



ST. KATHARINE'S C.E. (V.A.) PRIMARY
SCHOOL



Child Protection Policy

Reviewed by	SENCO
Review Date	September 2018
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The Designated Safeguarding Leads are: Mrs Sarah Richardson (Deputy Headteacher) and Mrs

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The Deputy Designated Staff for Safeguarding is:

Mrs Nikki St John (Headteacher)

Telephone number: 01202 426663

The Lead Safeguarding Governor is: Father Kevin Cable

Introduction and Policy Statement

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

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

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

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

The purpose of this policy is to:

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

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

- The child's welfare is of paramount importance and all children have the right to be protected from abuse.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and are able to appropriately support children in school, manage behaviours related to the abuse they have experienced.

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

Aims of the Policy

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

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

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

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

2. Specific roles in Safeguarding children

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

The Designated Safeguarding Leads (DSL) are senior members of staff designated to take overall responsibility for:

- Managing all child protection issues (Head leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues. These are the people most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response required.
- Understand (and participate in) early help assessments and the process for early help. Generally, a DSL or deputy will take the Lead Practitioner role in such cases.
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.
- Undertake a safeguarding evaluation/audit, report to the SLT and Governing Body.
- Ensuring a DSL and/or a deputy is always available to staff during school hours in term time and during residential visits.

3. Definitions of Safeguarding and Child Protection

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

4. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, pastoral care worker, SENCO, family outreach worker, breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

5. Responding to Disclosures – guidance for staff – (see also appendix 4)

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

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**

- Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the appropriate form exactly what the child has said to you and include;**
- Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
 - **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice. (See Appendix 4)
 - Although referrals to Social Care would normally be made by the DSL, if a child is in immediate danger or at risk of harm, any other individual can make a referral.

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

Social Care referrals:

Bournemouth: Telephone 01202 458101

Dorset and Poole (MASH): Telephone 01202 228866.

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

6. Partnership with parents

Sharing Concerns with Parents

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

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

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

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

St Katharine's will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

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

7. Pupils with Child Protection Plans

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

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

8. Children with Special Educational Needs or Disabilities

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

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

9. Peer on Peer abuse including young people who present sexually problematic behaviour to others, violent behaviour, cyber bullying, sexting or self harm

Peer on peer abuse is when a child might have been abused by another child. Staff at St Katharine's recognise that children can be capable of abusing their peers. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, neither will they be dismissed as 'banter' or 'part of growing up.' Any concern must be referred to the DSL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately who will follow the guidance in section 5 of KCSIE (new 2018). For all categories schools must use the School Risk Management Process. The risk to other pupils and staff must be assessed and the

school must risk assess the level of support and school action needed to protect other pupils in the school.

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images

of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

At St Katharine's we follow the advice and guidance in 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by UKCCIS (UK Council for Child Internet Safety.)

10. Safeguarding information for pupils

- All pupils in the school are aware of staff who they can talk to. The names of the DSL/safeguarding leads/pastoral care workers etc are available.
- PSHE plays a key role in teaching safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level. Additionally, other curriculum lessons (e.g. computing) teach pupils about staying safe online.
- We seek the support of the Safe Schools and Communities team in advice and training e.g. E safety.

11. Safer Recruitment

- We ensure that one person on each recruitment panel has had Safer recruitment training.
- We ensure that governors, teachers, other staff, volunteers and contractors have completed Disclosure and Barring Service checks in accordance with safer recruitment guidance.
- We ensure that the Teacher Services System is used to verify Qualified Teacher Status and the successful induction period of teachers recruited to the school. Additionally, we ensure that candidates were not prohibited by the GTCE before its abolition in March 2012.

12. Staff training and induction

- The DSL will attend safeguarding training at least once every two years, and at least annually, attend safeguarding forums. They will keep up to date with recommendations from serious case reviews and changes to national and LSCB policy and guidance.
- The whole school staff group will receive safeguarding training at least every three years with a minimum annual up-date. This will include notifications of any necessary changes, early help processes, safeguarding response to children missing in education, and appropriate levels of confidentiality. Reminders will be made available as required.
- All new staff, volunteers and governors will receive Safeguarding induction to ensure understanding of the safeguarding policy receiving the following documents:
 - Keeping children safe in education
 - Safeguarding Policy
 - Safeguarding and Confidentiality guidelines for staff
 - Safer working practice code of conduct

- Whistle blowing policy
- Behaviour policy
- ICT acceptable use
- Safeguarding Induction Confirmation form

13. Safer working practice

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

14. Staff Behaviour/Code of conduct

We emphasise and expect:

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

15. Allegations against staff

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

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

The Keeping Children Safe in Education 2018 part 4, Allegations of abuse made against teachers and other staff and the Bournemouth and Poole LSCB procedures will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

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

16. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to a school and the school do not know the professional the Head Teacher will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS and cleared to work with children.

If another professional makes an adhoc or unplanned visits to the school, they will be supervised by a staff member until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations when the Police or Social Worker are called, it may not be possible to confirm their identity before access to the school site is allowed. The Head Teacher will use their professional judgement to effectively manage these situations.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

17. Off Site Visits

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

18. Exchange Visits

Schools must satisfy themselves that parents/cares who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Host families are subject to DBS checks as per KCSIE guidance. Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE para 6, Annex C).

19. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

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

Consider making a statement at events where parents are taking photographs of children that these are to be for personal use only (can add that these are not to be shared on social media).

20. Missing Children

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

21. Other relevant policies

- Health and Safety including medical, first aid, intimate care, site security,
- Behaviour policy, including anti-bullying policy and positive behaviour handling
- Equalities policy
- Acceptable user policies for pupils, staff and parents.
- Whistle blowing
- Complaints procedure

22. School Safeguarding Responsibilities

Summary – the school will:

- Abide by the Keeping Children Safe in Education (KCSIE) guidance

Safeguarding is the responsibility of everyone who comes into contact with children and their families. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE).
- Give all staff a copy of Part 1 of KCSIE.
- Ensure minimum training and update schedules are maintained for all staff
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB) (KCSIE).
- Appoint a lead governor responsible for safeguarding practice within the school

- Ensure all governors undergo enhanced DBS checks.
- Appoint a Designated Safeguarding Lead is a member of the Leadership Team and Deputies to provide adequate cover.
- Have a named member of staff to support children who are Looked After Children
- Have a named Prevent SPOC (Single Point of Contact) to lead in relation to protecting individuals from radicalisation and involvement in terrorism.
- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- Ensure that teachers, staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment training, allegations management training and WRAP
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse
- Work with other agencies (including but not limited to; the Local Authority; Clinical Commissioning Group, and the Police) and ensure that fears about information sharing never impede the promotion of the welfare and safety of children
- Clearly set out processes and principles for information sharing with other agencies and pupils' new schools
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs and previously looked after children may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy (within the behaviour policy) responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with LSCB requirements. Have a member of staff as an ESafety Champion.
- Ensure appropriate internet filters and monitoring systems are in place to protect pupils from potentially harmful and / or inappropriate online material.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.
- Have more than one emergency contact number for pupils where reasonably possible
- Be aware of obligations and principles under the GDPR and the Data Protection Act (DPA)2018

- Maintain a Single Central Record (electronically) in line with the requirements in KCSIE and record risk assessments when deciding whether to get enhanced DBS checks for volunteers not engaging in regulated activity.
- Ensure written confirmation of safeguarding checks are received from alternative provision providers

23. Links to relevant law and guidance

- Working Together to Safeguarding Children
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- Keeping children safe in education
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Ofsted, Safeguarding Children
<http://www.ofsted.gov.uk/schools/forschools/safeguarding-children>
- Guidance for Safer Working Practice for Adults who work with children and young people
webarchive.nationalarchives.gov.uk/.../dcsf.gov...practice/ig00311/
- Teachers standards 2012 (part 2)
https://www.gov.uk/government/.../Teachers_Standards.pdf
- Bournemouth and Poole Local Safeguarding Children's board (LSCB)
www.bournemouth-poole-lscb.org.uk
- Governance Handbook January 2017

Appendix 1

Types of abuse and neglect

(taken from Working Together and as appears in KCSIE)

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Spiritual Abuse:

Additionally, St Katharine's recognises Spiritual Abuse

Spiritual abuse takes place when leaders to whom children look for guidance and spiritual nurture use their positions of authority to manipulate, control, and dominate. It occurs when a leader with spiritual authority uses that authority to coerce, control or exploit a child, thus causing spiritual wounds.

Recognising abuse:

Domestic Abuse (Violence). Whilst not a stand alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged

16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

The school will provide and share information with MARAC when required.

Indicators of Abuse

Indicators of child abuse may include the following:

Physical Abuse

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

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

Emotional Abuse

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

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

Sexual Abuse

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

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

Neglect

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

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

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

Definition of Bullying

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

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

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

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.

- Anyone who has an attitude of “win at all costs” and places unacceptable pressure on pupil.

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

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

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

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
- Trafficking

For more information, see the links to Government guidance in KCSIE

Appendix 2 Safeguarding students who are vulnerable to extremism

1. The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.
2. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
3. Extremism is defined by the Government in the Prevent Strategy as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."
4. St Katharine's School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
5. St Katharine's School will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.
6. Our school, like all others, is required to identify a Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC at St Katharine's School will be the Headteacher. The SPOC will keep up to date with the government's Educate Against Hate website and the Channel programme.
7. When any member of staff has concerns that a pupil or staff member may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
8. St Katharine's School will follow the advice on 'the importance of engaging with pupils' parents and families when tackling radicalisation,'

Appendix 3

Safeguarding Students who are vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation, Honour based violence or Trafficking

Our safeguarding policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are supported to respect themselves and others, stand up for themselves and be protected.

Forced Marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It is internationally recognised as a violation of Human Rights of girls and women. It is **illegal** in most countries including the UK.

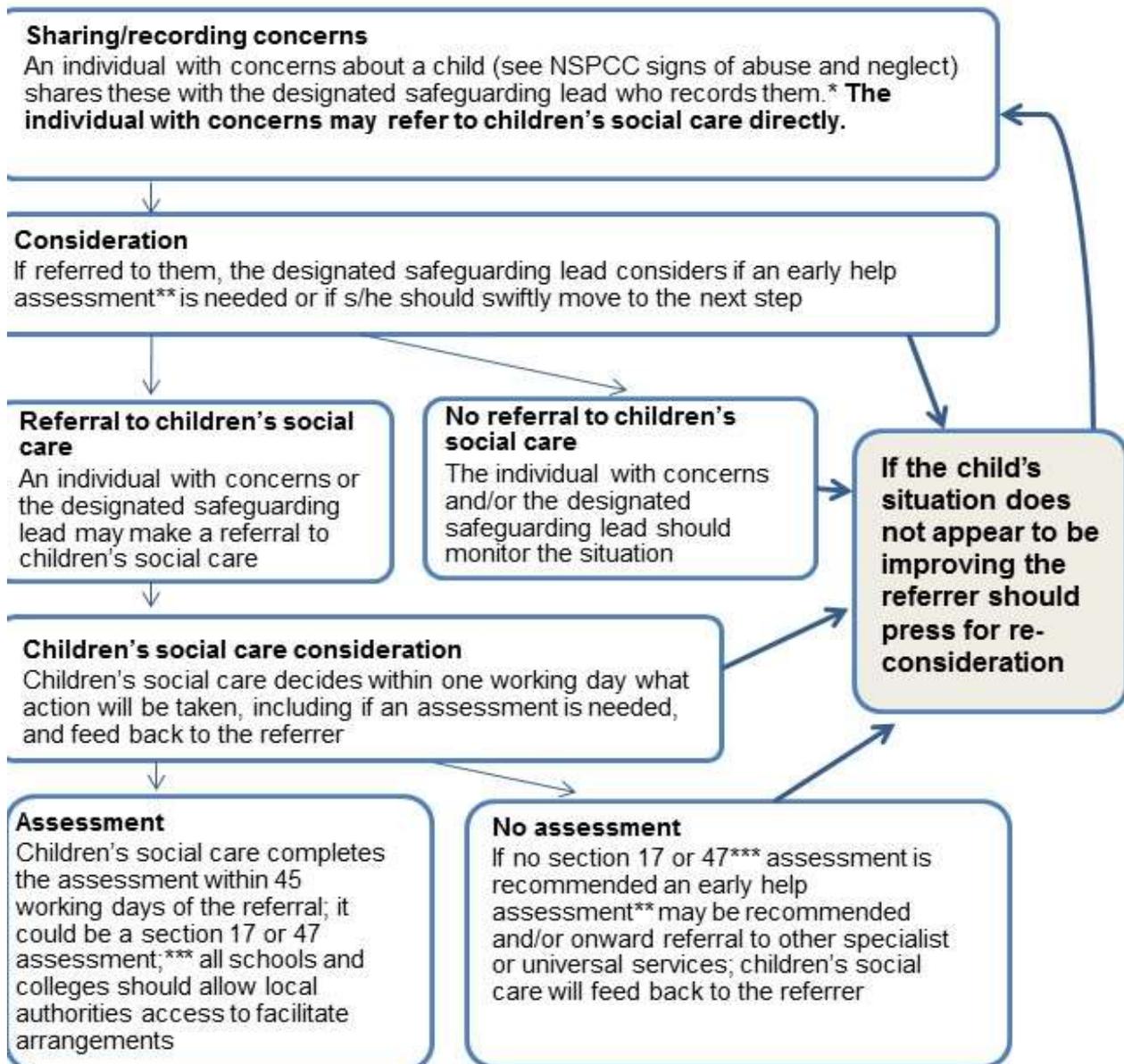
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary and how to report incidents in line with legislation.

Appendix 4

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

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

Anybody can make a referral.



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

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

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