THE FEDERATION OF NETTLESTONE AND NEWCHURCH PRIMARY SCHOOLS

CHILD PROTECTION POLICY

Revision: 18

Date Agreed: September 2026 Review Date: September 2027

Co-Chair of Board of Governors *Executive Headteacher*

All the Governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place to support families, children, and staff of the school.

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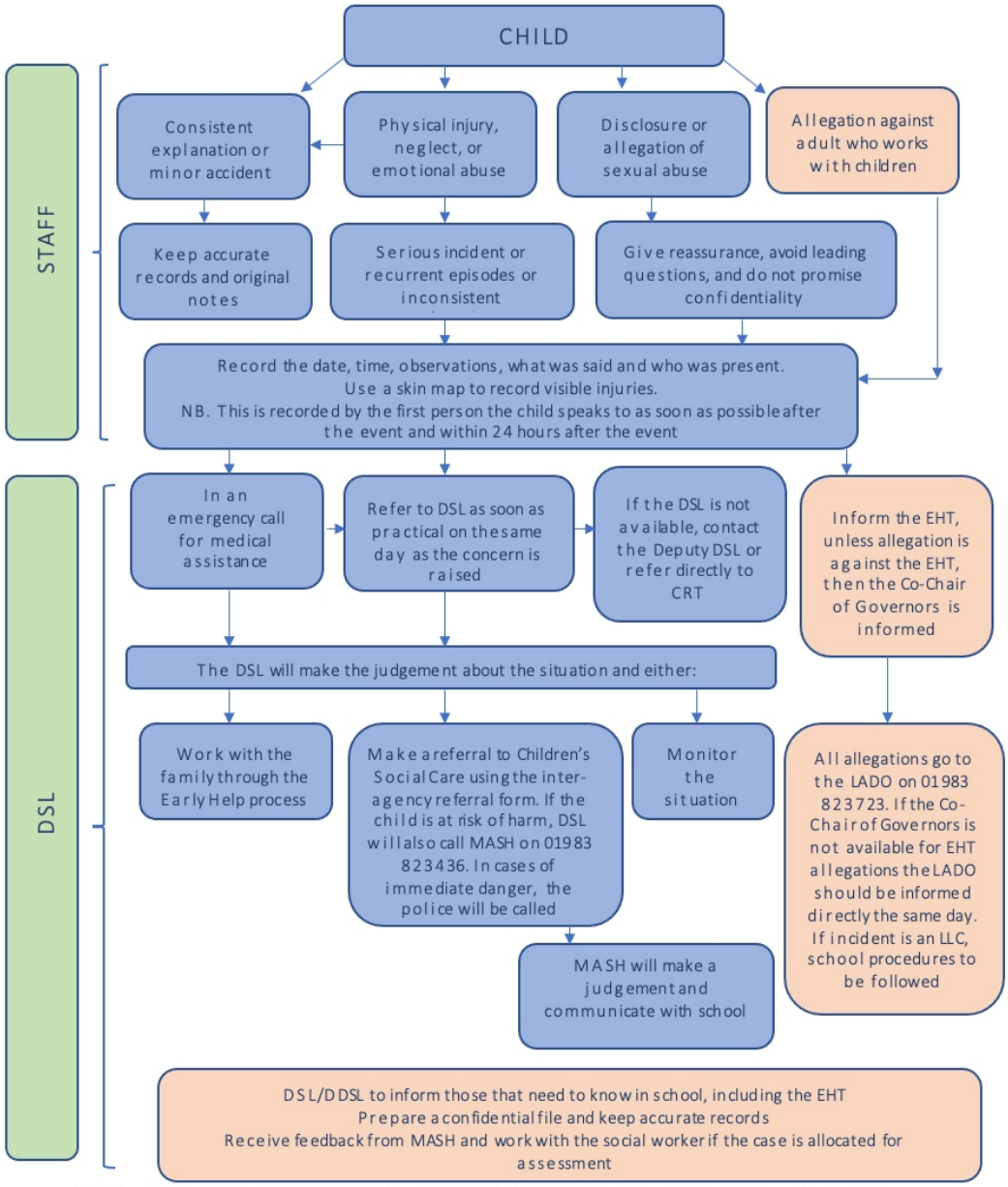

KEY: DSL – Designated Safeguarding Lead / MASH – Multi Agency Safeguarding Hub / CP – Child Protection / LLC – Low-level concern / EHT – Executive Headteacher / CoG – Co-chair of Governors
*In case of known FGM the teacher who was made aware will also contact the police.
Children's Services MASH Professionals Line = 01983 823436 / Child Services MASH for members of public = 01983 823435

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Document Control

Policy Owner: KJH				
Revision	Date Issued	Prepared By	Approved	Comments
1	Feb 2017	KJH		Update to include definition of CSE taken from DFE publication: Child Sexual Exploitation, Definition and guide for Practitioners.
2	Sept 2017	KJH/MM	FGB	Annual update.
3	Mar 2018	KJH/BE		Update to include guidance from Sexual Violence & Sexual Harassment between children in school and colleges Dec 2017 and Searching, Screening and Confiscation January 2018.
4	Sept 2018	KJH/BE	FGB	Update in line with Keeping Children Safe in Education 2018
5	Mar 2019	KJH/BE	FGB	Mid-year Update.
6	Sept 2019	KJH/BE	FGB	Update in line with Keeping Children Safe in Education 2019 Inclusion of Upskirting
7	Mar 2020	KJH/BE	FGB	Mid-year Update.
8	Sept 2020	KJH/BE	FGB	Creation of new policy to merge update in line with Keeping Children Safe September 2020 and personnel changes.
9	Apr 2021	KJH/BS	FGB	Mid – year review. Update in line with 'Everyone's Invited' campaign and supporting resources. Brook Traffic Light Tool removed due to risk of misapplication.
10	Jun 2021	KJH		Updated contact details for LADO.
11	Jul 2021	KJH	FGB	Updated in line with Keeping Children Safe in Education 2021.
12	Feb 2022	KJH/BE	FGB	Adoption of Model Policy produced by Hampshire and Isle of Wight Children's Safeguarding Partnership.
13	Sept 2022	KJH/BE	FGB	See Annex 11.
14	Jan 2023	RS	FGB	Update of named Safeguarding Governors on pg. 7 to reflect changes of responsibilities and BE resignation.
15	Sept 2023	KJH/RS	FGB	Annual review in line with Keeping Children Safe in Education 2023 and LA recommended template policy.
16	Sept 2024	KJH/RS	FGB	Annual revision based on KCSiE 2024 and 2023 Working Together Documents.

17	Sept 2025	KJH/RS	FGB	Annual revision based on KCSiE 2025. (Refer to Annex 11, Changes Made Table.) Links in document checked and updated where necessary.
18	Sept 2026	KJH	FGB	Annual review based on KCSiE 2026. (Refer to Annex 11, Changes Made Table) Links in document checked and updates where necessary

The Federation of Nettlestone and Newchurch Primary Schools Child Protection Policy

Policy Statement

'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.'

-Keeping Children Safe in Education (KCSiE)-

1. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
2. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure in which children can learn, are able to talk and believe that they are being listened to.
3. We maintain an attitude of "it could and does happen here" where safeguarding is concerned.
4. The purpose of this policy is to provide all adults with the framework they need to keep children safe and secure in our schools, and to inform parents and guardians how we will safeguard their children whilst they are in our care.
5. Specific guidance is available to staff within the procedure documents.

Definitions

6. Within this document:
   - ***Child Protection*** is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
   - The term ***staff*** applies to all adults working for or on behalf of the school, full or part time, in either a paid or a voluntary capacity. This also includes parents and governors.
   - ***Child*** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our schools; however, the policy will extend to visiting children and students from other establishments (e.g. work experience).
   - ***Parent*** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians, and foster carers.
   - ***Abuse*** could mean neglect, physical, emotional, or sexual abuse or any combination of these, as well as children witnessing domestic abuse. Parents, carers, and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

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

Principles and Values

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

Leadership and Management

14. We have established clear lines of accountability, training, and advice to support the process of child protection and individual staff within that process.
15. In our Federation, any individual can contact the Designated Safeguarding Lead (DSL) or their Deputy (DDSL) if they have concerns about a child or young person.
16. The **DSL** is **Kirsty Howarth** and the **DDSLs** are **Anna Jacobs**, **Louise Parkin**, **Caroline Martin,** and **Emma Kelly**. The Federation's nominated **Safeguarding Governor** are **Naomi Wrixon and Kirren Shaw** who will take the leadership responsibility for safeguarding. The **Co-Chairs of Governors, Ian Watterson** and **Hannah Berners** will receive reports of allegations against the Executive Headteacher and act on behalf of the Governing Body.
17. The governing body will ensure robust cover arrangements when the DSL is unavailable, including clear deputy arrangements and, where used, a confidential shared safeguarding inbox or equivalent system so concerns are monitored and acted on without delay.
18. As an employer we follow safer recruitment guidance as set out in *Keeping Children Safe in Education (KCSiE*) 2026 including informing shortlisted candidates that online searches will be carried out.

Training

19. All staff in our Federation are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided as per statutory schedule arrangements with whole staff training every two years taken by an accredited safeguarding trainer in a face-to-face context where practical and possible. Separate training is provided to all new staff on appointment via online accredited training materials supported by DSL supervision. The DSL will attend training at least every other year to enable them to fulfil their role.
20. All staff, including staff who do not work directly with children, will read at least Part one of KCSIE 2026. Leaders and staff who work directly with children should also read Annex A, which contains important additional information about specific forms of abuse, exploitation and safeguarding issues.

21. Induction and regular updates will include online safety, the expectations and responsibilities for filtering and monitoring, the school mobile phone policy, generative AI risks, child-on-child abuse, low-level concerns and local Family Help/Community Based Early Help pathways.

22. Any update in national or local guidance will be shared with all staff through weekly online briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

23. Governor training is provided as required by *KCSiE 2026*.

Referral

24. Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm, has been reached, or if it is not clear if the threshold is met, the DSL will contact Children's Social Care and, if appropriate the police.

25. If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate.

26. We will use the guidance from NPCC to determine when to contact the police.

27. Generally, the DSL will inform parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents may place the child at further risk.

28. *NB: The exception to this process will be in those cases of known Female Genital Mutilation (FGM) where there is a mandatory requirement for the teacher to report directly to the police. The DSL should be made aware.*

Confidentiality

29. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the *Information Sharing Advice for Practitioners (Department for Education 2024)* guidance.

30. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

31. Information will be shared with individuals within the schools who 'need-to-know'.

32. All staff are aware that they cannot promise a child to keep disclosure confidential.

Educating Pupils

33. As a Federation we will educate pupils to recognise when they are at risk and how to get help when they need it through:

    1. The content of the curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with Special Educational Needs and Disabilities (SEND).
    2. A Federation ethos which helps children to feel safe and able to talk freely about their concerns (Speak Out, Stay Safe), believing that they will be listened to and valued.
    3. Every child having access to a 'trusted adult' in the school.

4. Children will be taught about how to keep themselves and others safe when online.
5. Regular consultations and pupil voice activities with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they feel safe in the setting.
6. Targeted PHSE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. This will also include content that is responsive to need, including anti-bullying work, online safety, accessing emergency services, road safety, water safety, pedestrian, and cycle training. Also focussed work in Year 6 to prepare for transition to secondary school.
7. Further information regarding safeguarding children across the curriculum is available on both of our school websites.

Dealing with Concerns and Allegations against Staff

34. If a concern is raised about the practice or behaviour of a member of staff, this information will be recorded and passed to the Executive Headteacher, Kirsty Howarth. The Executive Headteacher will make an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The Local Authority Designated Officer (LADO) will be contacted for all allegations and the relevant guidance will be followed. If the Executive Headteacher needs advice or guidance they will contact the LADO. If the allegation is against the Executive Headteacher, the person receiving the allegation will contact the Co-Chairs of Governors directly, who in turn will seek advice from the LADO. (Annex 5.)

Dealing with Children Abusing Children

35. If a concern is raised that a child under 18 years is abusing another child under 18 years, the '*Child on Child Abuse'* guidance will be followed. (*Annex 5.)*

Legal Context

36. *Section 175 of the Education Act 2002*
37. *Children Act 1989 & 2004*
38. Guidance:
    - Isle of Wight Safeguarding Children Partnership protocols and guidance and their procedures
    - Working together to safeguard children (www.gov.uk)
    - Keeping children safe in education - GOV.UK (www.gov.uk)
    - FGM Act 2003 Mandatory Reporting Guidance (2016)

Policy Review

39. As a Federation we review this policy at least annually in line with Department for Education (DfE), Local Safeguarding Children Partnership (LSCP), Isle of Wight (IOW) Council and any other relevant statutory guidance.

Roles and Responsibilities within The Federation of Nettlestone and Newchurch Primary Schools

Staff Responsibilities

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

1. All staff have a responsibility to provide a safe environment in which children can learn.
2. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
3. Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
4. Plan opportunities within the curriculum for children to develop skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
5. Attend training to be aware of and be alert to the signs of abuse.
6. Maintain an attitude of "it could and does happen here" with regards to safeguarding.
7. Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
8. Recognise that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behaviour, and education of children.
9. Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed.
10. Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
11. Follow the allegations procedures (Annex 5) if the disclosure is an allegation against a member of staff.
12. Follow the procedures set out by the IOWSCP and take account of guidance issued by the DfE.
13. Support pupils and reassure victims that they are being taken seriously and that they will be supported and kept safe.
14. Treat information with confidentiality but never promising to "keep a secret".
15. Understand that *The Data Protection Act 2018* and *UK GDPR* do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
16. Notify the DSL or DDSL of any child on a *Child Protection Plan* or *Child in Need Plan* who has unexplained absence.
17. Staff will understand the local process for community-based Early Help and Family Help assessments, including when to seek targeted early help, when to refer to children's social care under section 17 or section 47, and when immediate police or medical action is required.
18. Staff should expect to support social workers and other agencies following any referral.
19. Ensure they know who the DSL and DDSLs are and know how to contact them. If in exceptional circumstances, the DSL (or a Deputy) is not available, this should not delay appropriate action being taken.
20. Staff should not assume a college or another professional will take action and share information that might be critical in keeping children safe. Staff should appraise themselves of the *Seven Golden Rules for Sharing Information.*

21. Fears about sharing information must not be allowed to stand in the way to safeguard and promote the welfare of children.
22. Have an awareness of the *Child Protection Policy*, the Positive *Behaviour Policy*, the *Adult Code of Conduct*), child on child abuse procedures, the safeguarding response for children who go missing from education and the role of the DSL.
23. The *Teacher Standards 2012* state that teachers (which include Head Teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Senior Leadership Team Responsibilities

41. The Senior Leadership team will:

1. Contribute to inter-agency working in line with *'Working Together to Safeguard Children 2026'* guidance.
2. Provide a co-ordinated offer of 'Early Help' when additional needs of children are identified.
3. Ensure staff are alert to the various factors that can increase the need for 'Early Help' (*paragraph 18 in KCSiE 2025*).
4. Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
5. Carry out tasks delegated by the Governing Body such as training of staff, safer recruitment and maintaining a single central register.
6. Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
7. Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
8. Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the DfE and the Isle of Wight Safeguarding Children Partnership (IOWSCP) procedures.
9. Determine if a concern about a member of staff is a 'low level concern' or an allegation[1].

DSL Responsibilities

42. To be read in conjunction with the DSL role description in *KCSiE*.

43. In our Federation the **DSL** is **Kirsty Howarth**. The **DDSLs** are **Anna Jacobs**, **Louise Parkin**, **Caroline Martin** and **Emma Kelly**.

44. In addition to the role of all staff and the Senior Leadership Team, the DSL will:

1. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the Federation may put in place to protect them.
2. Act as a source of support, advice and expertise for all staff.
3. Act as point of conduct for the safeguarding partners.
4. Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk and ensure that staff are supported during the referral process.
5. Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
6. Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.

1. _____

[1] See *KCSiE 2025* Part 4 Section 1, paragraph 359

7. Ensure every member of staff knows who the DSL and the Deputies are, have an awareness of the DSL role and know how to contact them.
8. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Executive Headteacher.
9. Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse to promote their educational outcomes and provide the appropriate support.
10. Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
11. Ensure any members of staff joining the school outside of the agreed training schedule receive induction training prior to the commencement of their duties.
12. Keep records of child protection concerns securely and separate from the main pupil file and use these records to support the assessment and likelihood of risk.
13. Ensure child protection files are transferred securely and separately from the main pupil file as soon as possible, and within five school days for an in-year transfer or within the first five school days of a new term. Key staff in the receiving setting should be informed of the existence of the file where this is necessary to safeguard the child.
14. Ensure child protection files are only accessed by those who need to see it and where the file or content within is shared.
15. Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going
16. Ensure that safeguarding records are transferred separately from the main pupil files, ensuring secure transit, and confirmation of receipt should be obtained.
17. Be aware of the training opportunities and briefings provided by IOWSCP to ensure staff are aware of the latest local guidance on safeguarding. Obtain access to resources and attend any relevant or refresher training courses.
18. Develop, implement, and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
19. Meet any other expectations set out for DSLs in *KCSiE 2026.*

Governing Body Responsibilities

45. The Governing Body will ensure:

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

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

The Federation of Nettlestone and Newchurch Primary Schools Child Protection Procedures

Overview

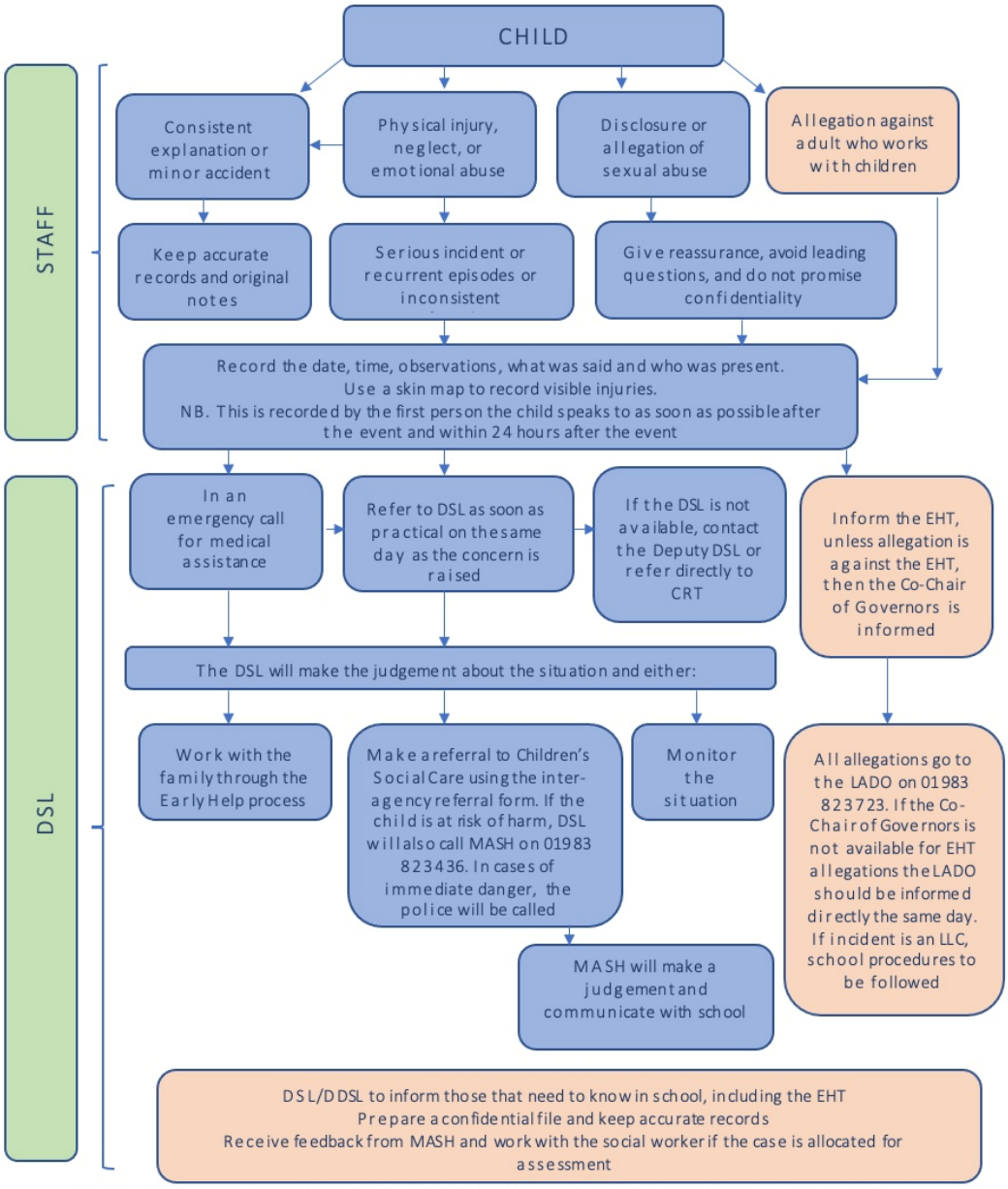
46. The following procedures apply to all adults working in the Federation and will be covered by training to enable them to understand their role and responsibility.
47. The aim of our procedures is to provide a robust framework which enables all adults to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.
48. The prime concern at all stages must be for the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.
49. All adults are aware that very young children, those with disabilities, special needs, certain medical conditions or with a language deficit/English as a second language, may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, adults will question the cause of knocks and bumps in children who have limited mobility, which will include children (e.g., younger siblings) visiting the site, in addition to pupils.
50. **If any adult suspects abuse, spots sign or indicators of abuse, or they have a disclosure of abuse made to them they must:**
    1. Make an initial record of the information. This may be paper based in the first instance (e.g. volunteers/Governors) but should be transferred to CPOMS (Child Protection Online Monitoring System) as soon as practically possible.
    2. Report it to the DSL immediately.
    3. The DSL will consider if there is a requirement for immediate medical intervention. Urgent medical attention should not be delayed if the DSL is not immediately available.
    4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence on CPOMS. Include everything that has happened, including details of:
        - Dates and times of observations.
        - Dates and times of any discussions in which they were involved.
        - Any injuries.
        - Explanations given by the child / adult.
        - What action was taken.
        - Any actual words or phrases used by the child.
    5. The records must be recorded and assigned to the member of staff who dealt with the initial incident and dated by the author.
    6. In the absence of the DSL or one of their Deputies, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate, significant harm.
51. **Following a report of concerns the DSL must:**

    1. Determine the appropriate response, considering internal pastoral support, Family Help

or Early Help assessments, and referrals to statutory services. The DSL will also assess whether parents or carers can be safely informed without increasing risk to the child or prejudicing a police investigation.

2. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is in keeping with the National Police Chiefs Council "When to call the Police" guidance. The rationale for this decision should be recorded by the DSL.
3. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could have an impact on a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be considered when appropriate.
4. If there are grounds to suspect a child is suffering or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the Inter-Agency Referral Form (IARF), making a clear statement of:
    - The known facts.
    - Any suspicions or allegations.
    - Whether or not there has been any contact with the child's family.
5. If there is indication that the child is suffering significant harm, a call will also be made to MASH on 01983 823436. If the child is suspected of suffering physical abuse a call to MASH will be made in advance of any referral.
6. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
7. When a pupil needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the child to the Accident and Emergency Unit at the nearest hospital and inform Children's Social Care. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
9. In cases of allegations against staff or low-level concerns, the IOWSCP procedure or the school *Low Level Concerns (LLC) procedure* will be followed.

Annex 1 – Flowchart for Child Protection Procedures



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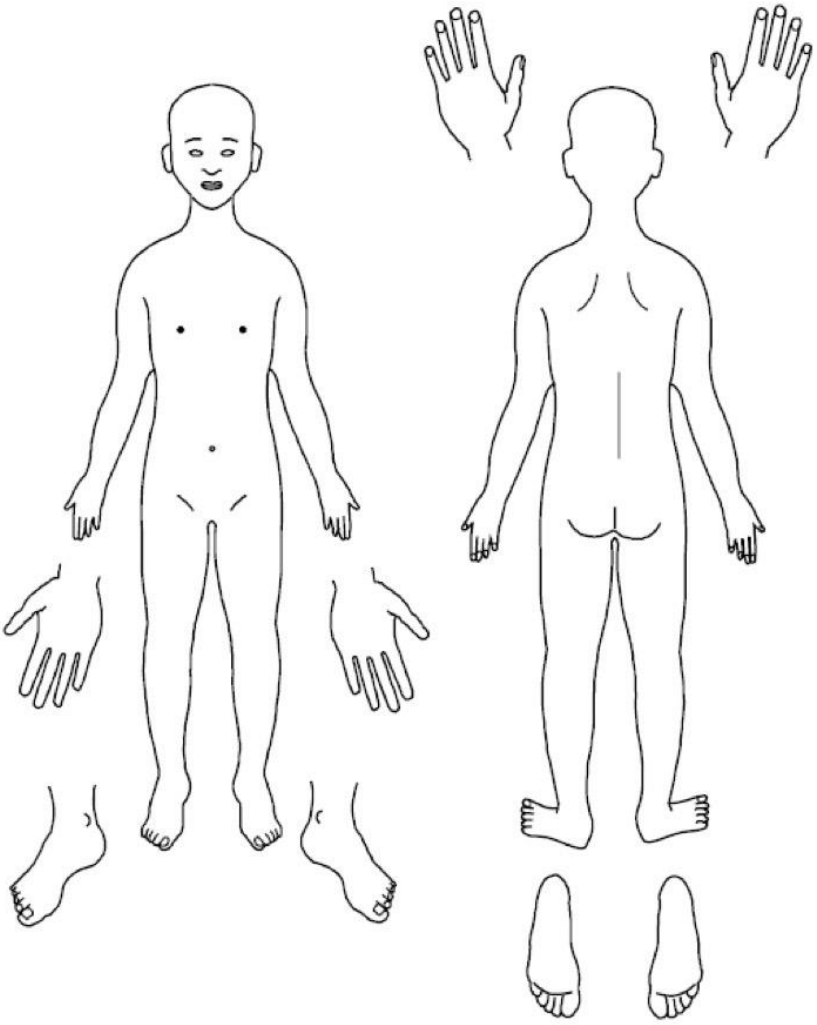
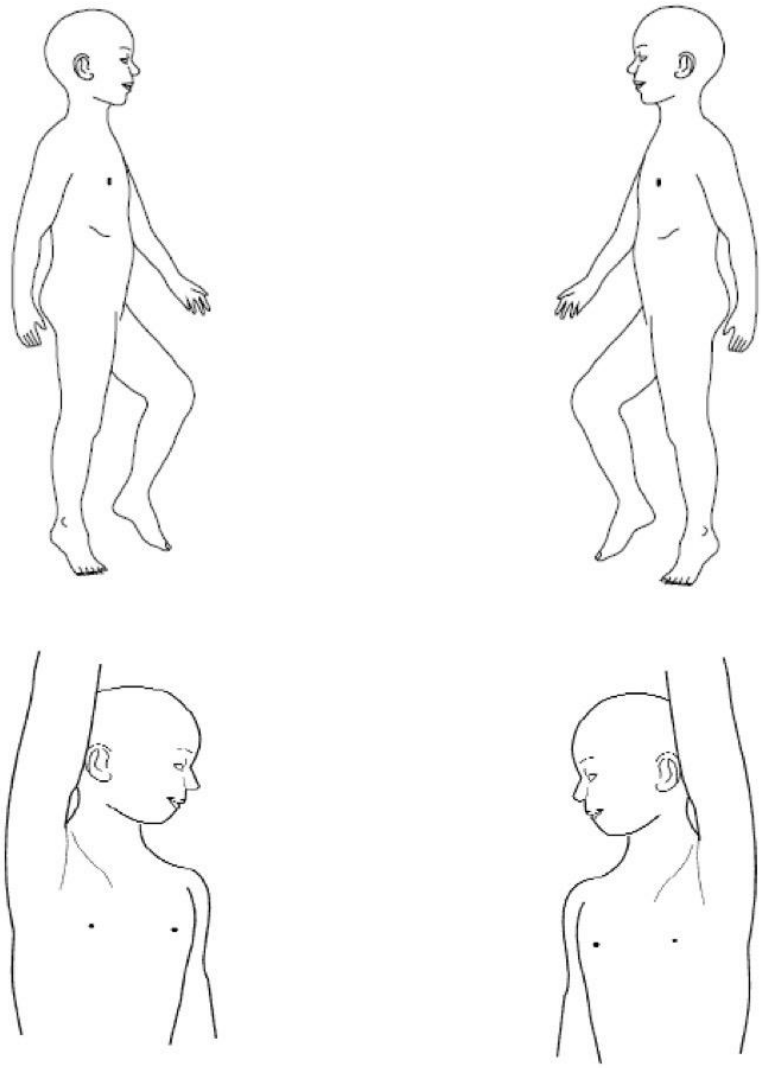


Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

Annex 3 – Dealing with Disclosures

52. All staff should:

1. Any member of staff who is approached by a child should maintain a positive attitude and try to reassure them. They should not promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
2. Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preferred communication method.
3. All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or Children's Social Care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding Principles, the Seven R's

Receive

53. Receive is the first of the Seven R's and covers how a member of staff should act when receiving a disclosure:

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

Reassure

54. Reassure covers how a member of staff should behave when receiving a disclosure:

- Reassure the pupil, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep. For example, "I'll stay with you" or "Everything will be alright now" or 'I'll keep this confidential".
- Do reassure. For example, you could say, "I believe you," or "I am glad you came to me," or "I am sorry this happened," or "We are going to do something together to get help."

Respond

55. The third R covers how a disclosure should be responded to:

- Respond to the pupil only as far as necessary for you to establish whether you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions i.e. "Did he touch your private parts?" or "Did she hurt you?" Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator: the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you must do next and to whom you need to talk to. Reassure the pupil that it will be a senior member of staff in confidence.

Report

56. The fourth R covers how the disclosure should be reported:

- Share concerns with the DSL as soon as possible either in person or via CPOMS with an urgent alert.
- If you are not able to contact your DSL or the DDSL and the child is at risk of immediate harm, contact the Children's Services Social Care department directly.

Record

57. This is the fifth R. When receiving a disclosure, a member of staff should ensure they record the following:

- If possible, make some very brief notes at the time and write them up on CPOMS as soon as possible.
- Add a scanned copy of the original notes to the CPOMS file.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used rather than translating them into 'proper' words.
- Complete a body map to indicate the position of any noticeable bruising or marks.
- Record facts and observable things rather than 'interpretations' or 'assumptions'.

Remember

58. The sixth R is Remember. Staff should remember to/that:

- Support the child: listen, reassure, and be available.
- Complete confidentially is essential. Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

Review

59. This is the final, or seventh, R. This process should be led by the DSL:

- Has the action taken provided a good outcome for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied.
- Is further training required.

What happens next?

60. It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened after the report has been made. If they do not receive this information, they should be proactive in seeking it out.

61. If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL to reconsider, ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Federation's *Whistleblowing procedures* should be followed. If the DSL is unhappy with the response from Children Social Care, they should consider following the *IOWSCP escalation protocol.*

62. Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed the procedure correctly and that their swift actions will enable the allegations to be handled appropriately. For some staff, use of an employee-based counselling service may be appropriate.

Annex 4 – Allegations Against Adults Who Work with Children

63. Please also refer to the Federation's *Managing Allegations Against Adults (Low-Level Concerns) Policy, Adult Code of Conduct Policy* and our *Safeguarding Policy*.

64. *Working Together to Safeguard Children (2023)* states that organisations should have clear policies for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint, or a concern about the quality of care or practice.

65. Allegations as defined by *KCSiE* should be reported to the LADO. Complaints or concerns can be managed independently by the Federation under internal procedures.

66. Complaints could include:

- Breaches of the Code of Conduct.
- Any breach of data protection or confidentiality.
- Poor behaviour management.
- Inappropriate use of social media.
- Misadministration of medication.

67. Concerns could include:

- Inappropriate use of language, shouting or swearing.
- Discussing personal or sexual relationships with, or in the presence of, pupils.
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

68. Lower-Level Concerns (LLCs) which do not reach the allegations harm threshold (or complaints criteria) will be reported to the Executive Headteacher or Head of School, dealt with according to the Federation's *Low-Level Concern procedure* and recorded confidentially on Staff Safe. Records of low-level concerns will be reviewed to identify patterns and inform safer practice.

Procedure for Allegations that Meet the Harm Threshold

69. This procedure should be used in all cases when it is alleged a member of staff, supply staff, volunteer, governor, or another adult who works with children has either:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

70. When considering allegations of suitability (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help.
- Arrests for offences against adults.
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse.
- Extreme political or religious viewpoints which would be considered a Hate Crime.
- Concerns about behaviour in their private lives which would impact on children.

71. In any of these situations the LADO criteria for intervention will be assessed against the likelihood and impact of transferable risk to children.

72. In line with the referral process:

    1. Staff will report any concerns about the conduct of any member of staff, supply staff or volunteer to the Executive Headteacher as soon as possible.
    2. If an allegation is made against the Executive Headteacher, the concerns need to be raised with one of the Co-Chairs of Governors as soon as possible. If a Co-Chair of Governors is not available, then the LADO should be contacted directly.
    3. There may be situations when the Executive Headteacher or Co-Chair of Governors will want to involve the police immediately, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
    4. Once the allegation has been received by the Executive Headteacher or Co-Chair of Governors, they will contact the LADO on 01983 823723 as soon as possible and before carrying out any investigation into the allegation.
    5. Inform the parents of the allegation unless there is good reason not to.

73. In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

74. When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk, and make a disclosure to the school where there is the likelihood of transferable risk to children and there is a need.

75. If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in *Part 4* of *KCSiE (2026)* and the *IOWSCP procedures.*

Supply Staff

76. Whilst supply staff are not employees of the Federation, it is still required that the school report the allegation to the LADO.

77. If the matter requires an internal investigation this will be carried out by the school in liaison with a HR representative (acting as the employer) from the supply agency.

Low Level Concerns (LLCs)

78. The *LLC Policy* (which can be located within the *Allegations Against an Adult Policy)* is part of the whole Federation approach to safeguarding. The purpose of the policy is to encourage an open and transparent culture, which enables those within the Federation to identify concerning, problematic or inappropriate behaviour at an early stage. It should also empower staff to share LLCs with the DSL. LLCs will be managed independently by the Federation under internal procedures.

79. Examples of LLCs include, but are not limited to:

    - Being overfriendly with children.
    - Having favourites.
    - Taking photographs of children on their mobile phone.
    - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
    - Using inappropriate sexualised, intimidating, or offensive language.

80. The LLC policy will:

    1. Ensure that staff are clear about what constitutes appropriate behaviour and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour in themselves and others.

2. Empower staff to share any low-level safeguarding concerns with the DSL.
3. Address unprofessional behaviour and support the individual to correct this at an early stage.
4. Provide a responsive, sensitive, and proportionate handling of such concerns when they are raised.
5. Help identify any weakness within our safeguarding system.

81. In line with the LLC policy:

1. All LLCs will be shared responsibly with the DSL, recorded in writing, and dealt with in an appropriate and timely manner.
2. All LLCs will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
3. If LLCs are found to be escalating and are reaching the harm threshold a referral will be made to the LADO.

82. **LADO advice will be taken for clarification and/or if there is any doubt of the level of action required to address the behaviour.**

Annex 5 – Sexual Violence & Sexual Harassment Between Children in Schools and Colleges

Child on Child Abuse Policy

In accordance with KCSIE 2026, the Federation will respond to the full continuum of child-on-child abuse, including harassment, harmful sexual behaviour, serious violence, abuse involving weapons, initiation or hazing activities, online abuse, and the creation or sharing of nudes or semi-nudes (including AI-generated or altered images). The Federation recognizes child-on-child abuse as a critical safeguarding concern for both the victim and the child exhibiting harmful behaviours.

Context

83. This policy is about how staff should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the Federation's premises, and or online. All staff are advised to maintain an attitude of "It could/does happen here".

84. Schools not recognising, acknowledging, or understanding the scale of harassment and abuse, and/or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst-case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

85. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

86. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This can adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is also important to recognise that some perpetrators may themselves also be victims.

87. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and young people including school and college staff are supported and protected as appropriate.

Policy

88. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other children.

89. We recognise that children can abuse their peers and this will be dealt with under our *Child Protection Policy* and in line with *KCSiE (2026).*

90. This policy is underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

91. We will minimise the risk of child-on-child abuse by:

Prevention

- Taking a whole school approach to safeguarding and child protection.
- Providing training to staff.
- Providing a clear set of values and standards, underpinned by the Federation's *Behaviour Policy* and pastoral support system and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding to Reports of Sexual Violence and Sexual Harassment

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be supported.
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in the future.
- If the report includes an online element staff will be mindful of the *Searching, Screening and Confiscation* advice for schools (*DfE 2022 Guidance*).
- Staff taking the report will inform the DSL or their Deputy as soon as practically possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01983 823435).

Risk Assessment

92. Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

93. The risk assessment will consider:

    - The victim, especially their protection and support.
    - The alleged perpetrator, their support needs, and any disciplinary action.
    - All the other children at the school.
    - The victim and the alleged perpetrator sharing classes and space at school.

94. The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Action

95. The DSL will consider:

    1. The wishes of the victim.
    2. The nature of the incident including whether a crime has been committed and the harm caused.
    3. Ages of the children/young people involved.
    4. Developmental stages of the children/young people.
    5. Any power imbalance between the children/young people.
    6. Any previous incidents.
    7. On-going risks.
    8. Other related issues or wider context.

Options

96. The DSL will manage the report with the following options:

- Manage internally.
- Refer to Early Help.
- Refer to Children's Social Care.
- Refer to the police (generally in parallel with a referral to Social Care).

Ongoing Response

97. The management of the ongoing response should include:

1. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.
2. The DSL will keep the risk assessment under review.
3. The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review.
4. Where there is a criminal investigation into a rape, assault by penetration, or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim during that investigation.
5. The DSL will consider how best to keep the victim and perpetrator apart on school premises and transport where appropriate.
6. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils and students).
7. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their *Behaviour Policy*, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle of keeping the victim and perpetrator in separate classes where possible would be maintained and continued. Consideration would be given to the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
8. The victim, alleged perpetrator, and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.
9. When ongoing support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult should be made by the victims (as far as reasonably possible) and this choice should be supported.
10. The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in the school.
11. The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Unsubstantiated, Unfounded, False or Malicious Reports

98. If a report is determined to be unsubstantiated, unfounded, false, or malicious the DSL should consider whether the child and/or the person who has made the allegation needs help or may have been abused

by someone else and whether this is a cry for help. In such circumstances a referral to Children's Social Care may be appropriate.

99. If a report is shown to be deliberately invented or malicious the school should consider whether any disciplinary action is appropriate against the individual who made it as per the Federation's *Behaviour Policy.*

Physical Abuse

100. While a clear focus of child-on-child abuse is linked to sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the Federation's *Anti Bullying Policy* will be applied in these cases, with recognition that any police investigation will need to take priority.

References – *KCSiE (DfE 2026)*

Annex 5-A Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

101. This template is offered as a framework. Each reported incident should be managed on a case-by-case basis.

Presenting behaviours	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Behaviour: Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals. Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓01/02/2020. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for • Referral to CAMHS • Increased monitoring & toilet. supervisor • Keep safe work.	DSL	01/02/20	✓01/02/20 Contract of agreement has been signed by the parents to include increased. monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/20	✓01/02/20 Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/20	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/20	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & Key Staff members	09/02/20	No additional concerns raised. ACTION - Review plan again in one weeks time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2020	OUTSTANDING Work planned and due to be delivered w/c 16/02
	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2020	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2020	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no currents risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2020	

Annex 6 – Online Safety

In line with 2026 online safety standards, the Federation will ensure its online safety arrangements explicitly incorporate generative artificial intelligence, deepfakes, AI-generated or altered images, financial exploitation, cybersecurity, remote education, and mobile phone-free expectations. Furthermore, the Federation will review its filtering and monitoring arrangements at least annually, ensuring that associated roles and responsibilities are clearly understood by leaders, DSLs, and relevant staff.

102. As a Federation it is essential that we safeguard children from potentially harmful and inappropriate online material.

103. A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate. We will achieve this by:

    1. The content of the curriculum.
    2. A Federation ethos which helps children to feel safe and able to talk freely about their concerns (Speak Out Stay Safe), believing that they will be listened to and valued.
    3. Every child having access to a trusted adult in school.
    4. Regular consultations and pupil voice activities with children e.g. through questionnaires, participation in national events such as Internet Safety Day, asking children to report whether they feel safe online, 360-mark accreditation.
    5. Targeted PHSE opportunities which equip children with the skills that they need to stay safe from harm and how to know to whom they should turn to for help. This will also include content that is responsive to need including online safety and use of technology.
    6. Maintenance of 'professional curiosity' acting swiftly on local intelligence to limit the impact of any negative online activity e.g. picking up on children's comments, feedback from social events/online game playing etc.

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

    - **Content** – being exposed to illegal, inappropriate or harmful content, for example: pornography; fake news; racism; misogyny; self-harm; suicide; anti-Semitism; radicalisation and extremism.
    - **Contact** – being subjected to harmful online interaction with other users, for example: peer to peer pressure; commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
    - **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi nudes and/or pornography); sharing other explicit images and online bullying.
    - **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If we feel students or staff are at risk, we will report it to the Anti-Phishing Group (https://apwg.org/).

105. We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

106. There should be appropriate filtering and monitoring in place on all school devices and school networks. Staff training should include understanding roles and responsibilities in relation to filtering and monitoring. To support schools with this the DfE have produced the following guidance: Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) and Generative AI: Product Safety Expectations to support

schools to use generative artificial intelligence safely and explains how filtering and monitoring compliance requirements apply to the use of generative AI in education.

107. Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK

108. We will consider how online safety is reflected in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the Designated Safeguarding Lead as well as discussions with parents.

Annex 7 – Whistleblowing

Whistleblowing in a Safeguarding Context

109. Every school should have a Whistleblowing procedure. Whistleblowing procedures protect staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties.

110. ***Whistleblowing*** is a term used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

111. This section does not replace the Federation's *Whistleblowing Policy* and should be read in conjunction with the Local Authority's policy, which is adopted by the Federation.

112. The *Whistleblowing Policy* is not designed to be used for concerns that fall under statutory procedures (for example child protection or allegations against staff) as these should be reported under the relevant procedures. However, the Whistleblowing Policy will apply if there is good reason to believe that the relevant procedure is not being followed or will not be followed effectively.

113. Within the Federation the Executive Headteacher, Kirsty Howarth, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the Federation is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Executive Headteacher aware.

114. If your concern is about the Executive Headteacher, you should raise this with one of the Co-Chairs of Governors as soon as possible, either by telephone or email.

115. If you would prefer to raise your concerns outside of the school environment you are able to contact the NSPCC Whistleblowing Line on 0800 028 0285 or email help@nspcc.org.uk for national organisations. Alternatively, you can contact Children's Social Care by calling 01983 823435 or the LADO via lado@iow.gov.uk

116.

If you believe that a member of school staff is harming a child (an allegation) and this has been reported to the Executive Headteacher and no action has been taken, or the member of staff you have concerns about is the Executive Headteacher, then you are able to contact the Local Authority Designed lado@iow.gov.uk

117. If you believe that a child is being abused by individuals outside of school you should make a referral to Children's Social Care by calling 01983 823435 or the Local Authority Designated Officer lado@iow.gov.uk

Annex 8 – Briefing Sheet for Temporary and Supply Staff

For Supply Staff and those on Short Contracts within the Federation of Nettlestone and Newchurch Primary Schools

Whilst working within the Federation of Nettlestone and Newchurch Primary Schools you have a duty of care towards the children and young people here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school's Designated Safeguarding Lead (DSL), who is Kirsty Howarth who can be contacted at either school:

Nettlestone Primary School 01983 613717 / admin@nettlestoneprimaryschool.co.uk

Newchurch Primary School on 01983 865210 / office@newchurchprimaryschool.co.uk.

This is not an exhaustive list but you may have become concerned as a result of:

1. Observing a physical injury, which you think may have been non accidental.
2. Observing something in the appearance of a child or young person which suggests that they are not being sufficiently well cared for.
3. Observing child behaviour that leads you to be concerned about a child or young person.
4. A child or young person telling you that they have been subjected to some form of abuse.
5. Observing adult behaviour that leads you to be concerned about their suitability to work with children or young people.

In any of these circumstances listed here, you must write down what you saw or heard, date and sign your account and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that a child has been led in any way.

If a child talks to you about abuse you should follow these guidelines:

1. Rather than directly questioning the child, just listen and be supportive.
2. Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
3. Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
4. Write an account of the conversation immediately, as close to verbatim as possible. Then sign it and give your record to the DSL who should follow due process, including contacting Children's Social Care if appropriate.

The Federation has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, on all safeguarding noticeboards as well as via the policy section of the school websites.

If your concern involves the DSL or a member of senior staff, contact the LADO on 01983 823723 or the NSPCC whistleblowing line on 0800 028 0285.

Remember, if you have a concern, report it. Doing nothing is not an option within our Federation.

Annex 9 – What is Child Abuse?

In accordance with KCSIE 2026, the Federation recognizes that abuse, neglect, and exploitation can occur inside or outside the home, inside or outside school, and online. The Federation also acknowledges that children may cause harm to other family members, including instances of child-to-parent or caregiver abuse.

118. The following definitions are taken from *Working Together to Safeguard Children HM Government (2026)*. In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, through honour-based violence, forced marriage or Female Genital Mutilation (FGM). To support the local context all staff have access to the Isle of Wight Safeguarding Children Partnership (IOWSCP) threshold chart.

What is Abuse and Neglect?

119. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example in relation to the impact of children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or institution or community setting, by those known to them, or more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate off line abuse. Children may be abused by an adult or adults or another child or children.

Physical Abuse

120. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

121. The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing a child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may also occur alone.

Sexual Abuse

122. Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children looking at, or in the production of, sexual

images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate off line abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

123. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the schools policy and procedures for dealing with it.

Neglect

124. 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.

125. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

    1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
    2. Protect a child from physical and emotional harm or danger.
    3. Ensure adequate supervision (including the use of adequate caregivers).
    4. Ensure access to appropriate medical care or treatment.

126. Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

127. The *IOWSCP Neglect Strategy* is used to provide a more detailed summary of neglect and the local thresholds for referrals.

Indicators of Abuse

Neglect

The nature of Neglect

128. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

129. Far more children are registered to the category of neglect on child protection plans than to other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

130. Neglect can include parents or carers failing to:

    1. Provide adequate food, clothing and shelter.
    2. Protect a child from physical and emotional harm or danger.
    3. Ensure adequate supervision or stimulation.
    4. Ensure access to appropriate medical care or treatment.

131. NSPCC research has highlighted the following examples of neglect of children under 12 years:

    1. Frequently going hungry.
    2. Frequently having to go to school in dirty clothes.
    3. Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse.
    4. Being abandoned or deserted.
    5. Living at home in dangerous physical conditions.
    6. Not being taken to the doctor when ill.
    7. Not receiving dental care.

132. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

133. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused, DfE 2015*) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point where they are at risk of harm or significant need.

134. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of Neglect

135. The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The *IOWSCP Neglect Toolkit* provides a more detailed list of indicators of neglect and is available to all staff.

Physical Indicators of Neglect

136. These can include:

1. Constant hunger and stealing food.
2. Poor personal hygiene – unkempt, dirty or smelly.
3. Underweight.
4. Dress unsuitable for weather.
5. Poor state of clothing.
6. Illness or injury untreated.

Behavioural Indicators of Neglect

137. These can include:

1. Constant tiredness.
2. Frequent absence from school or lateness.
3. Missing medical appointments.
4. Isolated among peers.
5. Frequently unsupervised.
6. Stealing or scavenging, especially food.
7. Destructive tendencies.

Emotional Abuse

The Nature of Emotional Abuse

138. Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has long term impact.

139. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

140. Children can be harmed by witnessing someone harming another person – as in domestic violence.

141. It is sometimes possible to spot emotional abusive behaviour from parents and carers to their children, by the way the adults are speaking to, or behaving towards, children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Development Issues

142. These can be:

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

Behaviour Issues

143. These can be:

1. Acceptance of punishment which appears excessive.
2. Over-reaction to mistakes.
3. Continual self-deprecation ('I'm stupid, ugly, worthless' etc).
4. Neurotic behaviour (such as rocking, hair twisting, thumb sucking).
5. Self-mutilation.
6. Suicide attempts.
7. Drug/solvent abuse.
8. Running away.
9. Compulsive stealing, scavenging.
10. Acting out.
11. Poor trust in significant adults.
12. Regressive behaviour e.g. wetting.
13. Eating disorders.
14. Destructive tendencies.
15. Neurotic behaviour.
16. Arriving early at school, leaving late.

Social Issues

144. These may be:

1. Withdrawal from physical contact.
2. Withdrawal from social interaction.
3. Over-compliant behaviour.
4. Insecure, clinging behaviour.
5. Poor social relationships.

Emotional Responses

145. These may be:

1. Extreme fear of new situations.
2. Inappropriate emotional response to painful situations ('I deserve this').

3. Fear of parents being contacted.
4. Self-disgust.
5. Low self-esteem.
6. Unusually fearful of adults.
7. Lack of concentration, restlessness, aimlessness.
8. Extremes of passivity or aggression.

Physical Abuse

The Nature of Physical Abuse

146. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However, accidental injuries normally occur on the *bony prominences* – e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other factors that may be present.

147. A Body Map (Annex 2) can assist in the clear recording and reporting of physical abuse. The Body Map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of Physical Abuse / Factors that Should Increase Concern

148. These may be:

1. Multiple bruising or bruises and scratches (especially on the head and face).
2. Clusters of bruises – e.g. fingertip bruising (caused by being grasped).
3. Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
4. Bruises on the back, chest, buttocks, or in the inside of the thighs.
5. Marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle.
6. Bite marks.
7. Deliberate burning may also be indicated by the pattern of an instrument or object – e.g. electric fire, cooker, cigarette.
8. Scalds with upward splash marks or tide marks.
9. Untreated injuries.
10. Recurrent injuries or burns.
11. Bald patches.

149. In the social context of the school it is normal to ask about a noticeable injury. The response to such an inquiry is generally light hearted and detailed So, most of all, concern should be increased when:

1. The explanation given does not match the injury.
2. The explanation uses words or phrases that do not match the vocabulary of the child (adult words).
3. No explanation is forthcoming,
4. The child (or the parent/carer) is secretive or evasive.
5. The injury is accompanied by allegations of abuse or assault.

150. You should be concerned if a child or young person:

1. Is reluctant to have parents/carers contacted.
2. Runs away or shows fear of going home.
3. Is aggressive towards themselves or others.
4. Flinches when approached or touched.

5. Is reluctant to undress or change clothing for sport.
6. Wears long sleeves during hot weather.
7. Is unnaturally compliant in the presence of parents/carers.
8. Has a fear of medical help or attention.
9. Admits to a punishment that appears excessive.

Sexual Abuse

The Nature of Sexual Abuse

151. Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school, faith settings, clubs and activities.

152. Children can also be subject to Child Sexual Exploitation (CSE). Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the Federation's *Safeguarding Policy.*

Characteristics of Child Sexual Abuse

153. The characteristics are:

1. It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.
2. Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent.
3. Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

154. Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of Sexual Abuse

Physical Observations

155. These are:

1. Damage to genitalia, anus or mouth.
2. Sexually transmitted diseases.
3. Unexpected pregnancy, especially in very young girls.
4. Soreness of genital area, anus or mouth and other medical problems such as chronic itching.
5. Unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural Observations

156. These are:

1. Sexual knowledge inappropriate for age.
2. Sexualised behaviour or affection inappropriate for age.
3. Sexually provocative behaviour/promiscuity.
4. Hinting at sexual activity.
5. Inexplicable decline in school performance.
6. Depression or other sudden apparent changes in personality as becoming insecure or clinging.
7. Lack of concentration, restlessness, aimlessness.
8. Socially isolated or withdrawn.

9. Overly compliant behaviour.
10. Poor trust or fear concerning significant adults.
11. Regressive behaviour.
12. Onset of wetting, by day or night; nightmares.
13. Onset of insecure, clinging behaviour.
14. Arriving early at school, leaving late, running away from home.
15. Suicide attempts, self-mutilation, self-disgust.
16. Suddenly drawing sexually explicit pictures.
17. Eating disorders or sudden loss of appetite or compulsive eating.
18. Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
19. Becoming worried about clothing being removed.
20. Trying to be 'ultra-good' or perfect; over reacting to criticism.

Annex 10 – Useful Contacts

Key Personnel	Name (s)	Telephone No.
DSL	Kirsty Howarth	01983 613171 (Nettlestone) or 01983 865210 (Newchurch)
Deputy DSL(s)	Anna Jacobs Louise Parkin Caroline Martin Emma Kelly	01983 613171 01983 865210 01983 613171 / 01983 865210 01983 613171 / 01983 865210
Federation's named Prevent Lead	Kirsty Howarth	01983 613171 / 01983 865210
School's Mental Health Lead	Anna Jacobs Louise Parkin	01983 613171 01983 865210
Nominated Safeguarding Governor(s)	Naomi Wrixon/ Kirren Shaw	01983 613171 or 01983 865210
Co-Chairs of Governors	Hannah Berners Ian Watterson	01983 613171 or 01983 865210
MASH		Professionals: 01983 823436 Members of Public: 01983 823435
Out of Hours Social Care		01983 821105
Police	NSPCC Guidance	101 or in emergencies 999
Safeguarding Advisors / Local Authority Designated Officers (LADOs)	Becky Paradise	01983 823723 or Lado@iow.gov.uk
School Nurse Team		0300 123 5224
Children's Service Department, District Service Manager		

Annex 11 – Table of Changes 2025

157. Throughout the document changes have been made to punctuation, grammar and readability. These have not all be highlighted in the table below.

Page	Changes
Throughout the document	Reference to KCSiE 2025 updated to 2026. Updated references to latest guidance.
Throughout the document	Clerical changes made to update contact numbers for MASH/LADO throughout.
	Training and induction wording updated.
Leadership & Management	Referral routes now refer to Family Help/Early Help, section 17 and section 47 thresholds.
Confidentiality	Added Data (Use and Access) Act 2025 and reinforced that data protection does not prevent safeguarding information sharing.
DSL responsibilities	Added five school day transfer expectation and receiving-school notification.
	Added generative AI, deepfakes, AI-generated/altered images, cyber security, filtering/monitoring annual review and mobile phone-free expectations.
	Added safeguarding for both victim and alleged perpetrator, harmful sexual behaviour continuum, harassment, serious violence, weapons, hazing and AI-related image abuse.
	Added trainee teachers/contractors and open culture/pattern review and need for recording.