

## Acorns Breakfast and Afterschool Club

### **POLICY TITLE: Safeguarding and Child Protection Policy**

#### **Persons with Responsibility:**

**Designated Person:** Katrina Godsell

**School Designated Persons for contact:** Su Yay-Walker, Terri-Ann Easty, Claire McEvoy, Michelle Docwra, Pip Utting, Matt Blow, Brigid Simms

**Safeguarding Governors:** Amy Parker and Sarah Evason

#### **Key Legislation:**

Children Act 2004 Every Child Matters, Children Act 1989, Safeguarding Vulnerable Groups Act 2006, Keeping Children Safe in Education 2016, Education Act 2002, Education Act 1989, Data Protection Act 1998, The Prevent Duty 2015, Female Genital Mutilation Act 2003, Anti-Social Behaviour, Crime and Policing Act 2014

#### **Documents consulted:**

DfES Working Together to Safeguard Children 2015, London Child Protection (Safeguarding) Procedures 5<sup>th</sup> Edition 2013; Use of Reasonable Force 2013; Common Assessment Framework, Keeping Children Safe in Education 2016 and LSCB London Child Protection Procedures

#### **Key System Documents:**

- Single Central Record
- EYFS Welfare Policy
- Staff Code of Conduct

#### **Policy History:**

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	Dec 2017	SYW	Based on school's safeguarding policy	Autumn 2018
2				
3				

**Approved by Governors: December 2017**

(Yellow form)

### **Introduction**

This policy applies to all staff, governors, students and volunteers working in Acorns breakfast and afterschool club, and complies with the procedural guidelines laid down by the Kingston Area Children Protection Committee and the London Safeguarding Children's Board (LSCB) guidance. We aim to safeguard, maintain and promote the safety of children on the premises and when participating in all school activities.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." EYFS Statutory Requirements

### **Aims of this policy**

1. To ensure that all staff, governors and volunteers working in Acorns breakfast and afterschool club understand their role and responsibility in reporting possible cases of abuse.
2. To ensure that all staff working with children are suitable persons and have appropriate supervision.
3. To explain the correct procedures for those who encounter an issue of child protection
4. To ensure effective communication between all staff when dealing with safeguarding issues, to work in cooperation with parents and other agencies on behalf of the child and to share information appropriately.
5. To ensure that children are protected and safe when accessing Acorns breakfast and afterschool club.

**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 are growing up in circumstances consistent with the provision of safe and effective care

**Child Protection** is a part of safeguarding and promoting welfare and refers to actions undertaken to protect specific children who are suffering, or are at risk of suffering, **significant harm (appendix 1)**. It is an essential part of wider work to safeguard and promote the welfare of children but all agencies and individuals should aim proactively to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. For definitions of abuse and neglect, see **appendix 2**.

### **Acorns breakfast and afterschool club Safeguarding Team**

Acorns' Supervisor takes responsibility as Safeguarding Lead within the provision and is supported by school based Safeguarding Leads for contact and advice. Acorns breakfast and afterschool club have 2 governors responsible for safeguarding from both Burlington Schools. Contact numbers for the school based safeguarding leads have been provided. More information follows:

- The Safeguarding Lead (Acorns Club Supervisor) is Katrina Godsell
- The school based safeguarding leads are:  
Su Yay-Walker (Headteacher of BINS)
- Pip Utting (Headteacher of BJS)
- Terri Easty (Family Support Worker for Burlington Schools)
- Michelle Docwra and Claire McEvoy (Deputy Headteachers of BINS)
- Matt Blow (Deputy Headteacher of BJS)
- Brigid Simms (Assistant Headteacher of BJS)
- The governors responsible for safeguarding are Amy Parker (BINS) and Sarah Evason (BJS)

### **Children in Need**

The criteria for the definition "a child in need" is set out in **Section 17 (10) of the Children Act 1989**:

Children who are defined as being 'in need' are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be impaired, without the provision of services (of the Children Act 1989), plus those who are disabled.

The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are:

- what will happen to a child's health or development without services being provided and
- the likely effect the services will have on the child's standard of health and development.

Local Authorities (LA) have a duty to safeguard and promote the welfare of children in need.

### **Systems to ensure that children are protected and safe:**

These systems set out how staff working in Acorns work together to promote children's welfare and protect them from abuse and neglect.

(Yellow form)

### **Safer Recruitment:**

All staff are appropriately checked on appointment, including verification of identity, any relevant qualifications, permission to work for non-EU nationals and an enhanced Disclosure and Barring Service (DBS) clearance, which is updated every 3 years. (Safer Recruitment process)

- All staff sign a Disqualification by Association form annually.
- Regular helpers and those who have frequent contact with children have DBS checks.
- All clearance data is stored on the Single Central Record (SCR) for both Burlington schools, which is reviewed and updated on an on-going basis.
- All staff receive Level 2 Safeguarding training (updated every year), and the Safeguarding Lead receives Level 3 training (updated every 2 years).
- Volunteers and visitors are required to read the Emergency and Safety information when signing in, and will be required to wear a visitor's badge. Barred list checks can be carried out by HR for occasional volunteers.
- Acorns breakfast and afterschool club's induction programme for all new staff, students and regular volunteers includes an overview of Acorns breakfast and afterschool club's safeguarding procedures and basic safeguarding information.
- Visitors or volunteers will not be left unsupervised with children.
- Risk Assessments are carried out in exceptional circumstances where DBS clearance for renewal has been delayed. However, it is the expectation that all staff working within Acorns has a current DBS.
- Staff are supervised by the Acorns club supervisor and a member of the schools' Senior Leadership Team who undertake performance reviews.
- Supervision levels are appropriate to the age of the children in Acorns.
- Our Performance Management policy and general staff ethos support a culture of mutual support, teamwork and continuous improvement.
- There is an appropriate range of structures to support staff that fall short of expected standards or for staff experiencing personal issues that may impact on their ability to undertake their work to an acceptable level. (Disciplinary and Capability procedures, referrals to Occupational Health)
- All staff have Local Authority approved Paediatric First aid training.
- We do not allow personal mobile phones, tablets or cameras to be used to take photographs in Acorns.
- We have an Acceptable Use protocol for ICT for all staff.

### **Confidentiality:**

- All records are kept securely in a locked designated safeguarding filing cabinet in the relevant school.
- Access to safeguarding information is on a need-to-know basis. However, at Acorns we understand the importance of information sharing for the purpose of safeguarding all children.
- When a new child joins Acorns breakfast and afterschool club, safeguarding information is shared with Acorns staff where appropriate or when monitoring is required.

### **Procedures for recording general concerns**

If you see any signs of an obvious physical injury at drop off time, speak to the parent/carer to establish the cause of the injury. Record the explanation in the 'Acorns Accident/Incidents book' This information should be passed on to the child's class teacher after breakfast club. If a parents' explanation is inappropriate or explanation does not allay concerns, record the information on a yellow 'Record of Concerns' sheet and report to the safeguarding lead. The safeguarding lead can contact a school safeguarding lead for advice where necessary.

Keep dated records of all incidents along with a chronology of events, however trivial, which have given cause for concern. These records are then filed into a locked cabinet in the relevant school office. All staff should understand issues of confidentiality

### **When to report**

Where any of the following occur, you should inform the safeguarding lead:

- A significant injury where the parent has not informed the class teacher or office, or no satisfactory explanation has been given by the parent/carer.
  - Cut, burn, swelling on the head, sore eye or similar.
- A bruise or mark where no satisfactory explanation is given by the child or parent/carer.
- The child or someone else tells you something which sounds disturbing.
  - E.g. They have been left unsupervised at home or with someone inappropriate (a sibling under 14 years), they have been exposed to neglect or danger, an adult or sibling has hurt them or touched them inappropriately or done/said something inappropriate.

(Yellow form)

**How to report - procedures for responding to a child making an allegation of abuse or there is reason to believe a child is at risk of significant harm:**

- **If a child discloses something to you do not promise to keep it a secret, you have a duty to share this information.**
- Listen carefully to what is being said without displaying shock or disbelief. Stay calm.
- Do not question the child except to show that you are listening:
  - *Are you hurt/in pain now?*
  - *How did that happen?*
- Do not try to obtain more information than is necessary. It is not your role to investigate.
- Reassure the child that they have done the right thing by telling you and that you will pass this on to make sure they are ok.
- Record in writing exactly what was said on the yellow **Record of Concerns** sheet, using the child's own words, note the date, time and any names mentioned, sign and date the record. Keep it factual.
- Inform a designated person straight away.
- Maintain confidentiality – this disclosure should not be discussed with others unless directed to do so by the safeguarding lead.

**If you are concerned that a child is at risk of significant harm or may be a child in need you must inform a safeguarding lead immediately. The named person will assess the circumstances and information known about the child. The assessment must take into account the nature and severity of the abuse and whether the child is in imminent danger. Where there are clear allegations, evidence or strong suspicion of abuse, there must be NO DELAY in making a referral to the SPA/referral and assessment team.**

**Failure to report an issue may result in a child's safety being compromised. Staff failing to do so may be subject to disciplinary capability proceedings.**

**Procedures after a concern has been raised (yellow Record of Concerns):**

- The safeguarding lead must take advice from the Single Point of Access team/referral and assessment team, as appropriate to decide whether or not this should be formally referred as a child protection case, and whether it is safe for a child to return home to a potentially abusive situation. The referral and assessment team may need to put immediate safety measures into effect. Referral to the SPA/referral and assessment team must be confirmed in writing within 24 hours by the designated persons. Referrals are made via an online form.
- The designated person will take advice from SPA regarding the sharing of information with parents/carers. It would be inappropriate in cases where it could increase the risk of significant harm to the child e.g. sexual/physical abuse cases or where a member of staff would be physically endangered. The same process applies if you are concerned about the welfare of a child.
- The sequence of events and all communications must be fully documented and outcomes recorded and kept in the locked designated safeguarding data filing cabinet.
- Contact number for Kingston SPA: 0208 547 5008
- Contact for Merton MASH: 0208 545 4226

**Complaints/Allegations made against Staff**

Acorns Breakfast and Afterschool Club takes seriously all allegations made against members of staff.

**Allegations against staff** must be brought immediately to the attention of the Head Teachers, in order that the appropriate procedures may be followed. The allegation must be recorded on a yellow '**Record of Concern Form**'.

**Any allegation against the Head Teacher** must be brought to the attention of the Chair of Governors only, who will consult with the Local Authority's **Designated Officer (DO) Vivian Rimmer**.

Staff who are formally disciplined for any abuse of children (or who resign before disciplinary action can be instigated) will be reported to the LADO, if they are not already part of this process.

**Roles and responsibilities**

**The role of Designated Safeguarding Lead:**

- To follow up any concerns raised and take appropriate action, in line with this policy
- To co-ordinate Acorns breakfast and afterschool club's representation at Child Protection (CP) conferences, including submitting written reports for conferences.
- To work closely with appropriate outside agencies to ensure the safeguarding of the child

(Yellow form)

- To check records of children new to Acorns breakfast and afterschool club to ensure that there are no previous and/or ongoing safeguarding issues that should be shared.
- To ensure that all child protection records are recorded and passed on to the relevant school to be stored securely, in a locked designated safeguarding filing cabinet with restricted access.
- Have an overview of the delivery of school recommendations within Child Protection Plans and will keep the schools advised of all such matters including where CP Plan recommendations are met or otherwise. This may be done through regular school-based Safeguarding review meetings.

### **The role of Governing Body**

- Appoint a designated Safeguarding governor with responsibility for liaising with the Headteacher/Designated persons to review child protection issues. This may be done at regular school-based Safeguarding review meetings.
- Contribute to the review and monitor the Safeguarding Policy annually to ensure it is up to date.
- Monitor the effectiveness of this policy within Acorns breakfast and afterschool club.
- Ensure that the parents have access to this policy, via Acorns breakfast and afterschool club and on the schools' website.
- Participate in Safeguarding training for governors as appropriate.

In cases of allegations against the Head Teacher it will be the Chair of Governors who will carry out this statutory duty.

### **All staff, students and regular volunteers**

All staff will receive a copy of this policy and the code of conduct in their starter packs during induction, to guide and support their duty to safeguard and promote the welfare of all children by:

- Ensuring that they understand and actively promote all policies and procedures which safeguard the health, well being and safety of all children.
- Actively promoting good relationships with children and families and listening to their concerns.
- Being alert to any sign of distress or cause for concern.
- Following correct procedures when there is a concern about a child.
- Maintaining confidentiality

### **Pupils of Acorns breakfast and afterschool club**

All children from YR to Y6 are taught to keep safe by:

- Identifying the safeguarding lead – through safeguarding signs around Acorns breakfast and afterschool club.
- Identifying all staff – wearing blue staff lanyards and Acorns club official uniform.
- Identifying all authorised visitors to Acorns breakfast and afterschool club – wearing red lanyards.
- Having the confidence to report any adults not wearing a lanyard to a member of staff.
- Attending special NSPCC assemblies at school.
- Accessing regular PSHE sessions around keeping safe and staying healthy at school.
- Accessing ICT sessions specific to online safety at school.
- Accessing learning around 'The Underwear Rule' in class.
- Sharing their worries through school 'worry boxes' (KS1)

### **Photographs and Mobile phones**

**As part of our safeguarding procedures, staff, parents, visitors, volunteers and students are not permitted to take photographs or make a digital recording, using personal mobile phones, tablets or personal cameras anywhere on our school premises, or when accompanying school trips.** Staff must use school cameras to record children's work and store photographs of children on the shared Teacher drive. Stored photographs should be deleted one year after the child has left Acorns breakfast and afterschool club. Photographs of children should not be kept on mobile storage devices or removed from Acorns breakfast and afterschool club premises, unless in exceptional circumstances, e.g. to give to the child's parent.

### **Staff Code of Conduct**

All staff receive a copy of the Acorns Code of Conduct on appointment and will be aware of their professional responsibility regarding contact with the children and their families. Children will be treated with respect and any rewards and sanctions should be those set out in our "Behaviour Policy". Whilst it would be unrealistic and undesirable to prohibit all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. As stated in our policy for physical intervention, it should only be used as a last resort. Where incidents occur that might be misconstrued or where

(Yellow form)

it becomes necessary to physically restrain or use force to control a child, for their own or others' safety, this will be appropriately recorded and reported to the Inclusion Leader/Head Teacher and parents in line with DfE Guidance on The Use of Reasonable Force (July2013)

First aid should only be administered by qualified paediatric first aid trained staff and if it is necessary for a child to remove clothing for this treatment where possible it should be in the presence of a second adult, or within view of other staff. If a child needs help with toileting or washing after soiling themselves, another adult should be present, or the adult changing the child should be easily visible.

### **Children's Personal Care**

If a child needs a change of clothes a member of staff will advise other staff of this requirement and carry out the change in open view using the Children Centre's toilet area, where they can be viewed by other members of staff. Where possible children will be encouraged to undress and dress themselves. The child's parent/carer will be informed that the child's clothes have been changed and the reasons why and the member of staff will record the information in the incidents and accidents book. Please also see BINS' Contenance Policy.

### **Action to be taken when identifying children are being privately fostered (a child cared for by a relative or friend other than the child's own parents for more than 28 days):**

Inform the Head Teacher/Designated leads, who will inform the parents of their duty to inform the referral and assessment team of their address, share it with Acorns breakfast and afterschool club, and remind them to transfer personal Child Health Record, NHS card to the carer. The HT/Designated leads will also inform the referral and assessment team.

N.B. there is a statutory maximum of three foster children per household unless an exemption has been given for a sibling group.

### **"No Access Procedure"**

A child is considered "unseen" if it is found that the child is missing from education, primary health care, or other services which are not being delivered to that child. This should be reported to the relevant school's Designated Safeguarding Lead, who will then refer to the referral and assessment team. The Safeguarding Lead will then explore all possible local sources to help trace the child and family. She will make a joint decision with the Child Protection Specialist at the referral and assessment team, agree an action on how the agencies will proceed, confirm in writing within 24 hours, inform the G.P. and any other agency known to be involved with the family. Where a family has moved away with **Address not known**, or no new school has been attended, a referral to the SPA referral and assessment team should be made.

### **Peer on Peer Abuse (PPA)**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. We ensure that any form of harmful behaviour whether physical or verbal is dealt with immediately and in line with our Behaviour Policy. This ensures that there is absolute consistency in the response to inappropriate behaviour. Please see school Behaviour Policy and Equality Policy.

### **Anti-Radicalisation**

**Appendix 3** sets out Acorns breakfast and afterschool club's Anti-Radicalisation statement (Prevent). The Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. All staff receive Anti-Radicalisation training as part of Acorns breakfast and afterschool club's Safeguarding procedures.

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

Staff need to be vigilant to the possibility of any female pupils being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to that child.

### **Signs and Symptoms of FGM**

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- A child's academic work suffering

**The child may mention:**

(Yellow form)

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

### **Indicators FGM may have taken place**

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. All staff have received FGM training. Any concerns should be reported to the Designated Safeguarding Leads. All staff have a duty to report concerns about girls at risk of FGM to SPA and following our safeguarding procedures.

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

Staff receive information relating to child sexual exploitation as part of the annual Level Two Safeguarding Training. They know that CSE is when people use the power they have over young people to sexually abuse them. They know that this power may result from a difference in age, gender, intellect, strength, money or other resources. We acknowledge that some of the following may be more relevant to older children but is important for all staff to have a comprehensive understanding of CSE. All staff are trained in eSafety and our curriculum content is carefully planned to ensure the safety of children online.

### **Signs and Symptoms of CSE may involve children:**

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

### **Children are believed to be at greater risk of being affected if they:**

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care
- are a young carer

At Burlington Schools and by extension, at Acorns Breakfast and Afterschool Club, we take advice from the NSPCC on protecting children from CSE. Our staff help children to understand their bodies and relationships in an age appropriate way. We develop open, trusting and appropriate relationships with our children so that they can share their worries. Our PSHE curriculum supports children in developing self-respect and the confidence to say no. We stress to our parents the importance of supervising internet, mobile and television use for all children.

(Yellow form)

## USEFUL INFORMATION AND CONTACTS

### Single Point of Access team (SPA)

#### Referral and Assessment Team

Telephone No: 020 8547 5008 (8.45am to 4.35pm Monday to Friday)

Out of hours ring Duty Social Worker

Telephone No: 020 8770 5000

### Alison Twynam – Head of Social Care

Telephone No: 020 8891 7678

### (LA) Designated Officer – DO – Vivian Rimmer

Telephone No: 020 8547 5008 (SPA – ask for LADO)

(020 8770 5000 out of office hours)

### Useful websites

- [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

## Appendix 1

### Significant Harm Criteria

There are no absolute criteria when judging what constitutes for significant harm. Consideration of the severity of ill treatment may include the degree and severity of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre and unusual elements. Sometimes a single or traumatic event may constitute significant harm e.g. a violent assault, suffocation or poisoning. More often it is a compilation of significant events, both acute and long standing, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them the long-term emotional, physical or sexual abuse causes impairment which constitutes significant harm. It is necessary to consider any maltreatment alongside family's strengths and supports.

Under the Children Act 1989 as amended by the Adoption and Children Act 2002:

- **'harm'** means ill-treatment or the impairment of health or development, including, for example seeing or hearing the ill-treatment of another;
- **'development'** means physical, intellectual, emotional, social or behavioural development;
- **'health'** means physical or mental health
- **'ill-treatment'** includes sexual abuse and forms of ill-treatment which are not physical.

To determine whether harm suffered by a child is significant, his health or development shall be compared with that which could reasonably be expected of a similar child.

To understand and identify significant harm it is necessary to consider

- the nature of harm
- the impact on the child's health and development
- the child's development within the context of the family and wider environment
- any special needs, such as medical condition, communication impairment or disability, that may affect the child's development and care within the family
- the capacity of parents to meet adequately the child's needs
- the wider and environmental family context.

This depends on effective communication with children including those who find it difficult because of age, impairment or other psychological or social situation. It is essential that accounts of adverse experiences are as accurate and complete as possible.

## Appendix 2

### Definitions of abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, or in an institution or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children.

(Yellow form)

### **Physical abuse**

may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. A parent may also feign the symptoms of, or cause ill health to a child they are looking after. (Fabricated or Induced Illness Syndrome, FII) Signs may include injuries to the body in places not normally exposed to falls or games, unexplained bruising marks, cigarette burns, bite marks, broken bones, scalds, injuries which have not received medical attention, under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care and repeated urinary infections or unexplained stomach pains.

### **Emotional abuse**

Is the persistent emotional ill treatment of a child that causes severe and persistent effects on the child's emotional development. The child may be made to feel worthless, unloved, inadequate, valued only in so far as they meet the needs of another person or having age or developmentally inappropriate expectations imposed on them. Some level of emotional abuse is involved in all types of ill treatment but it may occur alone. Signs may include a failure to thrive or grow, sudden speech disorders, persistent tiredness, developmental delay of physical or emotional progress. Changes in behaviour can also indicate emotional abuse including obsessions or phobias, sudden under-achievement or lack of concentration, inappropriate relationships with peers and adults, being unable to play, attention seeking behaviour, fear of making mistakes, self harm and fear of parent being approached concerning their behaviour.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It may involve physical contact (penetrative e.g. rape, buggery or oral sex or non-penetrative acts) or may include non-contact activities (looking at or producing pornographic materials) or encouraging children to behave in sexually inappropriate ways.

The physical signs of sexual abuse may include pain or itching in the genital/anal area, bruising or bleeding near the genital/anal area, vaginal discharge, stomach pains and discomfort when walking or sitting down. Changes in behaviour which can also indicate sexual abuse include suddenly becoming withdrawn or aggressive, fear of being left with a specific person or group of people, having nightmares, running away from home, sexual knowledge beyond their age or developmental level, sexual drawings or language, bedwetting, eating problems and acting in a sexually explicit way with adults.

### **Neglect**

Is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. It may involve the parent or carer failing to:

- provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- failure to protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment.

It may include neglect of, or unresponsiveness to, a child's basic needs.

The physical signs of neglect may include constant hunger, constantly dirty or smelly, loss of weight or being constantly underweight, inappropriate dress for the conditions. Changes in behaviour which can indicate neglect include complaining of being tired all the time, failing to attend appointments and mentioning being left alone or unsupervised.

## **Appendix 3**

### **Anti-Radicalisation Statement (The Prevent Duty)**

Acorns Breakfast and Afterschool Club is fully committed to safeguarding and promoting the welfare of all its pupils. As an extended services provider we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

(Yellow form)

### **Definitions and Indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. The Governing Body has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

### **Aims and Principles**

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through PSHE assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet
- Pupils participate in local community events and celebrations so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making ‘good choices’, so they understand the impact and consequences of their actions on others. ‘Good Deed’ assemblies celebrate good choices and acts of kindness.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

Our role, is outlined more specifically in the DCSF document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

**This policy should be read alongside the schools’ policies on Safeguarding, Equal Opportunities, E-Safety and Anti-bullying policies.**

### **Procedures and Referrals**

It is important for all staff, volunteers and students to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns using our yellow **Record of Concerns** forms to a Designated Lead. This policy is strictly adhered to should issues arise.

### **The role of the curriculum**

Our schools’ curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of Acorns breakfast and afterschool club. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet. They are taught to seek adult help if they are upset or concerned about anything they see or read on the internet,

(Yellow form)

**Staff training**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

(Yellow form)

### Record of Concern

Child's name: ..... Date: .....

Date of birth: ..... Time:..... Place: .....

Address:

Concern raised by: ..... Role: .....

Also witnessed by (where appropriate)..... Role:.....

Account of observation/note of what was said – remember to record factually and use exact words spoken. Date and sign after your account.