



ST MICHAEL'S  
C of E PRIMARY  
HIGHGATE

# Safeguarding and Child Protection Policy

**Updated for KCSIE September 2022**

Governor Responsible	Stephen Bethel
Status	Statutory
Last reviewed	19 September 2021
Updated	19 September 2022
Ratified by Governors	21 September 2022
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This policy is reviewed annually by the Designated Safeguarding Leads and ratified by the Governing body. All staff read and agree to the policy during their induction. At this time, and when updates occur, they also read and sign Keeping Children Safe in Education (2022) Part 1.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

**Key Contacts:**

Role	Name	Contact
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Chair of Governors	Cordelia Brown	<a href="mailto:cordeliabrown100@gmail.com">cordeliabrown100@gmail.com</a>
Nominated Governor for Safeguarding	Stephen Bethel	<a href="mailto:stbethel100@gmail.com">stbethel100@gmail.com</a>
Local Authority Designated Officer	Shauna Mc Allister/ John Srivastava	Finola Owens LADO Manager Sharon Ackbersingh LADO <a href="mailto:LADO@haringey.gov.uk">LADO@haringey.gov.uk</a> 020 8489 2968/1186
MASH (Haringey's Multi-Agency Safeguarding Hub)	<p>If you are concerned that a child may be at risk of significant harm Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm <b>Tel: 020 8489 4470</b> Out of office hours, including weekends: Emergency Duty Team <b>Tel: 020 8489 0000</b> <b>Making A Mash Referral</b> <b>During a phone call(above),if you are a professional working with children you may be asked to make a MASH referral form within 24 hours.</b></p> <p><a href="mailto:mashreferral@Haringey.gov.uk">mashreferral@Haringey.gov.uk</a></p>	
Local Authority Designated Officer (LADO)	For allegations against staff Email: <a href="mailto:LADO@haringey.gov.uk">LADO@haringey.gov.uk</a> Tel. 020 8489 2968	
Haringey Safeguarding Children Partnership	<a href="mailto:hscp@haringey.gov.uk">hscp@haringey.gov.uk</a> Tel: 020 8489 3145	
Police	In an emergency <b>999</b> For non-emergency but possible crime <b>101</b>	

**School Record of Safeguarding Training:**

<b>Type of Training:</b>	<b>Date completed:</b>	<b>Next due date:</b>
Whole School Safeguarding Training (Due every three years)	3 -9-21	4 -9-24
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	3-1-20	2-1-22
Deputy Senior Designated Safeguarding Leads (Due every 2 years)	Fran Sorapure: 5-2-21 Linda Kennedy: 8-6-22 Geraldine Gallagher: 27-2-21	5-2-23 8-6-24  27-2-23

Whole School Staff Refresher/ updates (Annual)	7-9-22	7-9-22 -9-23
Safer Recruitment Training (Due every 5 years)	Fran Sorapure & Geraldine Gallagher 1/12/21	1/12/26
Safeguarding Governor Training: <ul style="list-style-type: none"> <li>• Safer Recruitment in Education</li> <li>• Understanding Safeguarding and Governance</li> <li>• Designated Safeguarding Officer Level 3</li> </ul>	23.01.2020 01.02.2020 15.03.2020	01/2025 n/a 03/2023
Whole FGB Training: Prevent Duty	21/09/2022	n/a

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## **INTRODUCTION:**

- 1.1. It is essential that **everybody** working in a school or college understands their safeguarding responsibilities Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect, exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.
- 1.3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.
- 1.4. This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Haringey Safeguarding Children Partnership policies and procedures. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

## **2 OUR ETHOS:**

- 2.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

## **3 SCOPE**

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.
- 3.3 This policy applies to all learners in this school.

## 4 THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:Updated 1 July 2022*  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September:2022(KCSIE)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

**All procedures can be found on the Haringey Safeguarding Children Partnership website:**

<https://haringeyscp.org.uk/p/guidance-and-legislation/guidance-legislation>

### **Human Rights, Equalities and Public Sector Equality Duty**

- St Michael's is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 Including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that pupils may reside in.
- The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
  - Protocol 1, Article 2: protects the right to education.
- The governing body/ senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

- The governing body and senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The governing body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, the governing body and senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

## 5 SAFEGUARDING ROLES AND RESPONSIBILITIES

- 5.1 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Merle Parker. We have three deputy designated safeguarding leads, Fran Sorapure Linda Kennedy and Geraldine Gallagher, to ensure there is appropriate cover for this role at all times. **The responsibilities of all Designated Safeguarding Leads are described in Appendix A.**

The Designated Safeguarding Leads are on our school's leadership team and their role of Designated Safeguarding Lead (and the deputy DSLs) will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE, 2022).

- 5.2 The school has a **nominated governor**, Stephen Bethel, responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.
- 5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors, Cordelia Brown. **The procedure for managing allegations is detailed in Appendix B.**
- 5.4 The **Executive head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go missing from school
- 5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice. All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- 5.6 The governing body and leadership team at St Michael's recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the postholder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

5.7 All members of staff have a responsibility to build trusted relationships with children that facilitates communication.

5.8 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. All staff members have a responsibility to exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.

Staff members have a responsibility to reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.

Staff members are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

5.9 Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, harmful sexual behaviour and 'sexting' (the action or practice of sending sexually explicit photographs or messages via mobile phone). Staff should recognise that children are capable of abusing their peers.

5.10 Staff members have the responsibility to understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1. Staff members have the responsibility to be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

5.11 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2021 is here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination.



Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – from September 2021

The guidance covers: what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with the setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- 5.12 There is a policy regarding the use of mobile phones, cameras and other digital recording devices e.g., iPads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The Acceptable Use policies and E-Safety Policy can be found here: <https://stmichaelsn6.com/policies/>

There is a policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely

(All IT policies are located here: <https://stmichaelsn6.com/policies/> )

[Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/remote-education-good-practice)

[Review your remote education provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/review-your-remote-education-provision)

## **6 SUPPORTING CHILDREN**

- 6.1 We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

They may feel helpless, humiliated and some sense of blame. Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Our school may be the only stable, secure and predictable element in their lives.

- 6.2 We accept that the behaviour of a child in these circumstances may range from

that which is perceived to be normal to aggressive or withdrawn.

6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; through PSHE, Relationships Education and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it' (KCSIE 2022)
- supporting children's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying. The anti-bullying policy is located here: <https://stmichaelsn6.com/wp-content/uploads/2021/02/Anti-Bullying-Policy-EXP-Feb-23.pdf>
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly, plus Relationship and Sexual Health Education (RSHE) requirements;
- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including sexual harassment, child on child abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'; <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred. (The behaviour policy is located: <https://stmichaelsn6.com/wp-content/uploads/2021/02/Behaviour-Policy-EXP-Feb-22.pdf> The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying
- acknowledging the importance of 'contextual safeguarding', or 'Extra Familial Harm', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare: safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSLs and their Deputies will consider the context within which such incidents and/or behaviours occur. [Working together to safeguard children July 2018](#) and [KCSIE September 2022 1 KCSIE September 2022](#)
- liaising with a range of Early Help Assessment agencies that support the pupil such as Health Services, Haringey Social Care, Child and Adolescent Mental Health

Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

- ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;
- after 20 days absence if a child has moved and the new school is unknown the school will post details on the school2school (s2s) system;
- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. (See Appendix A, A.12)
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group;
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Child on Child Abuse**

- Child on child abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships.

### **In order to minimise the risk of child on child abuse the school will:**

- Ensure that clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including sexual violence and sexual harassment - these procedures are easily understood and easily accessible
- Ensure that **All** staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:
  - Bullying (including cyberbullying).
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
  - Sexual violence, such as rape, assault by penetration and sexual assault.
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern

of abuse.

- 'Up-skirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
  - 'Sharing nudes and semi-nudes' (the action or practice of sending sexually explicit photographs\*or messages via mobile phone. \*Also known as 'sending nudes').
  - Initiation/hazing type violence and rituals.
- Ensure that **all** staff are aware that abuse is abuse, and child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they should recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.
- Provide a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- The first unit to be taught each year, beginning at Reception level, is "Being Me in My World", and includes 'Differences, respecting others and creating a safe school'
  - The next unit is "Celebrating Difference". Discussions about bullying begin in Year 1 with this unit and are carried on in a progressive way up to Year 6.
  - Differences between boys and girls and acceptance that this is OK is introduced in Year 2.
  - The impact of homophobic slurs, body shaming comments etc. is introduced in Year 3.
  - Body image is revisited again in Year 5 as part of the "Healthy Me" unit (although it is touched upon in Year 4 as part of a discussion on group dynamics and healthy friendships).
  - The Summer 1 unit is on "Relationships and getting along". This also begins in Reception and builds progressively.
  - In Year 4 we introduce the topic of boyfriends and girlfriends and explicitly teach that there is no need to feel pressurised into having a boyfriend/girlfriend. It also shows ways of showing love and being loved.
  - Year 5 talks about self-esteem and relationships, technology and cyber bullying.
  - In Year 6 we talk about power and control.
- Have systems in place for any student to raise concerns with staff, knowing that they will be **listened to, believed and valued**. The system for reporting concerns is the CPOMs procedure, and these are treated in the same way as any other type of disclosure. The school ensures victims, perpetrators and any other child affected by child-on-child abuse will be appropriately supported according

to the safeguarding procedures.

- Develop robust risk assessments where appropriate.
- Have relevant policies in place (these include: Behaviour Policy, Anti-Bullying Policy).
- See Appendix E for further information on protecting children from child-on-child sexual abuse.

## **7 SAFEGUARDING PROCEDURE**

**The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.**

- 7.1 We have developed a structured procedure in line with Haringey Safeguarding Children Partnership which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix D.
- 7.2 If you have concerns that a child may be at risk of significant harm or has already been harmed or abused then you should you should make immediate telephone contact with Haringey's Multi-Agency Safeguarding Hub (MASH):
- Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm  
Tel: 020 8489 4470
  - Out of office hours, including weekends the Emergency Duty Team  
Tel: 020 8489 0000
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- 7.5 We will use the NSPCC- [When to call the police](#) to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

## **8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF**

- 8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:***

**Receive** - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

**Reassure** - 'You've done the right thing by coming to me', reassure child that you have listened and hear what they are saying; don't promise what can't be delivered

**Respond** - Tell what you are going to do and do it. Ensure child is ok before leaving

**Report** - As soon as possible, to the Designated Senior Lead (DSL) in school

**Record** - Vital – facts, no opinions – When? Where? Who? What?

**Review** – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete an entry on CPOMS

*Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

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

## **RECORD KEEPING**

- 8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing (signed and dated).
- 8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.
- 8.4 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2022)

## **9 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)**

- 9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.
- 9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how children with SEND may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Haringey or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to MASH, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Haringey's Multi-Agency Safeguarding Hub (MASH) Tel. 020 8489 4470
- 9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

**MAKING A REFERRAL** - If a child or young person is at risk of harm, abuse or neglect please report it to **Haringey's Multi-Agency Safeguarding Hub (MASH)**

- Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm  
Tel: 020 8489 4470
- Out of office hours, including weekends the Emergency Duty Team  
Tel: 020 8489 0000

During your phone call, if you are a professional working with children, you may be asked to complete a referral form within 48 hours, which should be emailed securely to [mashreferral@Haringey.gcsx.gov.uk](mailto:mashreferral@Haringey.gcsx.gov.uk)

**In an emergency always call police on 999.**

**If you think there has been a crime but it is not an emergency call 101.** Any member of staff/adult making a **direct** referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

## **10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix C, Section 4)**

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022](#). In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See Appendices B & C.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/> (January 2018)

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here: <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix C, C.3 for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is stored in a secure drive and managed by trained staff in the school office.
- 10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers, (and to respond to low level concerns) in line with Haringey's procedures: <https://www.haringey.gov.uk/children-and-families/childrens-social-care/child-protection/allegations-against-staff-who-work-children>

**All allegations against staff should be reported without delay to:**

**Haringey's Local Authority Designated Officer (LADO)**

Email: [LADO@haringey.gov.uk](mailto:LADO@haringey.gov.uk)

T.020 8489 2968

**Alternative numbers:**

020 8489 1186

[referral form](#) for the LADO

- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.



- 10.7 There is an agreed staff behaviour policy (called the code of conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media The staff code of conduct is located in the staff handbook.
- 11.8. For agency and third-party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Further guidance can be accessed:

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6-c29337cd8071~110/original?tenant=vbu-digital>

## 11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1 All members of staff have been provided with a copy of part one of Keeping Children Safe in Education 2022. All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, September 2022 and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." July 2018.
- 11.2 The induction will be proportionate to staff members' roles and responsibilities
- 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training every two years. DSLs should undertake Prevent awareness training.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. **All governors must undergo governor specific awareness training at least every two years – this is to be decided by the school / setting.** All staff will have access to Haringey's multi-agency safeguarding training and e-learning.
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training.
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years.
- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide briefings to the school on any

changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary.

<https://haringeyscp.org.uk/serious-case-reviews/haringey-scrs>

11.9 The school will maintain accurate and up to date records of staff induction and training.

## **12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The Head teacher or the Designated Safeguarding Leads will disclose any information about a pupil to other members of staff on a need-to-know basis only

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

12.8 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. (KCSIE 2022)

## **13 INTER-AGENCY WORKING**

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help assessments services to children, the police and Children's Social Care. Early help assessment means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help Assessment click: <https://www.haringey.gov.uk/children-and-families/early-help>

13.2 Examples are in para 20 of KCSIE 2022

- 13.3 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 13.4 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Haringey Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

#### **14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS**

- 14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2022*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
- 14.4 These arrangements apply regardless of whether or not the children who attend any of these services or activities are on the school roll.

#### **15 WHISTLE-BLOWING AND COMPLAINTS**

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school Whistle Blowing policy is located here: <https://stmichaelsn6.com/policies/>

Whistleblowing: guidance and code of practice for employers is located: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf) (March 2015)

Whistleblowing Advice Line is available for all workers - 0800 028 0285  
Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- 15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

## **16 SITE SECURITY**

- 16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out at the terminal in the school office and to display a visitor's badge with photograph while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

## **17 QUALITY ASSURANCE**

- 17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
- 17.2 The school's senior leadership team and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

## **18 POLICY REVIEW**

- 18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

Updated Policy Date:	Scheduled review
21/09/2022	21/09/2023

## **Appendix A.**

### **Responsibilities of the Designated Safeguarding Lead**

The Designated Safeguarding lead has a responsibility to consider all incidents in terms of contextual safeguarding. This means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

The key areas of work for the Designated Safeguarding Lead are around:

- Abuse: Physical, Emotional, Neglect, Sexual
- Child-on-child abuse
- Sexual violence and sexual harassment
- 'Sexting'(the action or practice of sending sexually explicit photographs\* or messages via mobile phone. \*Also known as sharing nudes).
- Online safety
- Child criminal exploitation including 'county lines'
- FGM
- Forced Marriage and 'Honour Based Violence'
- Modern Day Slavery or Human Trafficking
- Preventing radicalisation
- Prevent and Extremism
- Working with the Designated Teacher for Looked After Children
- Working with Personal Advisers for care leavers
- Working as Lead professional on some Early Help Assessment Cases

#### **A.1 Domestic Abuse**

The cross-government definition of domestic violence and abuse is as follows:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Where there is domestic abuse in a family, the children/young people will always experience trauma sometimes in the longer term. The designated safeguarding lead will take appropriate action to ensure children and young people are kept safe, will engage with services to ensure appropriate help for emotional trauma experienced and will seek advice where necessary.

#### **A.2 Children of Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow MASH referral procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.

- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

### **A.3 Child Sexual Exploitation (CSE)**

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

DFE 2017

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse

Further guidance is held in documents:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<https://www.gov.uk/government/publications/implementation-of-the-voyeurism-offences-act-2019>

### **A.4 Sexual abuse including child-on-child abuse**

Any suspicion of sexual abuse or actual disclosure by a child, including children under the age of 13, that he or she has been sexually abused must be referred immediately to the MASH team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting (Part 5 of KCIE 2022) .

Further guidance is held in document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **A.5 Teaching online safety in school**

In curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like.

Safety at the school will include the following underpinning knowledge and behaviours:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

### **A.6 Child Criminal Exploitation including County Lines**

Child Criminal Exploitation refers to the use of children to conduct illicit activities normally for urban gangs, to allow them to operate in coastal or suburban areas

Further guidance is held in document:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **A.7 Female Genital Mutilation (FGM)**

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short- and long-term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The **FGM mandatory reporting duty is a legal duty** provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk or is imminent will be dealt with under the child protection procedures in this policy.

Further guidance is held in document:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The Designated Safeguarding lead will make appropriate and timely referrals to social care via the single point of access if FGM is suspected to be a possibility and to the police if it is believed to have taken place. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes.

### **A.8 Forced Marriage/Honour Based Violence**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

“Honour-based” violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour-based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and advice will be sought from single point of access and referrals made to early help or social care where appropriate.

Further guidance is held in document: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)

### **A.9 Modern day Slavery and human trafficking**

The Modern Slavery Human Trafficking Unit (MSHTU) is a multi-agency organisation led by the National Crime Agency. Designated Safeguarding Leads will work through the advice of MASH as well as through the National Referral Mechanism

Further guidance is held here : <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

### **A.10 Preventing Radicalisation**

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks. The school mitigates risk by embedding British values of tolerance and respect.

The school works in partnership with Haringey Prevent Team to ensure the education of students, staff and families regarding radicalisation whether by illegal organisations such as "Muslims Against Crusades" or other non - proscribed extremist groups such as the English Defence League.

What will school do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.
- Ensure there is a risk assessment for any child who is identified as at risk.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so, how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.

*If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.*

Further guidance is held in document:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

### **A.11 Channel**

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism. Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator. To discuss any potential referral, please email: [saferecommunities@haringey.gov.uk](mailto:saferecommunities@haringey.gov.uk)

Further guidance is held in document:

<https://www.gov.uk/government/publications/channel-guidance>

### **A.12 Private Fostering**

A private fostering arrangement is essentially an arrangement between families / households, without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step-parents, siblings, siblings of a parent and grandparents) for **28 days or more**. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

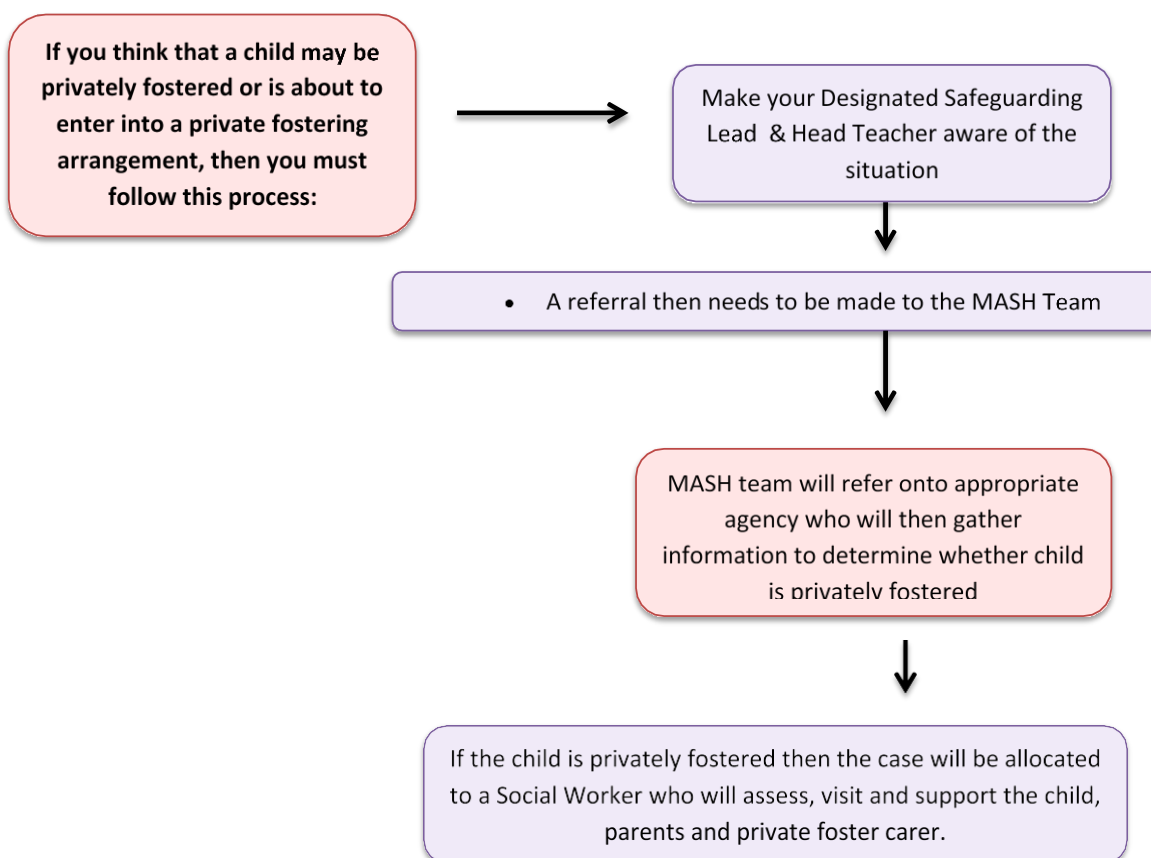
Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;



- Asylum seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives;
- Children of prisoners placed with distant relatives;
- Language students living with host families;
- Trafficked children

Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency.



### **A.13 Looked After or previously Looked After Children**

Where a child is Looked After or previously looked after there will be sound work across the school to ensure their safeguarding. The Designated Safeguarding Lead working in tandem with the Designated Teacher for Looked After Children, the Virtual School Head and other agencies have a joint duty to ensure positive educational outcomes for children.

### **A.14 Children with special educational needs and disabilities:**

St Michael's acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEND or health/medical condition, without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately

impacted by bullying- without outwardly showing any signs.

- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.

Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.

## **Appendix B.**

### **MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF**

**B.1** Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the head teacher is the subject of an allegation, it will be reported to the chair of governors. The school will have a risk assessment for the victim and the alleged perpetrator.

The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as set out in the school's managing allegations against staff and volunteers policy, Keeping Children Safe in Education and the LSCB's guidance, available on Haringey LSCB website.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended. Refer to Staff Code of Conduct for guidance.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

**B.2** The school will ensure that all staff; paid and unpaid, are trained in good practice so that they can reduce the risk of allegations being made against them. Staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

### **B.3 Agreed procedures for staff to reduce risk of allegations**

#### **Working 1:1**

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open or appropriate window provision for viewing.

#### **Use of personal mobile phones during school hours**

Personal mobile phones should not be used in class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices in designated

areas. If members of staff use their equipment in this way, they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities. Staff should always use school-owned cameras or tablets if taking photographs of children.

### **Changing Pupils who have wet or soiled themselves**

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- Member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle
- the member of staff must be within sight of others and the dignity of child maintained at all times.
- if supportive a friend of the child can also wait outside the cubicle.

### **Changing Pupils who have wet or soiled themselves (pupils with SEND)**

- When changing children with special educational needs and disabilities who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. both members of staff must be within sight of each other and the dignity of child maintained at all times.
- All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

### **Physical Restraint of Pupils**

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of pupils. In this school:

- there will be staff trained in the use of physical restraint;
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training will include multiple methods for monitoring a pupil's well-being during a restraint.

## Appendix C.

### Safer Recruitment Procedures

#### C.1 Overview

Keeping Children safe in Education (2022) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- complete a barred list check and DBS check before taking up a post
- be interviewed, with at least one question referring to Child protection knowledge

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

#### C.2 DBS Checks

There are 3 types of DBS checks:

**Standard:** this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;

**Enhanced:** this provides the same information as a standard check, plus any approved information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and

**Enhanced with barred list check:** where people are working or seeking to work in regulated activity with children, this allows an additional check to be made as to whether the person appears on the children's barred list

#### C.3 Single Central Record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in subsequent statutory guidance (most recently KCSIE 09/2022). The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out. The statutory guidance states: "Generally, the information to be recorded...is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- Photo ID
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- Self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form
- There must be NO GAPS.

This single central record is checked termly by the Headteacher and governor responsible for safeguarding to ensure there are no gaps in the record.

#### C.4 Visitors and guest speakers to school

Any outside speakers or visiting organisations will be cleared with the head teacher before

booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

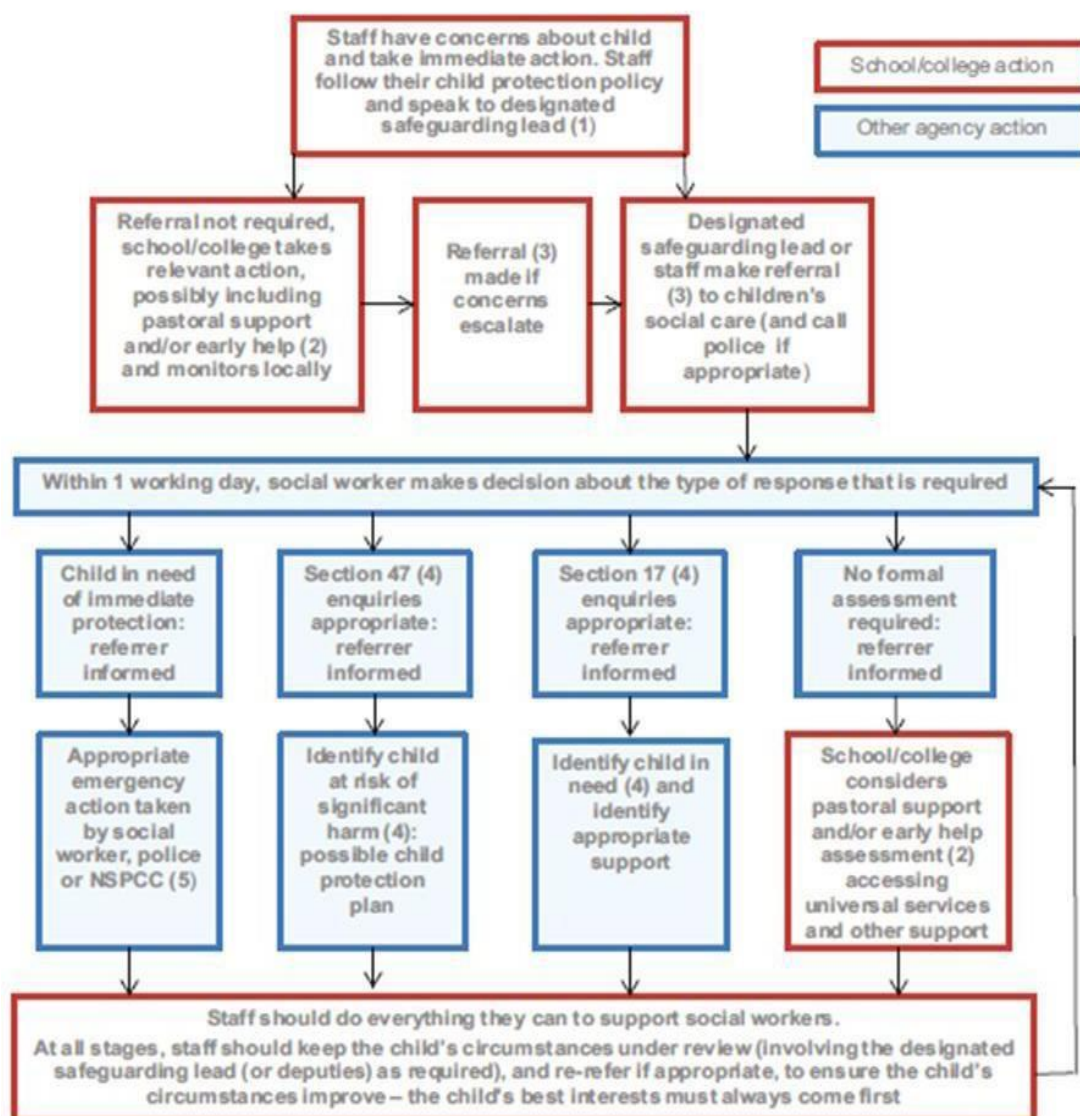
### **C.5 Extended Schools by external providers**

During before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

## Appendix D.

### Actions where there are concerns about a child



1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance:

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

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> provides detailed guidance on the early help process.

3. Referrals should follow the process set out in the local threshold document and local protocol for assessment (Chapter one of Working Together to Safeguard Children).

4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

5. This could include applying for an Emergency Protection Order (EPO).

## **Appendix E.**

### **Protecting children from child-on-child sexual abuse**

#### **Introduction**

Child-on-child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a).

In April 2021, the Department for Education asked Ofsted to carry out a rapid review of sexual abuse in schools and colleges in England. This included looking at child-on-child sexual harassment, sexual violence and online sexual abuse.

The review points out that - due to the prevalence of sexual harassment and online sexual abuse - schools, colleges and multi-agency partners should act as though it is happening to children and young people in their care, even when there are no specific reports.

Child-on-child sexual abuse can be harmful to the children who display it as well as those who experience it. Children can experience peer-on-peer sexual abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online

(NSPCC, 2018).

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home (Contextual Safeguarding Network, 2020).

As children develop healthily, it's normal for them to display certain types of sexualised behaviour. It's important that adults who work or volunteer with children can identify if any sexualised behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

#### **Recognising child-on-child sexual abuse**

It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour. Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images ('sexting')
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- sexual or sexist name calling

(Contextual Safeguarding Network, 2020).

#### **Signs that a child has experienced child-on-child sexual abuse**

Indicators that a child has experienced child-on-child sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual. They may also display physical signs such as noticeable discomfort in their genital or anal area.

#### **Barriers to disclosure**

Children do not always feel able to speak out about their experiences of peer-on-peer sexual abuse. They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves



- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed

(Contextual Safeguarding Network, 2020).

If a child is unsure about whether or not they have been sexually abused, they might be worried about causing a fuss or getting someone else in trouble for 'no reason'.

### **Children's understanding of child-on-child sexual abuse**

Children may not always understand that they have experienced or carried out child-on-child sexual abuse. This might be because:

- they don't understand what constitutes appropriate, inappropriate, problematic or abusive sexualised behaviour
- they have experienced sexual abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
- the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

(NSPCC, 2018).

Some children and young people who have viewed pornography may want to emulate what they have seen (Martellozzo et al, 2016).

Some children and young people who experience abuse may begin to understand that they have experienced abuse over time, as they grow older and learn more about sex and healthy relationships (NSPCC, 2018).

### **Responding to child-on-child sexual abuse**

If a child experiences child-on-child sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), you need to take child protection action.

#### **Reporting**

If you think a child is in immediate danger, contact the police on **999**.

If you're worried about a child but they are not in immediate danger, you should share your concerns.

- **Follow the school's safeguarding procedures**, including immediately sharing concerns with the DSL
- **Report to the police as appropriate** (for example, if an allegation of rape, sexual assault or sexual offence is made). This should happen alongside a making a referral to children's social care, following local authority guidelines.
- **Contact the NSPCC Helpline** on 0808 800 5000 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Trained professionals will talk through your concerns with you and give you expert advice.
- **Contact the Report Abuse in Education Helpline** if you work in a school setting on 0800 136 663 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

#### **Protecting all the children involved**

- You should balance the duty to safeguard the child who has experienced abuse with the need to support the child who has displayed harmful sexual behaviour.
- Children who witnessed the abuse or are friends of those involved may also be affected and need support.
- Each incident of, or concern about, child-on-child abuse will be different: you should gather all the facts, assess any risks and make decisions on a case-by-case basis. This will help you understand who needs to be involved to make sure all children are appropriately protected and supported.

- Any child who has experienced or been involved in sexual abuse in a school setting can contact the NSPCC [Report Abuse in Education Helpline](https://www.nspcc.org.uk/keeping-children-safe/sexual-abuse-in-schools/) on 0800 136 663 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Supporting the child who has experienced abuse**

Every child who has experienced abuse should receive tailored support to meet their needs. There are things you can do to help make them feel safe and supported:

- Listen carefully to the child and reassure them that you are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help you record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example making sure they won't come into contact with the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child in any decisions that affect them.

### **Supporting the child who has displayed abusive or harmful sexual behaviour**

It's important to protect and support children who have displayed abusive or harmful sexual behaviour.

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions in light of the school's behaviour policy.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic support the child may need.

### **Multi-agency responses**

The DSL will work with relevant agencies to protect and support all the children involved in an incident of child-on-child sexual abuse. This includes children's social care and the police if necessary.

### **Preventing child-on-child sexual abuse**

Organisations and individuals that work with children have a responsibility to keep them safe. It's important to create a healthy and safe environment for all children and young people and challenge societal norms that may allow child-on-child sexual abuse to take place.

The school's behaviour policy/staff code of conduct sets out what behaviour is and is not appropriate for adults and children. This will help make sure pupils know what behaviour is suitable for school and what the consequences will be if they breach the rules.

### **Helping children speak out**

Children might not feel able to talk to adults about child-on-child sexual abuse. But there are things school can do to make it easier:

- Children may feel more confident speaking out if they have a positive, trusting relationship with a trusted adult. This can be done by encouraging them to share their thoughts and opinions, responding to their concerns, and respecting and listening to them.
- If children can see a culture within the school that challenges inappropriate behaviour, they may feel more confident that any concerns they raise will be responded to appropriately.

- Having specialist staff in pastoral care or counselling roles can make it easier for children to share their concerns.

*(Contextual Safeguarding Network, 2020).*

### **Safe environments**

School will review how to make the environment safe for children. This will include identifying any locations where there are concerns about child-on-child sexual abuse taking place. This might include toilets, unsupervised corridors and areas that are poorly lit or hidden from adult view; steps that can be taken to make these places safer include increasing supervision levels in certain areas or improving lighting.

### **Talking with children about abuse and harassment**

It's important to talk with children and young people about child-on-child sexual abuse. It's good practice for all organisations that work with children to have discussions about sex and healthy relationships.

In school, lessons on relationships, sex and sexuality are a good way of helping children learn about topics such as appropriate sexual behaviour, trust, consent, boundaries and responsibility.

Topics for discussion include:

- what healthy sexual activity and respectful relationships look like (both online and offline)
- gender stereotypes and perceptions of gender roles
- pornography and how it presents sexual behaviour
- consent and withdrawing consent

*(Department for Education (DfE), 2021a; DfE, 2020).*

Explaining what child-on-child sexual abuse is and what it may look like may help children understand if they have seen or experienced abuse. Children should know who they can talk to if they are concerned about anything or have experienced something upsetting.

Childline has produced age-appropriate information and advice for children and young people about sexual abuse, which includes information about child-on-child sexual abuse.

[> Childline's information about sexual abuse for children and young people](#)

### **Training**

All the adults in school will be trained to recognise and respond to child-on-child sexual abuse. This will help them understand what is normal, inappropriate or abusive sexual behaviour and what action to take.

### **Legislation and guidance**

Across the UK there is guidance to help professionals recognise and respond to harmful sexual behaviour.

[> Read about legislation and guidance relating to harmful sexual behaviour](#)

There is also specific guidance to help practitioners respond proportionately and effectively to peer-on-peer sexual abuse.

In **England**, the Department for Education (DfE) has published guidance on [Sexual violence and sexual harassment between children in schools and colleges](#).

The guidance states that schools and colleges should develop policies and procedures on responding to child-on-child sexual violence and harassment. They should consider how to reflect this in a whole-school approach to safeguarding and child protection. Guidance is provided on:

- schools' and colleges' legal duties and responsibilities
- responding to reports of child-on-child sexual violence and harassment
- effective ongoing responses *(DfE, 2021a).*

Part five of the statutory child protection guidance [Keeping children safe in education](#) also contains information on:

- responding to reports of child-on-child sexual violence and harassment
- risk assessment
- actions to take following a report of child-on-child sexual violence and/or harassment
- ongoing responses

(DfE, 2022).

## References

Contextual Safeguarding Network (2020) [Beyond referrals: harmful sexual behaviour in schools](#). Bedfordshire: Contextual Safeguarding Network.

Department for Education (DfE) (2021a) [Sexual violence and sexual harassment between children in schools and colleges](#). London: DfE.

Department for Education (DfE) (2021b) [Keeping children safe in education: statutory guidance for schools and colleges](#). London: Department for Education.

Mortellozzo, E., Monaghan, A., Adler, J.R., Davidson, J., Leyva, R. and Horvath, M.A.H. (2016) [I wasn't sure it was normal to watch it](#). London: NSPCC.

NSPCC (2018) ["Is this sexual abuse?": NSPCC helplines report about peer sexual abuse](#). London: NSPCC.

## Categories & Indicators of Abuse and Neglect

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

### Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

### Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

#### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Signs that MAY INDICATE neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem