



Safeguarding Policy

Introduction and Policy Statement

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment that promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/ carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse. Schools recognise the contribution they can make to protect and support pupils in their care.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture that makes the school a safe place to learn.

This Safeguarding Policy applies to all governors, employees (including supply staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms

of abuse, can appropriately support children in school and manage behaviours related to the abuse they have experienced.

- Children who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Headteacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

Aims of the Policy

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying, behaviour policies and e-safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to

reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

2. Specific roles in Safeguarding children

The School has a safeguarding Governor who takes the lead responsibility for the Governing body and works closely with the Designated Safeguarding Lead, the Head Teacher and Chair of Governors on safeguarding issues.

The Designated Safeguarding Lead is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Head leads on allegations against staff)
- Keeping secure child protection plans, write records and reports
- Child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participating in) early help assessments and processes for early help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings.
- Undertaking an annual safeguarding evaluation/audit and reporting to the SLT and Governing Body.

The DSL must have at least two deputies to provide safeguarding cover at all times

3. Definitions of Safeguarding and Child Protection

- Safeguarding and promoting the welfare of children is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2015)
- Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary). See Appendix 1.

4. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later.

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help through

- Undertaking an assessment of the need for early help
- Working with other services to provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

5. Responding to Disclosures – guidance for staff – (see also appendix 2)

If a child wishes to confide in you, the following guidelines should be adhered to:

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the appropriate form exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home, if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social

care or joint investigation or provide alternative services or advice. (See Appendix 2.)

- Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents, if there are concerns that this may be putting the child more at risk.

Social Care referrals:

Bournemouth: Telephone 01202 458101

Poole: Telephone 01202 735046

Dorset: Telephone 01202 474106

The Dorset Police Safeguarding Investigation Team: Telephone 101 (switch board)

6. Partnership with parents

Sharing Concerns with Parents

There is a commitment to work in partnership with parents or carers and, in most situations, it may be appropriate to discuss initial concerns with them.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Stourfield Junior School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with the school. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

7. Domestic Abuse

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns,

we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi Agency Risk Assessment Conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

8. Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or Child Protection Plan. The Designated Safeguarding Lead will attend core group and planning meetings specified in the plan and contribute to assessments and plans.

We recognise that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

9. Children with Special Educational Needs or Disabilities

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

10. Young people who present sexually problematic behaviour to others, violent behaviour or self-harm

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to Children's Social Care who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. For all categories, schools must use the School Risk Management Process. The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school. (See also LSCB policy).

11. Safeguarding information for pupils

- All pupils in the school are aware of staff with whom they can talk.

- The role of PSHE is key in teaching safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level,
- We seek the help and advice of the Safe Schools and Communities team for e-safety advice and training

12. Safer Recruitment

- We use the guidance in part 3 of Keeping children safe in education 2015
- One person on every recruitment panel has undertaken Safer Recruitment Training.
- We ensure that governors, teachers, other staff, volunteers and contractors have completed Disclosure and Barring Service checks in accordance with safer recruitment guidance and that our SCR is up to date.

13. Staff training and induction

- The DSL and deputies will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
- The whole school staff group will receive safeguarding training annually from the DSL as well as updates, notifications of any necessary changes and reminders being made available as required.
- All new staff, volunteers and governors will receive Safeguarding induction to ensure understanding of the safeguarding and associated policies.

14. Safer working practice

- Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:
 - Are responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions.
 - Work in an open and transparent way
 - Work with other colleagues where possible in situations open to question
 - Discuss and/or take advice from school management over any incident which may give rise to concern
 - Record any incident of decisions made
 - Apply the same professional standards regardless of gender, race, disability or sexuality
 - Are aware of confidentiality policy
 - Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
 - Understand the E safety policy

15. Staff Behaviour

In line with the staff Code of Conduct, we expect to see staff:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse

16. Allegations against staff

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

Bournemouth: (01202 458795)

Poole: Julie Murphy (01202 633694), John McLaughlin (01202 714677) or Jill Aiken (01202 714747)

Any concern or allegation against a Headteacher will be reported to the Chair of Governors.

The Keeping Children Safe in Education 2015 Part 4, (Allegations of Abuse Made Against Teachers and Other Staff) and the Bournemouth and Poole LSCB procedures will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. (See Whistleblowing Policy)

17. Welcoming other Professionals

- Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the police should have been vetted to work with children through their own organisation.
- When there is a planned visit to a school and the school do not know the professional, the Head Teacher will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS and cleared to work with children.
- If another professional makes an adhoc or unplanned visit to the school, they will be supervised by a staff member until confirmation of their vetting status has been confirmed.
- No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.
- It is recognised that in emergency situations when the police or social worker are called, it may not be possible to confirm their identity before access to the school site is allowed. The Head Teacher will use their professional judgement to effectively manage these situations.
- Professionals will be required to bring their identity badges on all visits and to wear them at all times. They will complete signing in/out forms and wear a school I.D. badge, if required to do so.
- For agency, third-party staff and contractors, the guidance in KCSIE must be followed.

18. Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency, the staff member in charge will contact the police and/or social care.

19. Exchange Visits

Schools must satisfy themselves that parents/cares who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Host families are subject to DBS checks as per KCSIE guidance. Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE Annex C).

20. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse

children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

At events where parents are taking photographs of children, a statement will be made at the beginning of the event that reminds them that these are to be for personal use only and are not to be shared on social media.

21. Missing Children

Example statement

A child going missing from education is a potential indicator of abuse and neglect. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCB procedure and refer to the Local Authority Education Welfare Service.

22. The Prevent agenda

The school has responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty. As part of this duty, the school

- Has appointed a Prevent lead who is also the DSL.
- Has undertaken staff training to raise awareness of how to assess the risk of children being drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme
- Work in partnership with other agencies
- Has IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Further information can be found in KCSIE chapter 1.A

23. Children at risk of CSE (Child Sexual Exploitation)

The school works together with other agencies to identify and reduce the risks of child sexual exploitation. We follow LSCB guidance and local practice such as the use of the risk tool. Staff are updated as part of their annual safeguarding training about CSE and children are advised as to how to keep themselves safe at an age appropriate level as part of the PSHE curriculum. The school can provide advice for parents and/or sign post parents to further advice.

24. Other relevant policies

- Health and Safety including medical, first aid, intimate care, site security,
- Behaviour policy, staff behaviour policy/code of conduct, anti-bullying policy, equalities duties, inclusion policy, physical restraint (reasonable force).
- E-safety policy and acceptable user policies for pupils, staff and parents
- Whistle blowing
- Complaints procedure
- Schools letting policy

25. School Safeguarding Responsibilities Summary

– the school will:

- Abide by the Keeping Children Safe in Education guidance:
- *Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2013. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE para. 4).*
- Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood.
- Have a child protection/safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB) (KCSIE para. 34).
- Appoint a lead governor responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and deputies to provide adequate cover.
- Appoint a Prevent lead
- Have a named member of staff to support children who are Looked After Children
- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- Ensure that teachers, staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment training and allegations management
- Ensure any external contractors using or on school premises are signed up to safeguarding procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs

- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Dorset overarching information sharing protocol and share information relating to MARAC and the personal information sharing agreement with respect to receiving alerts about domestic abuse
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school; have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with LSCB requirements; have a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the LSCB Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Governing body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and LSCB guidance
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

26. Links to relevant law and guidance

- Working Together to Safeguarding Children 2015
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2015
<https://www.gov.uk/government/.../keeping-children-safe-in-education>
- Guidance for Safer Working Practice for Adults who work with children and young people webarchive.nationalarchives.gov.uk/.../dcsf.gov...practice/ig00311/
- Bournemouth and Poole Local Safeguarding Children's board (LSCB)
www.bournemouth-poole-lscb.org.uk
- Governor's Handbook September 2015
- What to do if you're worried a child is being abused – March 2015

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

- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – e-safety guidelines
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
- Safeguarding: Disclosure and Barring – changes from September 2012
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner’s Office – Data Protection Act in Schools and Education
http://ico.org.uk/for_organisations/sector_guides/education
- The South West Grid for Learning (SWGfL)
<http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360>
- Family Information Service – Borough of Poole
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Family Information Service –BournemouthBoroughCouncil
www.bournemouth.gov.uk/.../ChildrensInformationService

Academic Year 2016/2017

The Designated Safeguarding Leads are Michelle Changchao and Emma Rawson

Telephone number: 01202 424554

The Deputy Designated Staff for Safeguarding are Charlotte Bartolomeo; John Taylor; Rebecca Bootle; Sandra Macfarlane

Telephone number: 01202 424554

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The Lead Safeguarding Governor is Gaynor Brown

Telephone number: 01202 424554

Date: 22nd February 2017

Signed

Headteacher.....Emma Rawson.....

Chair of Governors...Gaynor Brown.....

Date to be reviewed: Spring Term 2018 (unless there is an update before.)

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

Appendix 1

Types of abuse and neglect

(taken from Working Together and as appears in KCSIE)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from

physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Recognising abuse:

Domestic Abuse (Violence). Whilst not a stand alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Make a statement here regarding the school's role in domestic violence i.e. if you have agreed to provide and share information for MARAC and if you have agreed to receive 'alerts' from the police via children's services when a DA incident occurs and what you do with this information (or put in 13).

Indicators of Abuse

Indicators of child abuse may include the following:

Physical Abuse

Physical indicators: unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).

Behavioural indicators: fear of going home, fear of parents being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.

Emotional Abuse

Physical indicators: failure to grow or thrive, sudden onset of speech disorders, developmental delay.

Behavioural indicators: fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self-harm.

Sexual Abuse

Physical indicators: stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.

Behavioural indicators: sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

Neglect

Physical indicators: unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

Behavioural indicators: truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical. Hughes research 1992 found 1/3 of children in households with domestic violence as a feature were sexually abused, half were physically abused.

Definition of Bullying

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude of “win at all costs” and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting, humiliation, ostracising
- If bullying comprises a sexual nature a referral must be made to the Children’s Social Care Triage Team
- Cyber bullying

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- mental health
- private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
- Trafficking

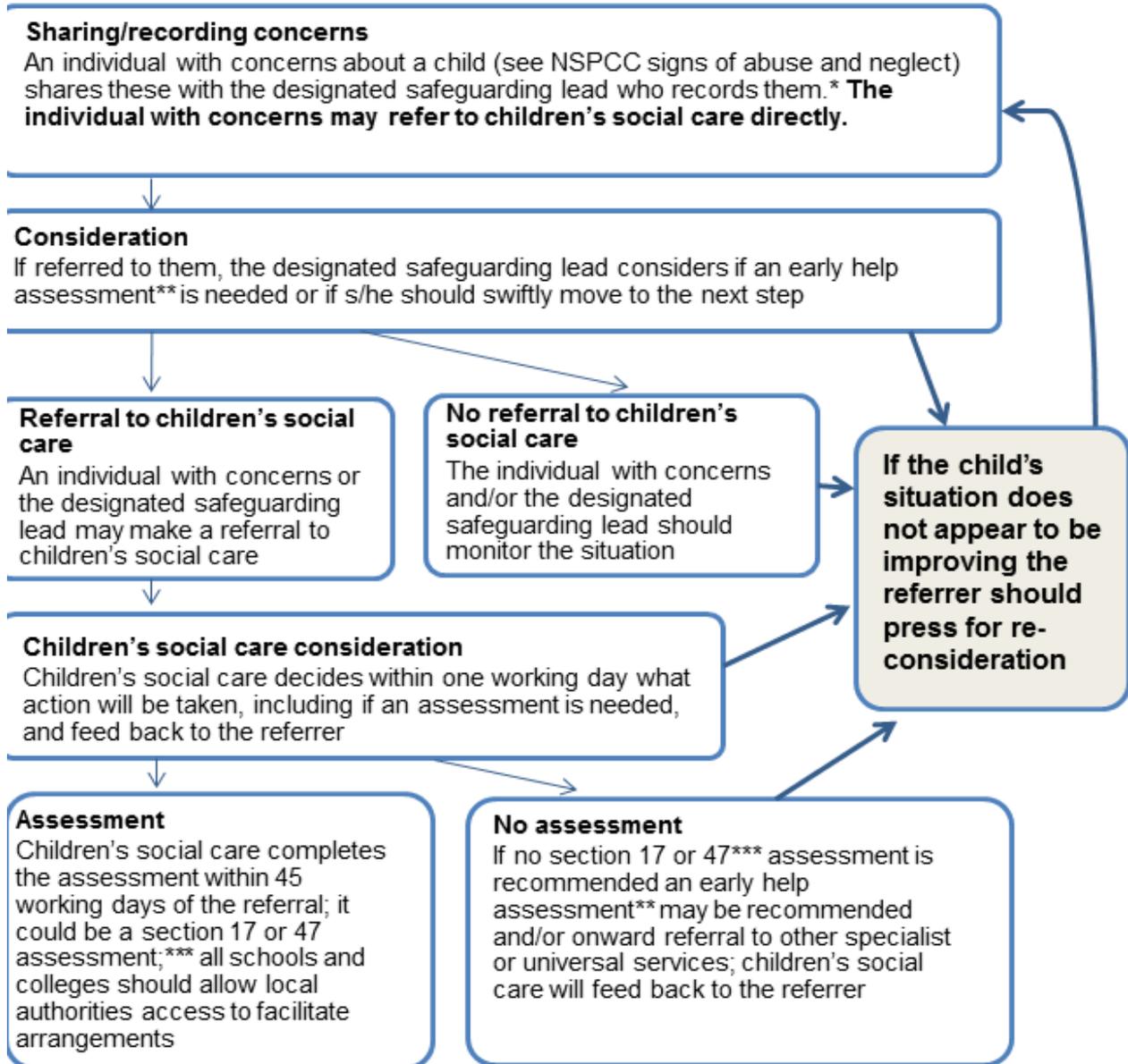
For more information see the links to Government guidance in KCSIE

Appendix 2

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.