



SAFEGUARDING AND CHILD PROTECTION POLICY
Designated Safeguarding Lead – Marie Cordeiro (David Walford and
Graham Wilson)
Nominated Governor – Mandy Stanswood

Definition

Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in the Department for Education and Skills (now DfE) guidance document Working together to Safeguard Children, which focuses on safeguarding and promoting children's and learners' welfare.

This can be summarised as:

- protecting children and learners from maltreatment
- preventing impairment of children's and learners' health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully

Safeguarding refers to all children, whilst Child Protection refers distinctly to individual children at risk of harm.

1. Purpose

- 1.1 This College fully recognises its responsibility to safeguard and promote the welfare of all the children at our College. The protection of children is of the highest priority for our college.
- 1.2 *'Every human being has a value and dignity which we as Catholics acknowledge as coming from God's creation in his own image and likeness. This implies a duty to value all people and therefore support them and protect them from harm'* Diocesan Safeguarding Policy
- 1.3 The purpose of this policy is to provide staff, volunteers and governors with the guidance they need in order to keep children safe and secure in our college and to inform parents and guardians how we will safeguard their children whilst they are in our care.
- 1.4 We recognise that children have the right to feel secure and cannot learn effectively unless they do so. The Laming Report emphasises that safeguarding is everybody's responsibility. Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in this college. Whilst this policy details College

referral procedures nothing in it prevents staff raising concerns directly with Children's Services in an emergency or if they have a genuine concern that appropriate action has not been taken.

1.5 This policy is based on guidance contained in the documents - Keeping Children Safe in Education (KCSIE) 2016. Working Together to Safeguard Children (WTSC) 2013, Safeguarding Children & Safer Recruitment in Education (SCSRE) 2007, The Counter-terrorism and Security Act 2015 and local Child Protection procedures.

1.6 Safeguarding is not just about protecting children from deliberate harm. It includes issues for our college such as:

- Student's health, safety and well being
- Bullying (including cyberbullying)
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of students with medical conditions
- Providing first aid
- Drug and substance misuse
- Educational visits
- Intimate care
- Internet safety
- College security.
- Mobile phone and camera misuse
- Missing children (home / care / education)
- Radicalisation
- CSE – Child sexual exploitation
- FGM – Female genital mutilation
- Honour based violence
- Peer on Peer abuse

These and other issues are also addressed in more detail in other college policies with safeguarding concerns - see **Appendix 1 (attached)**.

There is more in depth explanation of some of these issues in the KCSIE 2016 Appendix A.

1.7 **Aims of this policy are:**

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
- To raise the awareness of all members of the college community of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and to support staff in raising concerns.

- To provide a systematic means of monitoring children known or thought to be at risk of harm and to ensure the college contributes to assessments of need and support plans for those children.
- To be aware of the additional vulnerabilities of Children Looked After, children who have special needs and children that are missing from education
- To be alert to the possibility of those at risk of sexual exploitation or female genital mutilation.
- To have due regard of the need to prevent students from being drawn into terrorism
- To develop a structured procedure within the college that will be followed by all members of the college community in cases of suspected abuse.
- To ensure that all adults within our college who have access to children have been checked as to their suitability. This includes other community users of our facilities.

Types of abuse and neglect:

Abuse is maltreatment of a child by inflicting harm or failing to prevent harm. Abuse can be inflicted by adult or child.

The four main categories of abuse are:

PHYSICAL - This may involve hitting, shaking, throwing, poisoning, burning or fabricating or inducing illness in a child.

NEGLECT - This is the persistent failure to meet a child's basic physical or psychological needs which is likely to result in the serious impairment of their health or development.

EMOTIONAL - This is the persistent emotional ill treatment of a child which can cause adverse effects on their emotional development. It may involve making them feel worthless, unloved or inadequate or failing to let them express their views.

SEXUAL - This involves forcing or inciting a child to take part in sexual activities irrespective of force used or whether they are aware of it. This includes exposure to pornography, watching sexual activity or grooming. It includes child sexual exploitation when gifts or money are exchanged for sexual activities and subjecting children to female genital mutilation.

FGM - also known as female genital circumcision is a form of child abuse and is an act of violence against women and girls. It is an extreme form of domestic abuse. The term FGM is used to refer to the removal of part or all of the female genitalia for

cultural or other non-therapeutic reasons. This is extremely painful and has serious consequences for physical and mental health. It can also result in death.

Staff should be aware of FGM and any suspicion of FGM or a student at risk should be reported immediately to the Designated Safeguarding Lead.

Teachers must personally report to police when they discover an act of that FGM has been carried out. They must also liaise with the DSL

For more detailed explanation on all these forms of abuse/issues including the signs and impacts please refer to Appendix 2 which is attached to this policy.

There is also additional information in the KCSIE 2016 Appendix A which all staff must read in addition to Part 1 of that guidance.

2. Procedures

- 2.1 The College procedures for safeguarding children are in line with Local Safeguarding Children's Board guidance and the Governing Body understands its responsibilities for ensuring the annual review of this policy and for reporting back to the Local Authority.
- 2.2 The College has a Designated Safeguarding Lead. Currently this person is **Ms Marie Cordeiro** and she is a member of the Management Team and has undertaken appropriate training for the role, as recommended by the LA. We have a member of staff who will act in the absence of the DSL who has also received training, and been briefed in the procedures and role of the DSL. This member of staff is **Mr David Walford**. In the absence of an appropriately trained member of staff, the Head teacher will assume this role. DSL training is every two years with an update at least annually.
- 2.3 All new members of staff including supply teachers and volunteers will be provided with induction training and made aware of the College's policy and procedures for child protection. They will be provided with the name and contact details of the DSL and have the role of the DSL explained to them, as part of their induction into the college. They will be provided with a copy of the 2016 KCSIE document and Appendix A 'Further Information' to read.
- 2.4 All members of staff are provided with opportunities at least annually to receive training either delivered by the DSL or the Local Authority in order to develop their understanding of the signs and indicators of abuse, how to respond to a student who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 2.5 All parents/carers are made aware of the College's responsibilities in regard to child protection procedures through publication of the College's Safeguarding Policy, and reference to it in all new Year 7 induction packs. The policy is available on the website and available in hard copy on request.

- 2.6 All visitors/staff/members of the public and Governors must report to main reception when arriving at the College. Staff must sign in and out as routine on the computer in reception. All other visitors must report to the receptionist and sign in. All visitors will be given a lanyard with a coloured badge identifying them as a visitor and this must be worn at all times. A green badge confirms that photo identification has been seen and the person has a current DBS certificate. Yellow confirms reception staff have seen photo ID but the visitor is not to be left unattended on the site. They should always be with a member of staff. A pink badge means no ID has been seen and the visitor is not to be left unattended on the site but should always be with a member of staff. Governors and staff should always wear their lanyard and badge when on site. Pupils are made aware that members of the public will be in the building but they should only speak to identified staff.

Any concerns about people on site should be reported to the nearest member of staff.

- 2.7 Community users organising activities for children will be made aware of and understand the need for compliance with the College's child protection guidelines and procedures. Our lettings policy will seek to ensure the suitability of adults working with children on the College site at all times and random checks will be made.
- 2.8 Our selection and recruitment procedures includes all checks on staff and regular volunteers' suitability including Disclosure & Barring Service checks as recommended by the LA and in accordance with current legislation.
- 2.9 The DBS will be notified within one month of any person leaving the school whether employed, contracted, a volunteer or pupil whose services are no longer used because they are considered unsuitable to work with children. Such reports will contain as much evidence as possible.

The College recognises that failure to make a report constitutes an offence. We acknowledge we have a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or there is a reason to believe they have committed one of a number of listed offences.

- 2.10 Our procedures will be reviewed annually and up-dated as required.
- 2.11 The name of the DSL will be clearly shown in the College, with a statement explaining the College's role in referring and monitoring cases of suspected abuse.

3. Supporting Children

- 3.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/her, and find it difficult to develop and maintain a sense of self-worth. This is likely to impact on their learning ability.

- 3.2 We recognise that the college may provide the only stability in the lives of children who have been abused or who are at risk of harm. It can provide an opportunity to identify concerns early.
- 3.3 We recognise that the College plays a significant part in the prevention of harm to our students by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection and support.
- 3.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 3.5 Our College will support all students by:

Maintaining an ethos that is understood by all staff, which enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to by:

- Encouraging the development of self-esteem and resilience in every aspect of college life including through the curriculum.
- Promoting a caring, safe and positive environment within the College.
- Recognise the additional barriers that exist when recognising the abuse of students with SEND
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Identify children who would benefit from early help and refer them to the vulnerable students panel
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Ensuring and providing, across the curriculum, opportunities, which equip children with the skills they need to stay safe from harm - including online safety and to know to whom they should turn for help.
- If abuse is suspected, accurate information must be given to the DSL.

What to do if a child makes a disclosure

- Disclosure can happen at any time.
- Do not panic and think things necessarily have to happen instantly. It is more important to make the right decision and therefore an immediate referral to the DSL is essential.
- Remind the child you will have to pass on their concerns.

- Do not promise confidentiality.
- Listen with tact and sympathy but do not offer an opinion.
- Do not ask leading questions.
- Use open questions using the tell me, explain to me, describe to me method.
- Avoid asking 'why' as this can confuse and may lead to feelings of guilt.
- Make careful and legible notes – they may be needed later. Record the date, time, event, observation, disclosure and the action taken to date and sign.
- Pass all the information to the DSL as soon as possible.
- Do not contact parents yourself: this will be done, if appropriate, by the DSL.

4. Confidentiality

- 4.1 We recognise that all matters relating to child protection are confidential. The Head teacher or DSL will disclose personal information about a student to other members of staff on a need to know basis only in order that they can appropriately support that child.
- 4.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 4.4 We will undertake to share our intention to refer a child to Social Care with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. The DSL will ensure the information received is clearly written and will document their concerns regarding the risk identified. The information will be kept in a confidential file away from the student's everyday information.
- 4.5 Child protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records the Education (Schools Records) Regulations 1989 exempt information relating to child abuse from the requirements of disclosure. However, in cases of alleged child abuse which come to court, the court may require the College to provide its records.

4.6 Monitoring and Record Keeping

The College can play a vital role in helping those who are suspected of being abused by monitoring and recording certain aspects of their progress and behaviour in College. Historical reviews of child protection indicate the vital importance of accurate record keeping. The DSL will decide when this monitoring needs to occur and will advise what information needs to be monitored. A chronology sheet will be used to make a written record of child protection activities and concerns.

4.7 Referrals to Social Services

There are two types of referrals – child in need and child in need of protection. Information should be written down as a verbatim report and recorded in a factual non emotive or judgemental way.

Child Protection files will be secured and a reference made on the child's file that a child protection file exists. If a child transfers school the file will be forwarded.

In cases where children have suffered or at risk of suffering serious harm they should be reported to social services immediately. For children in need of additional support from other agencies an inter-agency assessment using local processes should be carried out.

Our Safeguarding referrals are made to Southampton Multi Agency Safeguarding Hub (MASH). The Local authority Designated Officer is Sue Sevier. The Strategic Lead Officer of Safeguarding in Education is Kim Drake and the Deputy is Jo Cassey who is the Principle Officer for Education and Early years.

If there has been a substantiated allegation against a member of staff the College will work with the LADO to determine whether any improvements can be made to our procedures to help prevent a similar event.

Following a referral a case conference may be held within eight working days. This offers an opportunity to share information and formulate a plan. The College are expected to attend and participate in all case conferences and these meetings are held under LA guidelines.

5. Supporting Staff

- 5.1 We recognise that staff working in the College who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 5.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. The Headteacher should provide this or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 5.3 In consultation with all staff, we have adopted a code of conduct for staff at our College. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- 5.4 Opportunities are provided to staff to contribute and shape safeguarding arrangements and child protection policy

6. Allegations against staff

- 6.1 All College staff should take care not to place themselves in a vulnerable position with a child and all staff should be aware of the College's behaviour/discipline policy and sign to say they have read it.
- 6.2 We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or a member of the senior leadership team if the Headteacher is not present.
- 6.3 Immediate action should be taken to protect the child.
- 6.4 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) within one working day.
- 6.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.4 above, without notifying the Headteacher first.
- 6.6 The College will follow DCSF Guidance Handling Allegations of Abuse made against Adults who Work with Children and Young People 2007 (under review) and the guidance contained in Keeping Children Safe in Education 2016. Copies of which can be found at www.dcsf.gov.uk
- 6.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO in making this decision.
- 6.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, this may involve suspension of adults from College premises.
- 6.9 At any stage of consideration or investigation all unnecessary delays should be avoided. All actions must be carefully recorded and in the case of serious harm the police should be notified from the outset.
- 6.10 In line with restrictions on the reporting or publishing of allegations against teachers the College will make every effort to maintain confidentiality and guard against unwanted publicity. This will apply until a person is charged or the DfE/NCTL publish information.

7. Whistleblowing

- 7.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 7.2 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Colleges safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies,

should be in place for such concerns to be raised with the College management team. Where a staff member feels unable to raise the issue with their employer or feels their genuine concerns are not being addressed, other whistle blowing channels may be open to them.

Southampton City Council has a Duty To Act whistleblowing policy and the NSPCC Whistleblowing helpline number is 0800 028 0285.

8. Physical Intervention

- 8.1 Our policy on physical intervention by staff is set out separately and complies with Southampton City Council's 'Physical Intervention Guidelines for Schools' (September 2009). This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.
- 8.2 Discussions with the head teachers regarding referrals to the Educational Psychologist can be made for support.

Responsibilities

Governors accept their responsibility to:

- Follow the *KCSIE* guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.
- Have regard to the *SCSRE* guidance when recruiting staff (also see separate Safer Recruitment Policy).
- Contribute to inter-agency working in line with *WTSC* guidance, with the Chair being responsible for liaising with the local authority and/or partner agencies on issues of child protection.
- Ensure that the safeguarding arrangements take into account the procedures and practice of the relevant local authority.
- Ensure that an effective child protection policy is in place together with a staff behaviour policy (code of conduct), both of which are provided to all staff – including temporary staff and volunteers – on induction.
- Ensure that there are procedures in place to handle allegations against members of staff and volunteers, as well as allegations against other children. Procedures must also be in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- Review the policies and procedures for child protection annually at a Governors' meeting

to satisfy themselves that the duties outlined have been appropriately and efficiently discharged. Minutes should be sufficiently detailed to demonstrate the depth of the review.

- Work together with the DSL when updating and reviewing procedures and their implementation.
- Ensure that the Safeguarding/Child protection policy is available publicly on the school website (and on request from the school office).
- Ensure the appointment of a senior member of staff to the role of designated safeguarding lead, which is explicitly in the role-holder's job description. The named person should have the status and authority within the school to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff.
- Appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- Ensure appropriate safeguarding responses to those children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect and to help prevent the risks of their going missing in future.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum (for example through PSHE).
- Remedy any deficiencies or weaknesses in regard to the school's safeguarding arrangements that are brought to its attention without delay.

The Designated Safeguarding Lead (or DSL) accepts their responsibility to:

- Undertake appropriate training every two years in order to understand the assessment process for providing early help and intervention; have a working knowledge of how the local authority conducts a child protection case conference or review; ensure each member of staff has access to and understands the school's policy and procedures, especially new and part time staff (including volunteers).
- Liaise with the local authority and work with other agencies in line with WTSC guidance. Informal advice may be sought on borderline cases.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals (including ensuring that such records are kept confidentially and securely and are separate from pupil records).
- Obtain access to resources and attend any relevant or refresher training courses (including

making sure that staff are aware of training opportunities).

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Refer all cases of suspected abuse to the local authority children's social care, as well as the local authority designated officer (LADO) for child protection concerns – in all cases that concern a staff member; the Disclosure and Barring Service (DBS) – in cases where a person is dismissed or left due to risk/harm to a child; and/or the police – in cases where a crime may have been committed.
- Ensure that cover for the safeguarding role is available in their absence (via a named deputy).
- Where the DSL is not the Head, to liaise with the Head to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Where children leave the College to ensure that their child protection file is copied for any new school as soon as possible, but transferred separately from the main pupil file and addressed 'Confidential – for the attention of the DSL.
- Generally raise awareness of safeguarding within the school.
- Monitor the attendance of any pupil currently deemed to be at risk and refer concerns, when appropriate, to social services in the first instance.
- Follow up on any pupil deemed to be missing from the college, if necessary liaising with the Governing Body.
- Ensure that the Head (where the Head is not the DSL) and all members of staff who routinely have contact with pupils are trained and receive regular refresher training (approximately every three years) about their responsibilities with regard to safeguarding, in line with advice from the LSCB.

The Head teacher accepts responsibility to:

- The Headteacher has a clear overview of safeguarding procedures and practice.
- The Headteacher will ensure the safer recruitment of all new staff and has an awareness of the new vetting and barring process and takes account of the DfE and other local guidance.
- The Headteacher will ensure that all staff are recruited using the guidance from HR.

- The Headteacher ensures all policies and procedures adopted by the governing body are fully implemented and fully implemented and followed by staff.
- The Headteacher will ensure the designated member of staff (DSL) will be supported at all times. The Headteacher will ensure the designated person is part of the senior management leadership team. The Headteacher will ensure the designated person (DSL) is given sufficient time and resources to discharge their responsibilities, including taking part in inter-agency assessments and meetings. The Headteacher will ensure the designated person (DSL) is appropriately trained to enable them to successfully cascade safeguarding awareness training to all other staff members on a regular basis with or without the support of the Local Authority.
- The Headteacher will ensure all staff are fully aware of the procedures to be followed if an allegation or concerns were made regarding a member of staff. In all cases these would go straight to the Headteacher unless the allegation was against the Headteacher in which case it would go directly the Chair of Governors.

Glossary of Terms

DSL	Designated Safeguarding Lead
CPLO	Child Protection Liaison Officer
SENCO	Special Education Needs Co-Ordinator
KCSIE	Keeping Children Safe in Education
MASH	Multi Agency Safeguarding Hub
DfE	Department for Education
LADO	Local Authority Designated Officer
GTC	General Teaching Council
DBS	Disclosure & Barring Service
LSCB	Local Safeguarding Children Board
SCSRE	Safeguarding Children & Safer Recruitment in Education
NSPCC	National Society for the Prevention of Cruelty to Children
CSE	Child sexual exploitation
SMSCE	Spiritual, Moral, Social and Cultural Education
WTSC	Working Together to Safeguard Children
VFG	Victims of Female Genital Mutilation
PSHE	Personal Social Health Education

This policy will be reviewed every year.

Date of next review: December 2017

The Governing Body approved this policy on 6 December 2016.

Appendix 1

SAFEGUARDING POLICIES

The Governors of St George Catholic College review the following policies with a Safeguarding content on a regular basis:

Health & Safety Policy

Anti-Bullying Policy

Drug, Alcohol & Tobacco Policy

Medical Support of Pupils

Offside Activities and Educational Visits Policy and Procedures

Looked After Children Policy

Staff e-Safety/ Social Networking Policy

Behaviour Policy

SEN/D Policy

Lockdown Procedure

Whistleblowing Policy

Attendance Policy

Appendix 2

WHAT IS CHILD ABUSE?

Types of abuse and neglect

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. They may be abused by an adult or adults or another child or children.

i) Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. It may also be caused by the parent/carer fabricating or inducing illness in a child.

Possible signs:

Bruising without satisfactory explanation, burns (often recurrent), bite marks, parent/carers frequently alleging illness in a child, inappropriately or excessively clothed particularly in hot weather, reluctance to do PE or shower, self-harm.

Impact of physical abuse:

It can lead to neurological damage, physical injuries, disability and occasionally death. Harm may be caused directly by the abuse itself or by the abuse taking place in a wider family context of conflict. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties.

ii) Neglect

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent/carer failing to provide adequate food, shelter and clothing, access to medical care, failure to protect a child from physical harm, as well as excluding a child from home or abandonment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect:

Constant hunger, poor personal hygiene, poor state of clothing, frequent lateness or non-attendance at school, untreated medical problems. A child going missing from an education setting is also a potential indicator, particularly on repeated occasions.

Impact of neglect:

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress.

iii) Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment 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, unloved or 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.

Physical, mental and emotional development lags, over-reaction to mistakes, extremes of passivity or aggression, continual self-deprecation, self-harm, inappropriate emotional response to painful situations. It may be when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening or criticising them.

Impact of emotional abuse:

Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Some level of emotional abuse is involved in all types of mistreatment of a child or young person, though it may occur alone.

iv) Sexual Abuse

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 penetrative (e.g. rape/buggery) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities (e.g. exposure to pornographic material, watching sexual activities or encouraging children and young people 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.

Impact of sexual abuse:

Self-harm, inappropriate sexualised behaviour, depression, loss of or poor self-esteem, aggressive behaviour, lack of trust, running away from home.

v) Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

vi) Victims of Female Genital Mutilation (FGM) are likely to come from a community that is known to practise this, and staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Sensitivity should always be shown when approaching the subject.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for

instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

Peer on Peer abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Sexting is a growing form of abuse and bullying using technology. For more information see E Safety and Social Networking Policy.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International and Beatbullying.

E-Safety is the process of limiting risks to children and young people when using Information and Communications Technology (ICT). E-Safety is primarily a safeguarding issue not a technological issue, which relates to the use of all ICT- fixed or mobile; current, emerging and future ICT. E-Safety risks and issues can be roughly classified into three areas: content, contact and commerce.

Radicalisation

A duty has been placed on all schools to have due regard to the need to prevent people from being drawn into terrorism. This duty is called the Prevent duty. Young people can be exposed to terrorist influences or extreme views in particular those via the internet and social media. Schools can help to protect children in the same way they help safeguard them from other issues such as drugs, gang violence and alcohol. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Channel is a programme which focuses on providing early support to people who are identified as being vulnerable to being drawn into terrorism.

HBV- Honour based violence

Honour based violence encompasses crime which have been committed to protect or defend the honour of the family and/or community and includes female genital mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse regardless of motivation and should be handled and escalated as such.

Further information is available in Annex A of Keeping Children Safe in Education 2016 and in the policies detailed in Annex 1 of this policy.