



SAFEGUARDING POLICY

This policy applies to the whole school including the EYFS

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	TEL: 01628 683194
Local Authority Children's Services – Multi-Agency Safeguarding Hub and Early Help Hub	TEL: 01628 683150 OUT OF HOURS EMERGENCY DUTY TEAM TEL: 01344 786543
Local Safeguarding Children Board	TEL: 01628 683234 EMAIL: lscb@rbwm.gov.uk
Support and Advice about Extremism	Thames Valley Police TEL: 101 EMERGENCY: 999 Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC whistleblowing advice line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
National College for Teaching and Leadership	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

KEY SCHOOL CONTACT DETAILS

Governors	Chair of Governors Kate Taylor TEL: 07836748094 TEL: 01628 780908 EMAIL: chair.gov@stpirans.co.uk Nominated Safeguarding Governor Elaine Marriner TEL: 01628 785164 or 07583268383
Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Leads (DDSLs)}	DSL Jonathan Carroll TEL: 07747025284 TEL: 01628 594305 EMAIL: Headmaster@stpirans.co.uk Deputy DSL Beverly Jones TEL: 01628 594314 EMAIL: Deputyhead@stpirans.co.uk Deputy DSL Lynne Highy or Penny Dee TEL: 01628 594311 EMAIL: Matron@stpirans.co.uk
Designated Teachers for Looked After Children	DSL Jonathan Carroll TEL: 07747025284 TEL: 01628 594305 EMAIL: Headmaster@stpirans.co.uk
Head	Jonathan Carroll TEL: 01628 594305 EMAIL: Headmaster@stpirans.co.uk

Introduction

St Piran's School ensures that arrangements are made to safeguard and promote the welfare of all pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State, and in particular to *Children Act (1989)*, *Education Act (2002 Section 175)*, *Keeping Children Safe in Education*, *KCSIE (2016)* *Disqualification under the Childcare Act (2006)*, *'Prevent' Counter-Terrorism and Security Act (2015)*, *Working Together to Safeguard Children*, *WTSC (2015)* and *What to do if you are worried a child is being abused- advice to practitioners*. The school operates in accordance with the policies and procedures of the Local Safeguarding Children Board, LSCB, at Royal Borough of Windsor and Maidenhead, RBWM.

St. Piran's School is committed to safeguarding and promoting the safety and welfare of every child at the school, including those in the EYFS. The school aims to provide an environment in which children feel secure, their viewpoints are valued, where they are encouraged to talk and are listened to.

All children have a right to be protected. Child abuse is no respecter of class or wealth. People who abuse children can be from any section of society, often appearing quite ordinary, respectable and caring. This makes it very difficult for the children they abuse to be believed. Within a professional, close society like St. Piran's, where people dedicate their lives to caring for and educating children, it can be difficult to appreciate that some people neglect or seek to harm children, even their own, or to use them for their own sexual gratification. Teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children. The school recognises its important roles in the early recognition of the signs and symptoms of abuse or neglect and the importance of children receiving the right help, at the right time, to address risks and prevent issues escalating.

This policy serves to minimise harm, or risk of harm, and to specify action in clear procedures of which all staff are made fully aware. This policy needs to be read alongside the Whistleblowing, Complaints/Grievance, Allegations against Staff, Acceptable Use of IT, Visiting Speaker, Child Missing in Education and Staff Code of Conduct Policies. All members of staff have a safeguarding responsibility to ensure that children in their care are not harmed. There is no legal duty to report suspicions of abuse. However, there is a professional obligation to do so, and in extreme cases a lack of action could constitute criminal neglect. Any member of staff can make a referral to children's social care without reference to the Designated Safeguarding Lead (DSL) Headmaster, Jonathan Carroll.

The purpose of this policy is:

- To inform all staff, parents, volunteers, visitors, external contractors and governors about the school's responsibilities.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To follow the procedures written by the Local Safeguarding Children Board (LSCB) and set out specifically by the Royal Borough of Windsor and Maidenhead (RBWM) Child Protection Procedures and is available on line.
- To give guidance on safer recruitment procedures. (see Recruitment, Selection and Disclosure Policy and Procedure on the school website or in the Policies folder on the intranet)
- To ensure that staff have the skills, knowledge and understanding necessary to keep safe, children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL.

The Policy is reviewed annually at the Full Governors meeting in November, updated and amended as necessary, is signed by the Governor with Safeguarding responsibility and is available on the school website. A full record of the annual review is kept alongside the minutes of the Board meeting. Minutes of meetings held between the DSL and the Governor with safeguarding responsibility are also kept.

The Policy covers all types of abuse: physical injury, neglect, emotional and sexual abuse. We put the interests of the children at the heart of the policy and make due consideration of culture, disability, history and issues relating to female genital mutilation (FGM), domestic violence (DV), honour-based

violence (HBV) and forced marriage. A full definition of the main types of abuse can be read in the KCSIE 2016 and Annex A document, but it is not to be seen as an exhaustive list.

There is a separate policy regarding anti-bullying, health and safety and SEN/D.

The Policy extends to accommodation the school arranges off site i.e. residential trips. Assurance is also gained that the staff of another organisation have been checked for suitability if they supervise St Piran's pupils at a site other than the school.

Definitions of Safeguarding and Types and Signs of Abuse

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

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 2 of this policy for further detail of the types of abuse and possible signs of abuse.

Designated Safeguarding Lead (DSL)

The school has designated the Headmaster, Mr Jonathan Carroll, to take specific responsibility for child protection matters in the school, including the Early Years. All matters related to child welfare and protection should be discussed with the Headmaster, or in his absence, his designated deputies, Beverly Jones, Deputy Head, or Penny Dee/Lynne Highy, Matrons. The Safeguarding Team meet half termly to review the Child Protection register and more regularly if a referral has been made by a member of staff. Under no circumstances should staff discuss these issues with any other adult or child. Mrs Elaine Marriner, is the designated Governor with responsibility for Child Protection, although safeguarding duties remain the responsibility of the Board as a whole. Mrs Elaine Marriner can be contacted on 01628 785164 or 07583268383.

The Headmaster is responsible for:

- Ensuring that all staff read Part 1 and Annex A of the KCSIE (2016) guidance. This is given to all new staff on their arrival, is reproduced in the Staff Handbook and is highlighted and discussed at the Whole School Staff meeting at the beginning of each academic year. In addition a KCSIE staff assessment is undertaken to assess the staff's understanding of the document. Records of results are kept.
- Staff are made aware of the RBWM Child Protection Procedures and have a copy of the guidelines. These can be found in the Staff Handbook.

- Briefing all school staff and volunteers on the relevant contents of the guidance and procedures that should be followed, as specified in this document – including the briefing of new staff as part of their induction at the school.
- Ensuring the procedures are followed at the school.
- Ensuring that appropriate training and support are given to all staff, supply staff and volunteers. All staff must have appropriate training as recommended by the KCSIE 2016 and will take place at least annually, in particular to discuss types and signs of abuse.
- The training for the DSL and Deputy DSLs is set out in Annex B of KCSIE 2016 and covers interagency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children. Training should be received at least every two years, with informal updates at least annually.
- Developing effective working relationships with other agencies and services with regard to next steps and sources of early help.
- Receiving reports of alleged or suspected abuse within the school, or reported by a pupil relating to incidents at home or outside the school.
- Deciding whether to take further action about specific concerns. Advice will be sought from the LSCB where concerns about staff conduct or behaviour is identified.
- Persisting in making referrals if the school feels that appropriate action is not being taken by the statutory agencies.
- Contacting the Police if it is felt a criminal act may have been committed
- Ensuring that accurate records relating to individuals are kept in a secure place and marked “Strictly Confidential”.
- Submitting reports to and attending Child Protection conferences.
- Ensuring the school effectively monitors children who have been identified as “at risk”.
- Providing guidance to parents, children and staff about obtaining suitable help.

The Deputy Head and/or Matron will deputise in The Head’s absence

Minimising Risk

All staff should be aware of the risks of abuse (by adults and other young people) and should take steps to reduce those risks:

- Never think that abuse is impossible in our school, or that an accusation against someone you know well and trust is bound to be wrong.
- Never blur the line between professional and personal life.
- All staff will have an enhanced DBS check before commencing employment in regulated activity.

Staff must:

- Be vigilant
- Listen to children and give them space to do so safely
- Be aware of changes in behaviours or attitudes
- Respond to concerns at an early stage
- Recognise that significant harm can be ‘**actual**’ e.g. bruises, injuries, neglect happening now, or ‘**likely**’ in the sense that unless action is taken now, the child may be exposed to significant risk of harm in the future.
- Report concerns to the approved designated professionals

- Not conduct investigations but contact relevant agencies who have the legal responsibility to investigate
- Be prepared to whistle-blow where there are concerns about the conduct of colleagues or volunteers
- Recognise the potential for child-on-child abuse
- Appreciate the potential for 'grooming' through the internet and 'gaming' activity
- Track arrangements for monitoring school attendance and report any concerns about missing children.
- Pay special attention to the needs of 'looked after children' by the local authority.
- Pay special attention to the vulnerabilities of children with special educational needs or who have a disability.

In addition, staff need to be aware of how they interact with pupils. The current climate of suspicion with regard to child abuse poses dilemmas for caring adults. This is particularly true in schools like St. Piran's, where pride is taken in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation. The Staff Code of Conduct Policy and Intimate Care Policy give clear guidance.

This does not mean that physical contact is never permissible but there must be limits, and contact outside these limits must be justified if necessary. Limits will vary according to the age of the child and the role of the member of staff.

The following guidance is offered as a starting point for further development through staff training:

- Try as far as possible to avoid being alone in a room with a child.
- Where the youngest children in Nursery are changing, attention must be paid to the guidance in the Staff Code of Conduct Policy and in the school's Intimate Care Policy.
- Where one to one teaching/counselling needs to occur, try to leave the door open or arrange to be within earshot or vision of others.
- Excursions out of the school, especially residential excursions should have a sufficient number of adults of both genders to provide proper supervision.
- Restraint should only be used where necessary to prevent children at imminent risk of harming themselves or others or inflicting damage to property. Colleagues should be summoned where possible to be present to witness or assist. (See Policy on the Use of Force to Control or Restrain pupils).
- Demeaning or salacious remarks should never be made to or in the presence of children. Remarks about a child's physical characteristics or development could fall into this category.
- Share any concerns with the Head, Deputy Head or Matron, if you suspect that a child is becoming inappropriately attached to you or to another member of staff or voluntary helper.

Use of Cameras, Mobile Phones and other Recording Devices

The use of these devices across the School is set out in the Use of Cameras, Mobile Phones and Recording Devices Policy; this also clearly states that for the EYFS, all staff, volunteers and student mobile phones must be stored securely within the setting during contact time with children and Visitors will be advised of the policy that use of private mobiles will not be permissible.

Support for Pupils

Children and young adults often tell other people, rather than staff and adults, about abuse.

School Prefects are to be made aware of how to respond if they are told of abuse or suspected abuse.

Specific advice and support includes:

- All children are given a leaflet outlining the St. Piran's Expectations with regard to behaviour. Children also know what to do and who they can talk to if they have a problem.
- All pupils are made aware of, and guided through, the school's Anti-Bullying Policy.
- Where there is possible abuse by one or more pupils against another pupil, referral may be made to an external safeguarding agency.
- PSHCE is used to help cover these issues.

School Procedures

- If any member of staff, volunteer, visitor or contractor is concerned about a child s/he must inform the Head as DSL or the Deputy Head or Matron as Deputy DSL.
- Any member of staff, volunteer, visitor or contractor must also feel able to raise concerns and feel supported in their safeguarding role, and KCSIE 2016 makes clear that any of the above named categories of staff may make a referral directly to external agencies, without consulting the DSL. This is made clear in our Whistleblowing Policy. Also, the NSPCC can be contacted via their Whistle-blowing line, 0800 028 0285.
- The member of staff must record information regarding concerns on the same day
- The Head will decide the appropriate action, including whether the concerns should be referred to the Social Services. If it is decided to make a referral to Social Services, this will be done without prior discussion with the parents and within 24 hours of the allegations.
- Particular attention will be paid to the attendance and development of any child in need or who has been identified as "at risk" or who has been placed on the Child Protection Register.
- If a pupil who is known to be on the Child Protection Register changes school, the Head will inform the social worker responsible for the case and transfer the appropriate records to the receiving school.
- If a member of staff wishes, s/he can report any concern or allegation about school practices or the behaviour of colleagues which are likely to put children at risk or other serious harm directly to the LSCB (8.45am to 5.15pm Monday to Thursday, 8.45am to 4.45pm Friday) **01628 683234**. Out of Hours team (5.00pm to 9.00am and weekends) **01344 786543**

When to be concerned about a pupil

Staff should be concerned about a pupil if s/he:

- Has an injury which is not typical of the bumps and scrapes normally associated with children's injuries.
- Regularly has unexplained injuries.
- Frequently has injuries (even when reasonable explanations are given).
- Gives confused or conflicting explanations on how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.

- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his/her age.
- Discloses an experience in which s/he may have been significantly harmed

Actions to be taken

The key points to follow if you suspect, or are told of abuse:

1. Always **stop** and **listen** straight away to someone who wants to tell you about incidents or suspicions of abuse. Do not display shock or disbelief.
2. Recognise that the child will choose who they want to speak to – it could be any member of staff or volunteer.
3. Accept what is being said. Do not put words into a child’s mouth.
4. Allow the child to talk freely.
5. Write brief notes of what they are telling you while they are speaking (or as soon as possible afterwards). Keep these notes - it’s what you wrote at the time that may be important later, not a tidier, improved version of it. Date and sign them.
6. Reassure the child but do **not** give a guarantee that you will keep what is said confidential or secret. You have a responsibility to tell the right people to protect the child. Explain that you need to tell the people who can sort it out, but that you will **only** tell people who absolutely have to know.
7. Reassure the child that what has happened is not his/her fault.
8. Stress that it was the right thing to tell.
9. Don’t ask leading questions that might give your own ideas of what might have happened e.g. “Did he do X to you?” Ask questions like “What do you want to tell me?” or “Is there anything else you want to say?”
10. Do not criticise the alleged perpetrator.
11. Tell the child what has to be done next and who has to be told.
12. Immediately tell the Headmaster as the DSL (unless s/he himself is accused or suspected of abuse: see Allegations Involving School Staff). Do **not** tell other adults or young people what you have been told.
13. Discuss with the person in charge whether there are any steps that need to be taken to protect the person who has told you about the abuse.
14. **Never** attempt to carry out an investigation of suspected abuse by interviewing people. Social Services and the Police are trained to do this. You could cause damage and spoil possible criminal proceedings.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School’s procedures for unauthorised absence and for dealing with children who go missing from education can be found in the Staff Handbook and Missing Child Policy. The School will report to RBWM Children’s Services a pupil who fails to attend school regularly or has been absent from school without the School’s permission for a continuous period of 10 school days or more.

What staff should do if they discover an act of Female Genital Mutilation (‘FGM’)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

Reporting a disclosure to the DSL

When a child has made a disclosure, the member of staff must follow these guidelines.

If you have been made aware of, or suspect child abuse, you should take immediate action. Once a disclosure (or other signs e.g. physical evidence) is suspected, you should say very little to the pupil about what will happen until the matter has been discussed with the Headmaster as the DSL, or in his / her absence, the Deputy Head or Matron. This must be done as soon as possible and at the latest, within the same part of the day. This must take precedence over other activities.

You should record as immediately as possible what was said or seen, as far as possible using the words of the pupil. Ideally, record in your own handwriting and keep any earlier notes you have made. You must make it clear that you cannot keep secrets in this matter, and that you must, as a matter of law, discuss this with a senior member of staff.

Staff should not make verbal judgements about pupils or parents, although they can record what they thought. Pupils should be comforted and given time to talk, but not probed. Staff cannot be an investigative or intervention agency in this respect, and any signs of taking on this role may result in a technicality which undermines evidence if the allegations lead to court proceedings.

Write your notes down on paper and attach ALL notes, including diagrams, to this document. Sign and date all notes.

Recovery Plan for Children or Staff

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff should therefore consider seeking support for him/herself and discuss this with the Head, Deputy Head or Matron.

As every case will be handled with confidentiality (as far as is possible), any child should be able to continue at the school, confident that any incident is not general knowledge. The same will apply to a member of staff if they were to resume work after an accusation. Counselling will be offered and organised.

Safer Recruitment

All staff are recruited following the guidance set out in the school's Recruitment, Selection and Disclosure Policy and Procedure.

Allegations of Abuse against Staff (see separate policy for more detail)

If a child or parent makes a complaint about a member of teaching, non-teaching staff, visitor, volunteer or contractor, the person receiving the information must take it seriously and immediately inform the Headmaster.

The Headmaster will make prompt contact (within 24hrs) with the LADO in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected.

If the concerns are about the Headmaster, the Chairman of Governors must be contacted, without contacting the Headmaster. (Mrs Kate Taylor, Chairman of Governors, can be contacted on 01628 780908 or 07836 748094)

No investigation about allegations will take place without first contacting the LADO.

A report will be sent promptly to the Disclosure and Barring Service if St Piran's has dispensed with a person's services because of unsuitability to work with children (or would have been dismissed had she/he not resigned).

Consideration will be given to sending a report to the National College for Teaching and Leadership (NCTL) if St Piran's has dispensed with a person's services because of unsuitability to work with children (or would have been dismissed had she/he not resigned) and a prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction at any time for a relevant offence.'

The school would consider suspension of staff without prejudice during any child protection investigation involving them.

Arrangements for Dealing with Peer-On-Peer Allegations

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault and gender-based issues. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up".

The School has an Anti-Bullying Policy and deploys staff to supervise children during breaks and any periods of free time to minimise the risk of peer-on-peer abuse.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should inform the Headmaster as DSL or when of his Deputy DSLs or may contact the Local Safeguarding Children Board LSCB directly.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the LCSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LSCB parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LSCB and/or the Police as appropriate

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported and support from external agencies will be sought, as appropriate.

Induction of Staff

In accordance with the Staff Handbook, induction of all new staff includes discussing the Staff Behaviour Policy, covering all situations relevant to the school, the identity and function of the DSL and all aspects of the Safeguarding Policy. All staff are expected to read the KCSIE Sept 2016 and Annex A and guidance contained in the Appendices of the Staff Handbook. The use of Cameras, Mobile Phones and Recording Devices Policy, which also applies to the EYFS setting, is clearly discussed.

Training of staff

Training of staff, volunteers and Governors will ensure that all stakeholders receive training and updates at least annually. This will include 'Prevent' training to mitigate the risk of radicalisation, FGM awareness and a review of the school's Missing Children from School Policy. In addition, where there are issues pertinent to St Piran's School, training will ensure stakeholders are well informed on such specific matters.

The DSL and Deputy DSLs will be trained to a higher level annually; this should be to Level 3, and include inter agency working.

A full record of staff training will be kept.

This Policy is reviewed by the Governors on an annual basis at the November Full Governors' Meeting

Original policy dated: 18th November 2005

Reviewed:	November 2006
Reviewed:	November 2007
Reviewed:	November 2008
Reviewed:	November 2009
Reviewed:	November 2010
Reviewed:	November 2011
Reviewed:	November 2012
Reviewed:	November 2013
Reviewed:	January 2015
Reviewed:	November 2015
Reviewed:	November 2016
Reviewed:	November 2017

Next review date: November 2018

Signed:



Mrs Elaine Mariner Safeguarding Governor

St. Piran's School Child Protection Referral

HIGHLY CONFIDENTIAL

Date Time

Name of person making referral

Name of Duty Officer referral made to

Child's Name D.O.B

Address

Tel.No

Parents' names

Siblings
..... D.O.B

..... D.O.B

..... D.O.B

..... D.O.B

..... D.O.B

Any other information

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The referral should always be made with written information from the person reporting the incident. This should be attached. The school file should be checked for any relevant information before a referral is made. This must take precedence over any other activity.

Action:

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Signed: Print name:

SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or

status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), teachers should follow the School's local safeguarding procedures.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also

contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.