



Donhead Preparatory School

Safeguarding and Staff Code of Conduct Policy

Mrs. Katy Brady is the Designated Safeguarding Leader (DSL) for all year groups, including EYFS. If you have any concerns of a safeguarding nature you should report your concern immediately to the Designated Safeguarding Leader (or in her absence the Deputy DSL) and the headmaster.

Mrs Brady can be contacted on 020 8946 7000/katy.brady@donhead.org.uk

Miss Becky Jackson, is the Deputy Designated Safeguarding Leader (DDSL). Miss Jackson can be contacted on 020 8946 7000/becky.jackson@donhead.org.uk

The Headmaster, Mr Philip Barr, can be contacted on 020 8946 7000 (ext. 1)/headmasterpa@donhead.org.uk

If the Designated Safeguarding Leader (or the DDSL) or the Headmaster are not available you should report your concerns to the Chair of Governors, **Mr Paul Chitnis** on +44 (0)208 946 0466/paul@jesuitmissions.org.uk or the nominated Governor for Safeguarding (including Prevent), **Mrs. Kathy Gogarty** on kathy_gogarty@hotmail.com

Should the concern relate to Mrs Brady, you should report your concerns to the Headmaster at 020 8946 7000 (ext. 1)/headmasterpa@donhead.org.uk

Should the concern relate to the Headmaster, you should report your concern to the Chairman of Governors, **Mr Paul Chitnis** on +44 (0)208 946 0466/paul@jesuitmissions.org.uk or the nominated Governor for Safeguarding (including Prevent), **Mrs. Kathy Gogarty** on kathy_gogarty@hotmail.com

In case of serious harm, the police should be informed from the outset.

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. If the child's situation does not appear to be improving the individual with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

MASH (Multi Agency Safeguarding Hub) Team, Children, Schools and Families Department, 12th Floor, Merton Civic Centre, London Road, Morden, SM4 5DX. Telephone: 020 8545 4226 or 020 8545 4227 (out of hours: 020 8770 5000). Fax: 020 8545 4204. Email: mash@merton.gov.uk

Local Authority Designated Officer (LADO): 020 8545 3179/lado@merton.gov.uk

Merton Safeguarding Children Board Referral and Assessment Team: 020 8545 4226 or 020 8545 4227

Merton Safeguarding Children Board Out of Hours Emergency Duty Team: 020 8770 5000

**DfE Prevent Helpline for Staff & Governors (non-emergency): 020 7340 7264/
counter-extremism@education.gsi.gov.uk**

1. STATEMENT OF INTENT

The safety and welfare of all our pupils at Donhead Preparatory School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety.

In all matters relating to safeguarding the school will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) which is the Merton Safeguarding Children Board, together with DfE guidance contained in:

Working Together to Safeguard Children and Keeping Children Safe in Education (September 2016):

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

Working Together to Safeguard Children (February 2017): <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Prevent Duty Guidance: for England and Wales (July 2015): <https://www.gov.uk/government/publications/prevent-duty-guidance>

The Prevent Duty: Departmental advice for schools and childminders (June 2015):

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

The use of social media for on-line radicalisation (July 2015): <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Child Sexual Exploitation: definition and guide for practitioners + Annexes (February 2017)

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All staff, including all leaders and those with indirect contact with children, must have read and understood KCSIE Part 1 and Annexe A. All School staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE:

- a. KCSIE Part 1 is read out word for word at the first Staff Meeting of each academic year.
- b. The DSL is always available for advice.

Further to this The Society of Jesus has highlighted Safeguarding as a key element for all of those involved with young people, and GC36 issued the following:

Protection and Safety of Minors

GC36 asks Father General to continue working with Major Superiors and Conferences to promote, within the communities and ministries of the Society, a consistent culture of protection and safety for minors, in keeping with the suggestions of the Congregation regarding formation, community life, ministries and governance.

2. WHAT IS CHILD ABUSE?

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff to raise their awareness and help them to identify the signs of child abuse. The NSPCC

website (www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to. Annex A of KCSIE should also be referred to by all members of staff and this will be distributed as a matter of routine to all new members of staff and to all staff on an annual basis. Please also refer to Annex 1 and Annex 2 of this policy.

3. OTHER SAFEGUARDING ISSUES INCLUDING PEER ON PEER ABUSE

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. The School recognises that children are capable of abusing their peers, for example banter, texting, sexual assaults, etc. The school further recognise that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a safeguarding concern. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm this will warrant a response under these procedures rather than the School's Behaviour and Sanctions Policy.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Merton Safeguarding Children Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Merton Safeguarding Children Board, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult, and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Merton Safeguarding Children Board or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate. For example, the DSL or School Chaplain may give informal counselling to both parties separately, or provide an opportunity for the boys to play and talk together, in order to overcome their differences.

Staff should also be aware of and give sufficient consideration to other specific safeguarding issues such as Gangs, Female Genital Mutilation (FGM), Forced Marriage (FM), and Honour Based Violence (HBV). Guidance on these issues can be found on the NSPCC website <https://www.nspcc.org.uk>. The school will take appropriate action and follow the reporting procedures as outlined in this policy if a boy pupil were to disclose any of these issues to the school.

4. CHILD'S WISHES

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by regularly reminding the children that any member of staff is available should they be worried about anything at school. The School will operate processes with the best interests of the pupil at their heart. All staff should be clear, however, that in the event of any safeguarding concern that whilst the child's wishes may be taken into account that staff cannot guarantee confidentiality as they are duty bound to pass on information to relevant persons or agencies.

5. TRANSPARENCY

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

6. SAFE EMPLOYMENT PRACTICES

Donhead Preparatory School follows the Government's recommendations for the safe recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Please also see the School's Recruitment, Selection and Disclosures Policy and Procedure and Induction Policy for New Staff.

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

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

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

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanctions or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools' checks. Furthermore, staff working in early years and those involved in the care of children under the age of 8, are checked for 'Disqualification under the Childcare Act 2006'. All staff are asked to complete a 'Staff Suitability Self Declaration Form' on an annual basis.

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

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

This policy is reviewed by governors annually.

7. RAISING AWARENESS

Mrs Kathy Gogarty, is the liaison governor for safeguarding issues, including Prevent. The role of the designated governor is to liaise with the local authority on issues of safeguarding, or in the case of allegations against the Headmaster or a member of the Governing Body. The governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to its Chaplaincy & Pastoral Committee, which both the Headmaster and the DSL attend. The governing body is responsible for:

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

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

8. DESIGNATED SAFEGUARDING LEADER

Mrs Katy Brady is our Designated Safeguarding Lead (DSL). Her contact details are katy.brady@donhead.org.uk/020 8946 7000. She has been fully trained for the demands of this role in safeguarding and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of *Keeping Children Safe in Education*. She is a member of the Senior Leadership Team at our School.

Miss Becky Jackson is the DSL's deputy (DDSL). Her contact details are becky.jackson@donhead.org.uk/020 8946 7000. The deputy will be trained to the same standard as the DSL.

The DSL and Deputy DSL are responsible for safeguarding and children from EYFS to Year 6.

Both the DSL and her deputy undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and her deputy will also attend refresher updates at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They both have a job description for their safeguarding roles and key activities. The DSL role is to ensure that each member of staff has access to, and is aware of and understands, the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's *'Keeping Children Safe in Education'* (KCSIE). The DSL's responsibilities in terms of safeguarding should not be delegated, other than to the DDSL.

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

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

The DSL will liaise with the local authority when necessary and work with other agencies in line with *Working Together to Safeguard Children 2015*, and attend at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm, including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever-changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through

seeking early help and/or inter agency working, including using the 'Team around the Child' Approach and/or the Common Assessment Framework.

The School's records on safeguarding are kept securely by the DSL, with restricted access: This will be reviewed in line with GDPR which comes into effect May 2018.

9. INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, and new governors receive appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Headmaster and, if required, to the main points of local procedures of the Merton Safeguarding Children Board. The particular training arrangements for the prevention of radicalisation are as follows:

- Whole school Prevent training for all staff annually.
- A summary of the dangers of radicalisation and a signpost to further details from the Merton Safeguarding Children Board are set out in the Safeguarding information given to all volunteers, contact staff, extra-curricular club staff, etc.

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

- A session with the DSL during which the new members of staff are taken through the School's safeguarding policy, including the staff code of conduct policy, and the School's whistleblowing policy.

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

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

All new staff must read and sign to confirm that they have read Part 1 of KCSIE and the relevant school policies listed in our Induction of New Staff policy. Temporary staff and volunteers will be provided with the following information: 'Safeguarding Leaflet for Visitors and Volunteers'.

The Headmaster and all staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the Merton Safeguarding Children Board, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. The school also engages the services of an advisor from Child 1st Consultancy for advice and training.

The DSL and deputy DSL undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and her deputy will also receive regular updates as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

10. STAFF OBLIGATIONS

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

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

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

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

All staff are asked to complete a 'Staff Suitability Self Declaration Form' on an annual basis.

11. PREVENTING RADICALISATION

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

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

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

Merton Safeguarding Children Board advice:

http://www.merton.gov.uk/health-social-care/children-family-health-social-care/safeguardingchildren/lscb/lscbadviceforparents/preventing_radicalisation_and_extremism.htm

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

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

The Department for Education non-statutory Prevent duty guidance can be accessed on:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Prevent for Schools (P4S) can be accessed on the link below. This resource provides a variety of practical materials and broader guidance to support schools with educating and safeguarding pupils against the dangers of radicalisation and violent extremism.
<http://www.preventforschools.org/>

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

The School's particular training requirements are an annual refresher session on Prevent for all staff.

12. VISITING SPEAKERS

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

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

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

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

13. CHILDREN MISSING FROM EDUCATION

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

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly, or has been absent from school without the School's permission for a continuous period of 10 school days or more, will be reported to the local authority. For further details on when the School has a duty to report to the local authority, please see the Missing Child Policy and

Procedures when a Child is not Collected on Time. The school follows Merton's Missing Child strategies, the details of which can be found at <http://www.merton.gov.uk/learning/schools/changingschool/children-missing-from-education.htm>

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy. The School is guided by the Merton Safeguarding Children Board and their protocol can be found at:

http://www.merton.gov.uk/health-social-care/children-family-health-social-care/safeguardingchildren/lscb/lscbprof/child_sexual_exploitation_-_cse.htm

14. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

All staff are trained to recognize and be alert to the vulnerability of children with SEND to possible abuse and neglect. All staff are alert to the specific needs of those pupils who have special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

15. USE OF PERSONAL MOBILE PHONES AND CAMERAS

The taking of photos with personal mobile phones/cameras is prohibited in the EYFS. In addition, neither staff nor children may use their own mobile phones/cameras to take photographs in Year 1 to Year 6. Authorised iPads, phones and cameras are available for taking photographs.

16. ONLINE SAFETY

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are SurfProtect from Exa-Networks - <https://www.exa.net.uk/>. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's Use of ICT Policy also sets out the School's approach to online safety.

17. PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it must play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of 'looked after' children. The DSL and DDSL are the designated leaders for 'looked after' children. Please refer to the Looked After Children Policy for further details.

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

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

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

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

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

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

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

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

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

Regarding the Prevent Duty, the School will co-operate with Channel panels and the Police when assessments are being undertaken.

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

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

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

For children in need of additional support from one or more agencies, the School will liaise with the Merton MASH team. The School's local authority is Merton which operates the Merton Safeguarding Children Board. Donhead's points of contact are as follows:

- MASH (Multi Agency Safeguarding Hub) Team, Children, Schools and Families Department, 12th Floor, Merton Civic Centre, London Road, Morden, SM4 5DX. Telephone: **020 8545 4226** or **020 8545 4227** (out of hours: 020 8770 5000). Fax: 020 8545 4204. Email: mash@merton.gov.uk
- Local Authority Designated officer (LADO): (020 8545 3179 /lado@merton.gov.uk)
- Merton website for safeguarding: www.merton.gov.uk/health-social-care/children-family-health-social-care/lscb
- Merton SCB Referral and Assessment Team - **020 8545 4226** or **020 8545 4227**
- Merton SCB Out of Hours Emergency Duty Team - **020 8770 5000**
- Police Emergency - 999
- Police Non-Emergency - 101
- OFSTED Safeguarding Children: 08456 404046 (Monday to Friday from 8am to 6pm)
Whistleblowing@ofsted.gov.uk

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

Supporting Families Team Contact Tel: 020 8274 5869 Email: ChildrensCentreServices@merton.gov.uk Vulnerable Children's Team Contact Tel: 020 8545 3343 Email: VCTAdmin@merton.gov.uk

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA
Tel: 01325 953795

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

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. In the event of an allegation against a member of staff or volunteer, it would be immediately referred to the Headmaster or the DSL if the Headmaster was not available. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

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

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

Should the allegation of abuse concern the DSL the member of staff should inform the Headmaster and the deputy to the DSL who will act in the place of the DSL. Should the allegation be against the Headmaster or School governor the DSL will immediately inform the Chairman of Governors without the Headmaster or School governor being informed first. It will be the Chairman's responsibility to contact the LADO.

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

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

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

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

Should historical allegations of child abuse be made against a teacher or member of staff who is no longer teaching, the School will, in accordance with *Keeping Children Safe in Education*, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the school will also be referred to the police. All allegations of historical abuse should be referred to the Headmaster or DSL straight away and without delay.

Any pupils who are involved will receive appropriate care.

Staff should also have regard to the Staff Code of Conduct section of this Policy to minimise the risk of allegations being made.

19. WHISTLEBLOWING

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

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: help@nspcc.org.uk).

20. EXTERNAL REFERRALS

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

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

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

the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

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

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

21. PRIVATE FOSTERING

When a child under the age of 16 (under 18 if disabled) is cared for, for 28 days or more, by someone who is not their parent or a close relative this is called a private fostering arrangement. It is a private arrangement between a parent and the carer. The local council is not usually involved, but the carer or parent should notify the Council. Close relatives are defined as grandparents, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent (a parent's unmarried partner is not a step-parent in this context). The London Borough of Merton has a legal duty to ensure that any child or young person is safe, well looked after and does not come to any harm in a private fostering arrangement, by making sure that he and his carer are visited regularly and offered advice and guidance when needed.

If any member of staff becomes aware of a child in any private fostering situation – whether proposed or where the placement has begun – you must advise the private fostering carer, the parents and any other person involved in making the arrangements to contact the office below. You should advise to them that it is a potential offence not to do so.

If you are aware of a child who may be in a private fostering arrangement, or who may potentially be placed in a private fostering arrangement you must contact the MASH Team on **020 8545 4226** or **020 8545 4227**

Private fostering is an arrangement that is made *privately* and does not involve the local authority. For example, parents may arrange for their child to be cared for by an extended member of their family, a neighbour, friend or even someone unknown to the child. Many private foster carers and parents are not aware of the notification requirements. As a result, a significant number of these care arrangements remain hidden. Private fostering can be helpful for a child but may leave some children vulnerable to abuse or neglect.

There is a legal requirement for private foster carers and parents to notify the local authority of all private fostering arrangements. It is a potential offence not to notify the local authority, without reasonable cause.

Private fostering situations can include:

- Children or young people who are sent to this country for education by their birth parents from overseas
- Children staying with another family because their parent has been hospitalised
- A child from overseas staying with a host family while attending school, or overseas students at boarding school who stay with a host family over the holidays – for more than 28 days

Merton Council has a legal requirement to assess and review all private fostering arrangements notified to them. Their overall aim is to ensure that all private foster placements benefit children and that those who plan to look after them, their parents and the children or young people themselves are aware of the help and support that they can be provided with. To achieve this, they will:

- Check on the suitability of private foster carers.

- Make regular visits to the child.
- Ensure that advice and support is made available when needed.
- Monitor the overall standard of care

22. ACTION IF A PUPIL IS MISSING

N.B Please refer also to the school's Missing Child Policy and procedures which also includes the requirements for a EYFS missing child in its content.

During the working day:

- first check with the pupil's friends
- check the First Aid Room
- check with the School Office who will check the signing out/in book and if necessary inform the senior member of staff on duty who will then follow up this information.

A record is kept by the school of any instances in which a pupil is missing from school without satisfactory permission and documentation, including the action taken and the pupil's explanation.

23. PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

24. PROMOTING AWARENESS

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

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

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

- Every child has a homework diary which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Our medical room displays advice on where pupils can seek help.

- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the school's anti-bullying policy.

25. POSITION OF TRUST

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

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the School's Staff Handbook which also includes advice on the use of social media.

26. RECORDS

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

27. EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils, e.g. participation in Anti-Bullying Week and speaking to children about their experiences at lunchtime and play-times.

28. STAFF BEHAVIOUR AND CODE OF CONDUCT

In general, pupils should be encouraged to discuss with their parents or guardians' issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Chaplain.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system.

The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete

any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the 'Bound Books' available in each classroom, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing in the 'Bound Book' available in each classroom and reported immediately to the DSL/Headmaster who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and Games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should make it clear that they are duty bound to pass on information to the relevant persons or agencies, but that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Conduct Outside of School

It is important that staff do not put themselves in a position where their duty to Donhead Preparatory School and their private interests conflict. Staff should not allow their own personal or political opinions to interfere with their work and the provision of a balanced and professional service, ensuring that they work to the professional standard required.

To ensure that your Facebook account or other social media platforms do not compromise your professional position, please ensure that your privacy settings are set correctly. Friend requests from parents or pupils should not be accepted.

Staff should conduct themselves in an appropriate manner whilst attending social occasions which parents at the school are also attending.

Dress Code

Staff are the most important role models in the school. The governors recognise the rights of staff to choose what they wear and how they appear. However, as role models, they need to set an example to the pupils. Please adhere to the following rules:

- Dresses and tops should not be revealing or reveal underwear
- Dresses and skirts should be on or below the knee
- No spaghetti string top
- Flip-flops and trainers are not allowed (unless there are particular medical issues which warrant this)
- The dress code does not include denim jeans, skirts or dresses
- Clothing with inappropriate lettering, pictures or slogans must not be worn in school at any time
- All clothing must be appropriate for the task and not breach Health and Safety regulations
- Jewellery and false fingernails to be worn at your own discretion (but be aware of Health and Safety issues and the task being undertaken)
- If children are in school uniform during an out of school visit then the above applies, however if children are required to wear alternative clothing then the same will apply for staff.

29. DAILY CONDUCT REQUIREMENTS FOR STAFF

i. Attendance and Timekeeping

Should a staff member need to be absent or expect to be late for any reason, he/she should ask the Headmaster in advance when possible. If this is not possible, he/she is asked to contact the Headmaster at the earliest opportunity.

ii. Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking is not allowed anywhere on site.

iii. Alcohol and Illegal Drugs

Consumption of alcohol or illegal drugs is not permitted on site save where at a school function or otherwise agreed when modest amounts of alcohol may be consumed. Employees conduct and performance must not be adversely impacted by alcohol or drugs when undertaking their duties.

iv. Security

Staff must not remove any school documents from the site nor take any photographs without due permission. The school reserves the right to search the outer clothing, bags, and vehicles etc. of staff members whilst on site. The staff member may have a colleague in attendance on such (rare) occasions.

v. Personal Appearance

The school regularly receives visits from parents, potential parents and others, and naturally wishes to convey an impression of efficiency and organisation. Therefore, whilst not wishing to impose unreasonable obligations of staff they are, nonetheless, required to look smart in appearance.

vi. Mobility and Flexibility

Due to the demands and nature of the school, staff should be prepared to transfer upon request within departments either temporarily or permanently, to undertake work of a different nature, providing it is reasonable and safe to do so and the staff member is adequately trained.

vii. Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission (provided in writing via consent form), by a designated staff member/s, and only on School iPads and cameras. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on School iPads, phones or cameras. They must then be downloaded onto school computers, where they will be monitored. Photographs cannot be used or passed on outside the school. Personal mobile phones and cameras are prohibited in all areas of the school.

viii. Medicines

Staff must seek medical advice if they are taking medicine which may affect their ability to care for the children and inform the Headmaster accordingly, and any staff medication must be securely stored at all times.

Personal mobile phones should not be used in any teaching area at any time.

30. MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its Safeguarding Policy and procedures through the following activities:

- Governing Body visits to the school;
- Frequent scrutiny of attendance data;
- Regular analysis of a range of risk assessments;
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school;
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the Senior Leadership Team and the Governing Body;
- Regular review of parental concerns;
- Regular review of the use of pupil-specific clubs at lunchtime and after school.

APPENDIX 1: SIGNS AND SYMPTOMS OF CHILD ABUSE

All staff should refer to the NSPCC website for full details <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects>

POTENTIAL SIGNS OF ABUSE (NSPCC)

Children develop and mature at different rates. So, what's worrying for a younger child, might be normal behaviour for an older child. If a child looks or acts a lot older or younger than their age, this could be a cause for concern.

However, if a child develops more slowly than others of a similar age and there's not a cause such as physical or learning disabilities, it could be a sign they're being abused.

Under 5's

- Doesn't cry or respond to parent's presence or absence from an early age.
- Reaches developmental milestones late, such as learning to speak, with no medical reason.
- Significantly underweight but eats well when given food.

5-11 year olds

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports, etc.
- Wets or soils the bed.

All ages

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.

DOMESTIC ABUSE

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

SEXUAL ABUSE

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

NEGLECT

Neglect can have serious and long-lasting effects. It can be anything from leaving a child home alone to the very worst cases where a child dies from malnutrition or being denied the care they need. In some cases, it can cause permanent disabilities.

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child.

Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

- Poor appearance and hygiene
- Health and development problems
- Housing and family issues

APPENDIX 2: KCSIE DEFINITIONS OF ABUSE

All school and college 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.

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 by another child or children.

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

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, 12 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.