



SAFEGUARDING AND CHILD PROTECTION POLICY

The schools within The Chartwell Group fully recognise the responsibility they have under Section 175 (Section 157 for Independent Schools and Academies) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of all children.

This responsibility is more fully explained in the statutory guidance for schools and colleges “Keeping Children Safe in Education” (March 2015) All staff must be made aware of their duties and responsibilities under part one of this document.

Staff should read the above document together with “What to do if you’re worried a child is being abused. Advice for practitioners” (March 2015)

Through their day-to-day contact with pupils and direct work with families, all staff at the schools have a crucial role to play in noticing indicators of possible abuse or neglect and in referring them to the Designated Person for Child Protection. This policy sets out how we comply with statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the schools.

There are four main elements to our policy:

- 1. Prevention** through the support offered to children and the creation and maintenance of a whole school protective ethos.
- 2. Procedures** for identifying and reporting cases, or suspected cases of abuse.
- 3. Supporting children** who may have been abused or witnessed violence towards others.
- 4. Promoting a protective ethos.** Our policy applies to all staff, paid and unpaid, working in the setting, including volunteers. Concerned parents/carers/social workers may also contact the school’s Designated Person/s for Child Protection.

1. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The school will therefore:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are actively listened to.

- Ensure children know that there are adults in the schools whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

2. PROCEDURES

We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board (LSCB)* procedures, which can be accessed online: <http://www.cambridgeshire.gov.uk/lscb/> (www.cambslscb.org.uk).

The schools have regard for Working Together to Safeguard Children 2015 and What to Do if You are Worried a Child is Being Abused 2015 (Department for Education).

The Designated Persons for Child Protection in Chartwell House School are:

Mrs Sharon Ramp

Mr Jason Wright

The Designated Persons for Child Protection in The Old School House are:

Mr Rick Ogle-Welbourn

Both schools will:

- Ensure it has a Designated Person for Child Protection on site at every session, who has undertaken, as a minimum, the two-day child protection training course.
- Ensure this training is updated every two years in accordance with government guidance.
- Recognise the importance of the role of the Designated Persons and ensure she/he has the time and training to undertake her/his duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
- Ensure every member of staff knows the designated members of staff and the procedures for passing on concerns from the point of induction.

- Ensure there are contingency arrangements should the Designated Person not be available (another Designated Person will be on site), and that every member of staff know what the contingency arrangements are.
- Ensure that the Designated Person has access to Social Care at the Local Authority for 'what if' conversations. The Emergency Duty Team (out of hours) is also available
- Ensure that all staff recognize their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- Ensure that parents/carers/social workers are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school's welcome pack.
- Ensure that this policy is available publicly via the school website or by other means.

The roles of staff and management

The schools will ensure every member of staff knows:

- The name of the Designated Person and her/his role.
- How to identify the signs of abuse and neglect
- How to pass on and record concerns about a child.
- That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s.
- That they have a responsibility to provide a safe environment in which children can learn
- That they have an individual responsibility for child protection concerns are being referred to relevant agencies and within the timescales set out in LSCB procedures.

Training will be provided for all staff from the point of their induction, and the schools will ensure that it is updated every three years at a minimum so that they are confident about

- The schools legislative responsibility
- Their personal responsibility
- The school's policies and procedures
- The need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and radicalization
- The need to record concerns
- How to support and respond to a child who tells of abuse.

Training made available must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond to these in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of abuse or neglect.
- Children's comments which give cause for concern.
- Pattern of absences or frequent absences
- Any reasons to suspect neglect or abuse outside the setting for example in the child's home.
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Liaison with other agencies

The schools will:

- work to develop effective links with relevant agencies to promote the safety and welfare of all pupils
- cooperate as required, in line with **Working Together to safeguard Children 2015**, with key agencies in their enquiries regarding child protection matters, including attendance and providing written reports at child in need, Team Around the Family (TAF) meetings and child protection conferences and core groups.
- Notify the relevant Social Care unit immediately if:
 - (a) it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - (b) there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - (c) there is a change in circumstances to a pupil who is subject to a Child Protection Plan

Record keeping

The schools will:

- keep clear, detailed written records of concern about children's welfare using the Log of Concern Form (noting the date, event and action taken), even where there is no need to refer the matter to Social care immediately.
- ensure all records are kept secure, separate from the main pupil file, and in locked location.

- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the education Child Protection Record Keeping Guidance.
- Make parents aware that they do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be. Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the school.

When the child about whom there has been child welfare concerns (whether subject to a child protection plan or not) leaves the school or transfers to our school, the child's child welfare file will be transferred to the receiving school or our school using the following protocol:

- The file will be marked 'confidential, addressee only' and sent to the Designated Person, if known, of the receiving setting or school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- The school will contact the receiving setting/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. The school within The Chartwell Group will keep a record that the file has been received in order to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred, unless this would place the child at risk of acute harm.
- The setting will not keep a copy of transferred records but will keep a record of the current file location and date the file was transferred.
- If individual child welfare files cannot be transferred for any reason, the school will archive them for 25 years from the child's date of birth.

Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child.

Child protection records are subject to the provisions of the Data Protection Act 1998 principles. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Person/Headteacher

Staff will ensure confidentiality protocols are adhered to and that relevant and proportionate information is shared appropriately. The schools works within the guidelines set out in Information Sharing Advice for Safeguarding Practitioners 2015 (Department for Education).

The Designated Person may disclose any information about a child to other members of staff on a 'need to know' basis only, including Domestic Violence notifications.

All staff must be aware that they have a professional responsibility to share relevant and proportionate information with other agencies in order to safeguard children.

If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest to the child and explain that it will be necessary to tell someone else in order to help them and keep them safe.

Communication with parents

The schools will:

- Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action. If the school believes that notifying parents/carers could put the child at further risk of harm or exacerbate the situation, advice will be sought from Social Care as required.
- Ensure that all parents/carers/social workers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by ensuring that they receive a copy of this policy and welcome pack when placing their child at the school
- Record on the log of concern form what discussions have taken place with parents/carers and if a decision was made not to discuss the matter with parents, the reason why not.

3. SUPPORTING CHILDREN

We recognize that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support, may making it difficult to develop a sense of self-worth and trust around them.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

The schools will endeavour to support the child through:

- Activities/Curricular to encourage self-esteem and self-motivation.
- An ethos that actively promotes a positive, supportive and secure environment that values people.
- A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. The school will ensure that the

pupil knows that some behaviour is unacceptable but he is valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies which support the child and family such as Social Care and Locality Teams.
- A commitment to develop productive and supportive relationships with parents/carers and social workers.
- Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance or alcohol misuse may be vulnerable and in need of support and protection; they may also be young carers.
- Monitoring and supporting pupil's welfare, keeping records and seeking advice or making a referral to other agencies, e.g. Social Care, when necessary.
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed.
- When a child is missing from education, the school will follow the procedure as set out in the Local Authority's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Substance Misuse and Child Protection

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence on reasonable cause:

- To believe the young person's substance misuse may cause him to be vulnerable to other abuse such as sexual abuse
- To believe the pupil's substance related behaviour is a result or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parents/carers substance misuse.

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 abuse.

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

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterized 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.

Domestic Abuse

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which may carry with them into their adult life and relationships.

Head Teachers are notified of **medium and high risk** Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools and Colleges.

Female Genital Mutilation (FGM)

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

FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The schools take these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

The Designated Person/s will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents/carers 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.

Child Sexual Exploitation (CSE)

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

Sexual exploitation can take many different forms from the seemingly “consensual” relationship to serious organized crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

If CSE is suspected, the school will complete a Log of Concern form and make a referral to Social Care.

Children with Disabilities

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deals with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse.

Prevention of Radicalisation

The Government Prevent Strategy, has raised awareness of the specific need to Safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalize vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalization.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalization of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The schools within The Chartwell Group are clear that this exploitation and radicalization should be viewed as a safeguarding concern.

The Counter- terrorism and Security Act, 2015 places a duty on professionals to have due regard to the need to prevent people from being drawn into terrorism.

Staff in schools should be made aware of this duty.

If a member of staff has concerns that a child, parent or staff member may be at risk of radicalisation or involvement in terrorism, they will speak with the Child Protection Designated Person. More information is covered in the schools Radicalisation and Extremism Policy.

Children with Disabilities

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deals with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse

4. PROMOTING A PROTECTIVE ETHOS

The schools will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to. This will be achieved in the following ways:

- All staff, including the Designated Persons, are trained regularly to ensure skills and knowledge are up-to-date.
- Staff know how to respond to child protection concerns.
- Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.
- Using personal safety programmes, such as Protective Behaviours, NSPCC PANTS campaign
- Working with social workers/parents to build an understanding of the school's responsibility to the welfare of the children.
- Ensuring the relevant policies are in place, i.e. the use of mobile phones and cameras, behaviour management, intimate care, whistle-blowing, social networking.
- Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure and relevant contacts.
- Staff acting as positive role models to children and young people.
- Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers.

Preventing unsuitable people from working with children

The schools have a duty to ensure that people looking after children are suitable to fulfill the requirements for their role. The schools will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. The schools will not allow people whose suitability has not been checked, to have unsupervised contact with children.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

The following members of staff have undertaken Safer Recruitment training:

Rick Ogle-Welbourn

Gemma Wells

Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified “by Association” if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8), in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not disqualified by association”. A record of self-declaration should be kept on the Schools Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).

Any allegation of abuse made against a staff member or volunteer 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 owners.

The following action will be taken (as per the ‘Allegations of Abuse against Adults who Work or Volunteer in a Childcare Setting’ flowchart and guidance):

- The schools will ensure the immediate safety of the children.
- The schools will **not** start to investigate and will immediately contact the Social Worker and the Local Authority Designated Officer (LADO) should be contacted direct to The Social Worker will discuss the case with the LADO, who will decide if it could be a child protection case.
- Please note that the Head Teacher or owner should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- If the LADO decides the matter is a child protection case, external/internal agencies (e.g. police) will be informed by the LADO and the schools will act upon the advice given to ensure that any investigation is not jeopardised.
- The schools will notify Ofsted of an allegation of abuse.

- Staff who are 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 where this is deemed to be the best way to ensure that children are protected.
- The schools 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.
- 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.
- If it is agreed that the matter is not a child protection case, the schools will investigate the matter and feedback the outcome of the investigation to the Social Worker and Ofsted.
- The schools will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority'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 have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (Abuse of Trust)
- The schools will ensure that staff and volunteers are aware that sexual relationships with pupils under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust)
- The schools 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.

Disqualification By Association (DBA) –

Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by Association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up

to the age of 8), in nursery, primary or secondary school settings or the management of such settings.

The schools within The Chartwell Group have a responsibility to ensure staff are suitable to work with children and not disqualified. All staff will need to declare (using the schools self-declaration DBA form) if they live in the same household as someone who is disqualified. Staff that may be disqualified may apply to Ofsted for a “waiver” of disqualification but cannot work in the schools until a waiver is confirmed. A record of self-declaration should be kept on the school’s Single Central Record.

Whistleblowing

The schools’ have a separate whistle-blowing policy which aims to help and protect both staff and children by:

- Preventing a problem getting worse;
- Safeguarding children and young people;
- Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner it is possible for the schools to take action.

The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students and volunteers.

Management Child Protection Responsibilities

The owner fully recognises their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. They will:

- Designate a staff member/s (where applicable) for child protection who will monitor the school’s child protection policy and practice and champion good practice in relation to child protection and safeguarding.
- Where services or activities are provided separately by another body, either on or off school site, either the Head Teacher, staff and/or owner 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.
- Ensure that this policy is annually reviewed in conjunction with the schools’ Designated Persons.

Use of Mobile Phones Policy

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognized that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

Children with Special Educational Needs

All pupils at Chartwell House School and The Old School House have Special Educational Needs and have either a Statement or have had the Transition to an Education, Health and Care Plan, and multi-agency planning and involvement to support integrated care.

We recognize that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse

The schools have pupils with emotional and behavioural difficulties and/or challenging behaviours. The schools will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers/social workers so that these skills can be supported at home.

The schools have pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognized by staff with a good knowledge of the child.

Where necessary, the schools will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

5. OTHER RELATED POLICIES

Physical Intervention and/or the Use of Reasonable Force (reference – DfE, use of reasonable force – Advise for Head Teachers, staff and owners)

Anti-Bullying

Health and Safety

E-Safety and Acceptable Use

Intimate Care Policy

Whistleblowing

Complaints Procedure

Behaviour

For further information, refer to the setting's safer recruitment policy.

6. ADOPTION AND ANNUAL REVIEW OF THE POLICY

This policy was adopted in September 2015 and will be reviewed annually

Useful contacts:

Cambridgeshire Direct Contact Centre (Social Care)	0345 045 5203
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Cambridgeshire Local Authority Designated Officer (LADO)	01223 727967
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Ofsted	0300 123 1231
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Police – non-emergency and Multi Agency Safeguarding Hub (MASH)	101
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APPENDIX A

FOUR CATEGORIES OF ABUSE

Physical Abuse: 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.

Neglect: 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 during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment.

Emotional Abuse: is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- Not giving the child opportunities to express their views
- Deliberately silencing them
- "making fun" of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- Interactions that are beyond the child's developmental capability
- Overprotection and limitation of exploration and learning
- Preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- Physical contact including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities involving;
 - a. Children in looking at, or in the production of, sexual images
 - b. Children in watching sexual activities
 - c. Or encouraging children to behave in sexually inappropriate ways
 - d. Grooming children to behave in sexually inappropriate ways
 - e. 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.

APPENDIX B

Relevant Documents

“Working Together to Safeguard Children: A guide to inter-agency working to Safeguard and promote the welfare of children” (March 2015)

“Keeping children safe in education: Statutory guidance for schools and colleges” (March 2015)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March 2015)