



**Wrotham School**



# **SAFEGUARDING POLICY**

**September 2016**

# **Safeguarding Policy Statement**

## **Wrotham School**

### **Key contact personnel in School**

Designated Safeguarding Lead: Mike Cater

Named Safeguarding Governor: Janet Finney

All staff have access to this policy and have signed to the effect that they have read and understood its content.

Date agreed: September 2015

Updated: September 2016

Date of next review: February 2017

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## INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- Working Together to Safeguard Children, 2015 (WTSC)
- What to do if you are worried a child is being abused – Advice for practitioners, March 2016
- DfE guidance Keeping Children Safe in Education, May 2016 (KCSIE)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures, April 2016 (<http://www.proceduresonline.com/kentandmedway>)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

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*.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

When making inspections Ofsted refer to the definition of safeguarding from *Working together to safeguard children* (HM Government, 2015) which can be summarised as:

- protecting children from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes. As well as safeguarding against neglect, physical abuse, sexual abuse and emotional abuse school staff should have an understanding of wider safeguarding issues including:
  - sexual exploitation
  - domestic violence
  - female genital mutilation
  - forced marriage
  - fabricated and induced illness
  - substance misuse and gang activity.

The full list can be found in: *Inspecting safeguarding in early years, education and skills settings* (Ofsted 2015).

Ofsted will also consider other factors when making judgements about the school's effectiveness in safeguarding pupils against bullying, the use of reasonable force (including restraint), safety on educational visits and e-safety.

This policy should therefore be understood alongside school policies on related safeguarding issues as listed below. These can be found in the following places:

- Staff shared/Staff handbook/Safeguarding Policies
- Administration Office
- [www.wrothamschool.com/policies](http://www.wrothamschool.com/policies)

All policies will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility

### **School Policies on Related Safeguarding Issues (to be read and followed alongside this document)**

- e-Safety Policy
- Behaviour Management Policy
- Guidelines for the Use of Physical Intervention
- Searching screening and confiscation
- Procedures for Managing Allegations Against Staff
- Guidelines for Safeguarding Record Keeping in Schools
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- Advice notes : Dealing with Disclosures in School
- Health and Safety Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Bullying / Anti-Bullying Procedure
- Racism / Anti-Racism Policy
- Guidance on the Use of Photographic Images

- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- School Drug Policy
- Home Office *Mandatory Reporting of Female Genital Mutilation – Procedural Information*
- Procedures for Assessing Risk (re school trips)
- First Aid and Accident Policies
- DOH (2009) “Safeguarding Disabled Children – Practice Guidance”

Key documents from this list above are in the staff handbook and on the school website [www.wrothamschool.com/statutoryinformation](http://www.wrothamschool.com/statutoryinformation)

All documents can be found together in one folder in the administration office and in the staff shared area v:\policy documents\safeguarding

**Contact details for Education Safeguarding Team and LADO:**

Area safeguarding adviser (Education): TBC

Tel.

Safeguarding Admin Support: Linda Funnell

Tel: 03000 411995

## ETHOS

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments that will contribute to this process.

Wrotham School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Wrotham School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- ensuring all possible steps are taken to maintain site security and student's physical safety
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring **all** staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members will receive safeguarding and child protection updates (for example via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- ensuring all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated

safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

- ensuring all staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) that may follow a referral, along with the role they might be expected to play in such assessments.
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies

## **RESPONSIBILITIES**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

The Designated Safeguarding Lead has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes

- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in Kent Family Support Framework (KFSF) / EHA (Early Help Assessment) / Child in Need / Child Protection plans
- Organising training for all school staff

The Governing Body and school Leadership Team will ensure that the DCPC is properly supported in this role at a time and resource level.



**The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead, Mike Cater.**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

## **SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

Wrotham School adheres to the KSCB Safeguarding Children Procedures (2014). The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website [www.kscb.org.uk](http://www.kscb.org.uk)

Additional guidance can be found at:

- V:\policydocuments/Safeguarding
- Administration Office

Including:

- **What to do if you are worried a child is being abused – Advice for practitioners, March 2016**
- **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
- **The Assessment Framework for Children in Need and their Families (2000)**

All staff have been provided with a copy of Part one of the DfE guidance “*Keeping Children Safe in Education*”, May 2016 which covers Safeguarding information.

It is the responsibility of the DCPC to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from Specialist Children's Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision is made to refer to Specialist Children's Services or other services.

Such referrals might include referral to Specialist Children's Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the Kent Family Support Framework (KFSF) / EHA (Early Help Assessment) process or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc.

Referrals to Specialist Children's Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team unless it's already an open case.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.**

**If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children's social care contact number.

If a member of staff needs advice on a concern or allegation involving a member of staff then the Head Teacher will give that advice. If there are concerns about the Headteacher then this should be referred to the Board of Governors.

**The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

On occasion, staff may pass information about a child to the DCPC, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DCPC further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or the local Specialist Children's Services Team (numbers as above) who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website:

[www.wrothamschool.com/statutoryinformation](http://www.wrothamschool.com/statutoryinformation)

## Recognition and categories of abuse:

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

- Physical abuse (including FGM – see Appendix 1)
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions are found in Appendix 1 of this document.

Indicators and signs of abuse are listed in the leaflet “**Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff**” distributed to all staff. A copy of this leaflet can be found in the staff handbook (in your professional development portfolio).

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

## INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DCPC in line with government guidance that currently requires this to be updated every three years.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DCPC attends the required DCPC safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DCPC will ensure that all new staff and volunteers are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The DCPC and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

## **RECORD KEEPING**

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DCPC. Records must be completed as soon as possible after the incident/event and must be signed and dated.

**GREEN Concern forms are kept** in the staffroom, in the Green Concern Form tray

Safeguarding records are kept separate from all other records relating to the child in school. They are retained centrally and securely by the DCPC and are shared on a 'need to know' basis only.

The Head Teacher will be kept informed of any significant issues by the DCPC.

**Detailed guidance on Record Keeping is found in a separate document “Guidelines for Safeguarding Record Keeping in Schools” – Staff MUST familiarise themselves with the responsibilities outlined in this document.**

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DCPC or Head Teacher.

## **ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

Wrotham School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. You can also report a concern to Public Concern at Work ([pcaw.org.uk](http://pcaw.org.uk)) if you feel you cannot speak to the Headteacher.  
Tel: 020 7404 6609

**All staff need to be aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

For specific guidance on how to respond to allegations against staff, please refer to the Safeguarding flowchart in your handbook and consult the “**Procedures for Managing Allegations Against Staff**” document which can be found in the shared area:

- Staff shared/Policy Documents/Safeguarding/Safeguarding Policy

## **WORKING WITH OTHER AGENCIES**

Wrotham School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

Wrotham School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and any meetings arising from Early Help Assessment Forms.

The School Leadership Team and DCPC will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **CONFIDENTIALITY AND INFORMATION SHARING**

We recognise that all matters relating to child protection are confidential. The Headteacher or DCPC will disclose any information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document **"Child Protection - Dealing with Disclosures in School"**

## **CURRICULUM AND STAYING SAFE**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Wrotham School will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Wrotham School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support include: Students are made aware that they can bring concerns to any member of staff they feel comfortable talking to, students also have access to Deputy Progress Leaders and Progress Leaders before school, at break times and after school. Students know that we have a school nurse and a school counsellor that they can seek an appointment with through any member of the Progress Team. Students cover safeguarding and well-being topics during Progress Group Time and on PSHE days and they are involved in school campaigns to raise awareness. We also have student voice representatives in every Progress Group who liaise and meet with a member of SLT on a regular basis.

## **PREVENT**

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Prevent awareness training will be held at the beginning of each academic year for all staff and will form part of the induction safeguarding training for new staff, following which they will complete the Home Office online training module. Wrotham School are in a very low risk area for radicalisation but all staff will be aware and will use the current safeguarding system to report any concerns to the DSL.

Students and teachers will learn about the risks posed by the online activity of extremist and terrorist groups. This will be achieved through the current PSHE programme, delivered in Progress Group Time and through assemblies. We will build students’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of students and, within this, fundamental British values.

School staff will understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

## **Online Safety**

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Wrotham School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school’s **e-Safety policy** which can be found at:

- V:\policydocuments/safeguarding
- Administration Office
- [www.wrothamschool.com/policies](http://www.wrothamschool.com/policies)

## **SUPERVISION AND SUPPORT:**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DCPC.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DCPC can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

## **SAFE WORKING PRACTICE**

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People** (2009) which can be found at:

- V:\policydocuments/safeguarding
- Administration Office

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the school's **Online Safety Policy** and **Acceptable Use Policy** and the **KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People**

## **COMPLAINTS**

The school has a **Complaints Procedure** available to parents, pupils/students and staff who wish to report concerns. This can be found at [www.wrothamschool.com/policies](http://www.wrothamschool.com/policies) and a copy is in the safeguarding file in the administration office.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff**.

## **SAFER RECRUITMENT**

Wrotham School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

## **THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

## **SECURITY**

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) 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 access for that individual to the school site.



## APPENDIX 1 - DEFINITIONS OF ABUSE

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

### Physical Abuse

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

**Female Genital Mutilation:** Female Genital Mutilation (FGM) comprises all procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for nonmedical reasons. FGM is sometimes known as ‘female genital cutting’ or female circumcision. Communities tend to use local names for referring to this practice, including ‘sunna’.

At Wrotham School we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>74</sup> Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. Those failing to report such cases will face disciplinary sanctions.

### Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse affects on the child’s emotional development. It may involve conveying to children 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 and may include interactions beyond the child’s developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying ( including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

## **Sexual Abuse**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or 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.

### **Child sexual exploitation**

A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

## **Neglect**

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

## **Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.<sup>75</sup> There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.