

Westbourne School

Educating girls and boys for life



SAFEGUARDING CHILDREN POLICY

Named Person Responsible	:	Designated Safeguarding Lead(DSL) : Mr J Hicks
		Deputy DSL : L Cannell
		EYFS & Deputy EYFS: E Rees-Oxley & H Baxter
Designated Governor	:	Mrs J Wroth
E-safety	:	K Baker (SS) & D Harris (JS)
Looked after children	:	N Day
Last reviewed	:	18th October 2017 by JH
Policy review date	:	September 2018

Westbourne's SAFEGUARDING CHILDREN POLICY follows the recommendations outlined in the Government's documentation:-

- 1. KCSIE 2016**
- 2. Guidance for safer working practice for adults who work with children and young people.**

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INTRODUCTION

The need to have effective child protection policies and procedures in place must be top of the priority list for any school or organisation catering for children and young people. Recent years have seen considerable changes to the regulatory framework. New strategies targeted at providing support to vulnerable children and young people, together with initiatives aimed at improving practice in social care have followed each other as the Government has responded to intense public and media concerns. The Independent School Standards Regulations (ISSR) are rigorous and prescriptive covering appointments and pre-appointment checks on staff, supply staff, governors, proprietors and volunteer helpers (see references) and the prevent duty requires schools to protect children who may be vulnerable to radicalisation. Further, the mandatory requirement for teachers to report to the police where they have discovered signs that Female Genital Mutilation has taken place on a girl under the age of 18 came into force from October 2015.

CONTENTS OF POLICY

Independent schools cannot afford to be complacent. The NSPCC's evidence in January 2009 to Sir Roger Singleton's 'Review of Safeguarding Arrangements in Independent Schools, Non-maintained Special Schools and Boarding Schools' stated that: "*Calls to ChildLine highlight worrying concerns about bullying in independent schools*". It added, "*Alongside CRB checks [now known as DBS checks], independent schools must maintain a culture of vigilance about risks to children and a clear understanding about appropriate interaction with children, challenging unacceptable behaviour, providing examples of good conduct and ensuring children and young people know where to turn if they have problems or are being abused.*"

Policies need to be developed from the core themes of:

- Safeguarding and Child protection
- Promoting welfare and the best interests of a child

All of them should be reviewed at least annually by governors [at a meeting in which detailed formal minutes are recorded and held on file]. The ISI handbook (February 2016) states (Part 3, para 107):

"A review of the School's child protection policies must take place at least annually, including an update and review of the effectiveness of procedures and their implementation. KCSIE indicates that the DSL should work with the proprietors on this. Proprietors should also ensure that the School contributes to interagency working in line with 'Working Together' through effective communication and good cooperation with local agencies. The implementation of these policy provisions will be checked through discussion with proprietors and DSL, and by scrutiny of the relevant board minutes and available evidence underpinning the review (e.g. any written report or information presented to governors to support the review, training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the School and how these have been handled, contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters). Minutes should therefore be sufficiently detailed

to demonstrate both breadth and depth of the review.

CHILD PROTECTION POLICY

STATEMENT OF INTENT

The safety and welfare of all our pupils at Westbourne School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by Sheffield safeguarding board together with DfE guidance contained in Working Together to Safeguard Children (26 March 2015) and Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (KCSIE 2016). This policy is applicable to the whole School community, [including those pupils in the Early Years Foundation Stage (EYFS)].

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. **All staff should read at least Part 1 of KCSIE.** All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE: [All new staff have a personal induction and child protection/safeguarding protocols are discussed. These are later reinforced during staff briefings and meetings on a regular basis. Staff receive regular training including e-safety. Policies are regularly updated]

WHAT IS CHILD ABUSE?

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.

Signs or indicators of possible abuse or neglect are outlined in Appendix A on Page 24

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners

(<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website

(<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful

information on types of abuse and what to look out for which staff are encouraged to refer to.

Annex A of KCSIE should also be referred to by all members of staff working closely with children including admin, catering and caretakers.

OTHER SAFEGUARDING ISSUES

- Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truanting, gender based violence and sexting also put children in danger.

The School recognises that children are capable of abusing their peers. The School's approach to sexting will be to discipline the offender in accordance with a serious breach of school rules and our values of respect and the victim may be offered counselling. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrants a response under these procedures rather than the School's [Behaviour and Exclusions Policy].

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. Peer-on-peer abuse should never be dismissed as "banter" or "part of growing up".

The School takes the following steps 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 follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

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 LCSB, 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 LCSB 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.

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Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate e.g. counselling, CAMHs, GP

CHILD'S WISHES

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by discussing issues with the child and where necessary their parents. Other mechanisms include the Student council, form tutorials, PSHE lessons and assemblies. Also in JS we have a 'worry box' and 'socially speaking' for pupils to air concerns/anxieties. The School will operate processes with the best interests of the pupil at their heart.

TRANSPARENCY

Westbourne School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Westbourne. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

SAFER EMPLOYMENT PRACTICES

Westbourne School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. J Hicks, C Heald & L Cannell have all completed the training for safe recruitment. Please also see the School's recruitment, selection and disclosures policy and procedure, recruitment pack, policy on induction of new staff, governors and volunteers in child protection and model staff behaviour policy.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2016), the governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The School works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

As part of carrying out safe recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at School or on another site.

Should the School develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

This policy is reviewed by governors annually. Please also refer to the School's Recruitment Policy for further details.

RAISING AWARENESS

Mrs J Wroth is the liaison governor for safeguarding issues. The role of the designated governor is to liaise with the local authority on issues of child protection. In case of allegations against the Head or a member of the Governing Body the Chairman of Governors should be the person responsible for liaising with the LEA. The nominated Governor in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to its safeguarding committee, which both the Headmaster and the designated safeguarding lead attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or

exposed to extremist views.

DESIGNATED SAFEGUARDING LEAD

The Headmaster, Mr John Hicks, (or in his absence Mrs Laura Mirfin in Senior School, Mrs Lisa Cannell in Junior School and Mrs Emma Rees-Oxley in EYFS) is our Designated Safeguarding Lead (DSL). Their contact details are:

Jhicks@westbourneschool.co.uk 07916118599

lcannell@westbourneschool.co.uk 07928791627

erees-oxley@westbourneschool.co.uk 07841696760

Mr Hicks has been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. He is a member of the Senior Management Team at our School.

The deputies will be trained to the same standard as the DSL.

The full safeguarding committee includes Mrs Natalie Day, Head of Learning Support in both Junior and Senior School

nday@westbourneschool.co.uk 07929033697

Both the DSL and his deputies undergo training at least every year in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies attend refresher updated at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They both have a job description for their safeguarding roles and key activities. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE). The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated.

The DSL and the deputies can be contacted at any time for staff in School to raise or discuss any safeguarding concerns.

Mrs Emma Rees-Oxley is the member of staff responsible for safeguarding in EYFS.

The DSL maintains close links with the Sheffield safeguarding board and reports at least once a year to the governors' on the child protection issues outlined above. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Local Authority Designated Officer ("LADO")[3] in relation to allegations against someone working at the School and/or the police if a criminal offence is suspected.

The DSL will liaise with the local authority when necessary and work with other agencies in line with

Working Together to Safeguard Children 2015 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The School's records on child protection are kept securely in the Head's office, and are separated from routine pupil records. Access is restricted to the Deputies.

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Head and, if required, to the main points of local procedures of Sheffield safeguarding board.

Child Protection training is also given to new governors and volunteers. The particular training arrangements for the prevention of radicalisation are organised by Sheffield safeguarding board.

Training in child protection and safeguarding is an important part of the induction process. More detail is set out in our policy on 'Induction of New Staff in Child Protection'. Induction training includes:

a review of the School's safeguarding policy including the staff code of conduct policy/behaviour policy, and the School's whistleblowing policy;

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. FGM and Prevent Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.

All new staff must read and sign to confirm that they have read Part 1 of KCSIE and the relevant school policies listed in our Induction of New Staff in Child Protection policy. Temporary staff eg PE students and volunteers will be provided with a face to face induction meeting where confidentiality,

safeguarding protocols, and policies are discussed.

The Head and all staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from Sheffield safeguarding board. In addition, the Head and all staff receive safeguarding and child protection updated as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

STAFF OBLIGATIONS

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify [the School/their manager] immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the School immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the [head/bursar] for more details.

PREVENTING RADICALISATION

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the

radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The School, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and Deputy DSL [and governor responsible for safeguarding] to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School's particular 'prevent' training requirements are that all staff will be asked to complete training modules online.

VISITING SPEAKERS

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

Visiting speakers will be vetted, office staff to provide a form for all visitors to complete.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of

the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly^[6] or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority. For further details on when the School has a duty to report to the local authority, please see the Missing Child Policy and Procedures when a Child is not Collected on Time.

CHILD SEXUAL EXPLOITATION

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

SO-CALLED 'HONOUR BASED' VIOLENCE ('HBV')

So-called HBV can include forced marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory duty to 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for pupils;

- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols [insert link to local safeguarding procedures here]. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information

(<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

The local police non-emergency number is 0114 2964803.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

All staff also need to be alert to the specific needs of those pupils who special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. 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.

USE OF MOBILE PHONES AND CAMERAS

Neither staff nor children may use their own mobile phones to take photographs within the School's EYFS setting; nursery and up to Reception year. Please see the School's Data Protection Policy for the School's policy on taking photographs of pupils outside of these year groups.

ONLINE SAFETY

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are [insert]. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online; and
- staff are equipment with the knowledge to safeguard children online by attending online safety training.

The School's E-Safety Policy also sets out the School's approach to online safety.

PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. The DSL is the appropriately trained teacher for liaising with virtual school heads for those looked after children in the School.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School should report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by SCC.

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform Ofsted if appropriate. In relation to our nursery/EYFS setting, the School will inform Ofsted safeguarding as soon as is reasonably practicable, in any event within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated

officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.

With regard to the Prevent Duty, the School will co-operate with Channel panels and the Police with assessments are being undertaken.

In the case of pupil-on-pupil abuse which the School has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the [School Behaviour and Discipline Policy] after discussion with the LADO.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must [firstly raise this with the Head or DSL without delay. The Head or DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police]. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

The DSL will report safeguarding concerns to the Head (provided they do not concern the Head).

For children in need of additional support from one or more agencies, the School will contact the Multi Agency support team - Anna gale West MAST 0114 2506865

External Agency Contact Information

The School's points of contact for children who are the focus of concern are as follows:

Sheffield LEA website for child protection:

Local Area Designated Officer (LADO)

Sheffield Safeguarding Children Board

Floor 2 Redvers House

Union Street

Sheffield

S1 2JQ

Tel: (0114) 273 4450

sscb@sheffield.gov.uk

Child Protection Co-ordinator - Sally Machin Duty Social Worker at Sheffield CC 0114 273 4855

MAST teams number is 0114 2053535 Members of the public number is 0114 2734855

Multi Agency support team - Anna gale West MAST 0114 2506865

Prevent lead - **Flora Bandele & Bea Kay**

Safeguarding Children Advisors, Education

Safeguarding Children and Independent Reviewing Service, CYPF

Floor 3 South, Howden House

Union St

Sheffield S1 2SH

Flora T 0114 2053714 E Flora.Bandele@sheffield.gov.uk M 07734743258

Bea T 0114 2735655 E Bea.Kay@sheffield.gov.uk M 07772348514

Safeguarding Children Advice (practitioners only), T 0114 205353

NSPCC whistleblowing helpline for professionals: Tel 0800 028 0285

Lucy Faithfull Foundation – safer recruitment

Out of Hours Emergency Duty Team - [Tel no]

Police Emergency - 999

Police Non-Emergency - 101 or 0114 2964803

OFSTED Safeguarding Children

08456 404046 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

The School's points of contact for children who are in need of help are as follows:

School's local authority 0114 2053535

Professionals online safety helpline- helpline@saferinternet.org.uk 0844 381 4772

SCIRS – Safeguarding children & independent reviewing service. They provide advice and support on issues that are the responsibility of those remaining in the service including:

LADO and Prevent- Local Authority Designated officer referral form can be downloaded from www.safeguardingsheffield.org.uk

LADO/ Prevent coordinator contact number 0114 2734850

Safeguarding advice about children living with parental drug and alcohol misuse- The substance misuse project manager can be contacted on 0114 2058214

Safeguarding children on licenced premises 0114 2058214

Child protection enquiry team (CPET) will give advice on a child who is or has been the subject of a child protection plan, if a person poses a risk (PPR) can be contacted on 0114 2734925

Child Death overview panel (CDOP) Support manager 0114 2039669 or CDOP Manager 0114 2053846

Child sexual Exploitation (CSE) 0114 2018645 CSE referrals should be made to children's social care.

Safeguarding children training- 0114 2734530 information on Training and independent reviewing

Val Linnett (Early years safeguarding advisor- val.linnett@sheffield.gov.uk 0114 2735484 or 07969857365

Karen Bennett (Service Manager safeguarding & independent reviewing service.) 011 2053846

Karen.bennett@sheffield.gov.uk

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

National College for Teaching and Leadership

[Tel: 0345 609 0009]

PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The School will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows Departmental guidance and [LCSB] arrangements and apply when staff, including volunteers, have (or alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the School's DSL and make any referral via them.

Should the allegation of abuse concern the DSL the member of staff should inform the Chair of Governors and the deputy to the DSL who will act in the place of the DSL. Should the allegation be against the Head or School governor the deputy DSL will immediately inform the Chairman of Governors without the Head or School Governor being informed first. The chairman's personal number can be obtained from the school office. Staff may also discuss any concerns with the DSL and make a referral via them. It will be the Chair's responsibility to contact the LADO.

If the allegation concerns a member of staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and

the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. The School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police.

Any pupils who are involved will receive appropriate care.

Staff should also have regard to the Staff Behaviour Policy to minimise the risk of allegations being made.

WHISTLEBLOWING

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine

concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: help@nspcc.org.uk).

EXTERNAL REFERRALS

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Westbourne will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Head or DSL straight away.

PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However,

concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the School counsellor, [the chaplain] and the medical staff. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Every child has a homework diary which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Our medical rooms displays advice on where pupils can seek help.
- We operate a peer counselling scheme whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our [head boys/girls and their team of prefects/heads of house]/senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's anti-bullying policy. E-safety to pupils is taught [insert details of how e-safety is taught to pupils.]

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer the School's Staff Handbook which also includes its Social Media Policy.

RECORDS

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing. A detailed form is available for staff to use via JS/SS office, JS/SS staff rooms and on the desk top.

MONITORING AND EVALUATION OF THIS POLICY

The School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Governing body visits to the School;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School [e.g. sufficient account must be taken of the nature, age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding].
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school
- Regular review of training offered to staff, including e-safety training.

Appendix: Schools should include an appropriate child protection fact sheet identifying the definitions and signs of child abuse such as the one produced by the NSPCC here:

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/> Schools should also insert the KCSIE definitions of abuse: (

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) see Annex A and pages 11 - 13 and Annex A.

[1] Although it may sometimes be appropriate to liaise directly with local authorities in relation to the needs of children resident in other local authorities, strictly speaking, in an emergency, it is the duty of the social care department for the School's locality to assist the School.

[2] It is for schools to determine which staff are 'working directly' with children and should read and digest Annex A. Teaching staff will undoubtedly be captured, together with house parents/school

nurses etc. If in doubt, all staff should be directed to read Annex A.

[3] KCSIE refers to the LADO as the designated officer at the local authority. It is for schools to decide how to refer to the designated officer provided it is clear who this individual is and their role.

[4] School proprietors should take a proportionate risk based approach to the level of information provided to temporary staff and volunteers. In practice, this will involve school proprietors liaising with the DSL and Deputy DSL and Head to agree on the level of information appropriate.

[5] Schools should liaise with the LCSB to agree the necessary updates (as appropriate). It is for schools to decide the medium through which these updates take place e.g. e-bulletins, emails etc. This can be referred to in the School's policy, if schools wish.

[6] At such intervals as are agreed between the School and the local authority.

[7] Reporting to Ofsted within 14 days applies only to settings requiring registration

References:

A. ISI Handbook for the Inspection of Schools, The Regulatory Requirements February 2016

www.isi.net

B. 'The Early Years Foundation Stage: Statutory Framework September 2014':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf

C. 'Keeping children safe in education' DfE guidance May 2016:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

D 'Working Together to Safeguard Children', DfE guidance dated March 2015:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

E. The definition and signs of child abuse (<http://www.nspcc.org.uk/signsofabuse>)

F. 'Child Protection in Academies: Setting the Scene', Browne Jacobson Solicitors 2009

G. 'School Staff as Police Officers'- an ISBA briefing document by Farrer & Co, February 2012

H. Evidence from the NSPCC Policy Adviser - Safeguarding, Emily Arkell, to Sir Roger Singleton's Review, dated 2 February 2009. (www.nspcc.org.uk)

I. Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

RELATED SAFEGUARDING POLICIES

- Anti-Bullying Policy
- Induction of New Staff, Governors and Volunteers in Child Protection Policy
- Model Staff Behaviour Policy

- Guidance on Missing Child Policy and Procedures when a Child is not Collected on Time.
- Recruitment, Selection and Disclosures Policy and Procedure
- Recruitment Pack
- E-Safety Policy
- Whistleblowing Policy
- Educational Visits Policy
- Health and Safety Policy

Appendix A - Signs and indicators of possible abuse

- **Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;**
- **Children with clothes which are ill-fitting and/or dirty;**
- **Children with consistently poor hygiene;**
- **Children who make strong efforts to avoid specific family members or friends, without an obvious reason;**
- **Children who don't want to change clothes in front of others or participate in physical activities;**
- **Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;**
- **Children who talk about being left home alone, with inappropriate carers or with strangers;**
- **Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;**
- **Children who are regularly missing from school or education;**
- **Children who are reluctant to go home after school;**
- **Children with poor school attendance and punctuality, or who are consistently late being picked up; • Parents who are dismissive and non-responsive to practitioners' concerns;**
- **Parents who collect their children from school when drunk, or under the influence of drugs;**
- **Children who drink alcohol regularly from an early age;**
- **Children who are concerned for younger siblings without explaining why;**

- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. Working Together to Safeguard Children (2015) statutory guidance sets out full descriptions.

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment. Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: o bruises or cuts; o burns or scalds; or o bite marks.

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse and exploitation - Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children. Some of the following signs may be indicators of sexual abuse:

- **Children who display knowledge or interest in sexual acts inappropriate to their age;**
- **Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;**
- **Children who ask others to behave sexually or play sexual games; and**
- **Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.**

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 doesn't 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 don't take part in education.

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse. Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care⁴ ; and
- Parents who fail to seek medical treatment when their children are ill or are injured.