face repercussions
You will get support throughout. Remember that not reporting suspected abuse could have devastating consequence for the child

I don't know what to do
Speak to your DSL. If the child is in immediate danger, call the police and/or your local children's social care team

I don't know what will happen next
Your concerns will be listened to, information gathered and, if referred, a social worker will assess whether any support and/or intervention is needed

It could make it worse for the child
A child can only be helped if the right people know about their situation. Decisions will be made with their best interests in mind

Speak out, don't delay.

Hampshire Children's Services

Contact Numbers

Monday to Friday 9:00am-5:00pm

01329 225379

At all other times, contact the out-of-hours service

0300 555 1373

In an emergency call 999