



TRELLECH PRIMARY SCHOOL

SAFEGUARDING POLICY

Date: Reviewed by Safeguarding Committee September 2023

Adopted by : Governing Body

Review Date: Sept 2024

Safeguarding Policy Trellech Primary School

Working with Monmouthshire CC

The policy provides a framework which ensures that policies and practices within the Council are consistent and in line with Monmouthshire's stated values, and which must underpin all work with children, young people, and adults at risk.

The intention of this policy is to support quality service delivery, promote good practice, and ensure services are delivered in a way that children, young people and adults at risk

2. PRINCIPLES OF THE POLICY

This policy is underpinned by the Council's vision to build sustainable and resilient communities and the 4 wellbeing objectives:

- To develop opportunities for communities and businesses to ensure a well-connected and thriving county;
- Maximise the benefits of the natural and built environment for the well-being of current and future generations;
- Maximise the potential in our communities to improve wellbeing for people throughout the course of their life;
- Provide children and young people with the best possible start in life to help them achieve better outcomes.

There is an expectation that all of the workforce, Councillors and partners share an objective to help keep children, young people and adults at risk safe by contributing to:

- Creating and maintaining a safe environment;
- Identifying where there are concerns and taking action to address them in partnership with other agencies;
- Prevent unsuitable people from working with children, young people and adults at risk;
- Ensure the whole workforce understands safeguarding and their accountabilities and responsibilities;

Promote safe practice and challenge poor and unsafe practice

Main Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

At Trellech Primary School we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our pupils to take and make decisions for themselves.

Our teaching of Digital Citizenship and online safety, RSE (Relationships and Sexuality Education) and personal, social and health education and citizenship, (as part of the Health and Wellbeing Area of the Curriculum For Wales) and the SEAL (Social and Emotional Aspects of Learning) initiative, help to develop appropriate attitudes in our children and make them aware of the impact of their decisions on others. We also teach learners how to recognise different risks in different situations, and how to behave in response to them.

Aim

All staff at Trellech Primary School recognise that in any potential child abuse case, the child's welfare is the most important consideration.

Its aims are:

- to raise the awareness of all staff responsibility in their '**duty to report**' a child at risk of abuse, neglect and/ or harm;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection.

Purpose

Trellech Primary School believe that a child should NEVER experience abuse of any kind. We have a responsibility to promote the welfare of all children and to keep them safe. We are committed to practice in a way that protects them.

1.1 **Trellech Primary School** fully recognises the contribution it makes to safeguarding adults and children at risk.

There are three main elements to our policy:-

- a. Prevention;
- b. Procedures for identifying and reporting cases, or suspected cases of adults and children at risk.
- c. Support to those who may have experienced abuse or harm.

1.2 This policy applies to all staff and volunteers working in **Trellech Primary School**. It is recognised that staff who come into contact with adults and children can often be the first point of disclosure of abuse or harm. This first point of contact is an important part of the protection process and it is essential that all staff are aware of and implement the procedures as noted in this policy.

Prevention

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard adults and children at **Trellech Primary School**.

Trauma Informed Schools (TIS) approaches continue to be embedded across MCC. TIS reflects the relational model of understanding children/ young people presenting with behaviours of concern and focuses on raising the awareness and capacity of adults supporting vulnerable pupils.

We will therefore:-

- a. Establish and maintain an ethos where learners feel secure, are encouraged to talk, share their concerns and are listened to;
- b. Ensure that learners know that all staff and volunteers in this setting can be approached if they are worried or in difficulty;
- c. Include in the curriculum, activities and opportunities for relationships and sexuality education to increase learners' understanding of and participation in healthy, safe, and fulfilling relationships, to be able to recognise abusive or unhealthy relationships and seek help and support;
- d. include in the curriculum material that will help learners develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- e. build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate;
- f. Include in the ethos of the setting that people have the right to be safe from abuse and to know who they can turn to for help;
- g. Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families. [Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES](#)

Procedures

3.1 At **Trellech Primary School** we will follow the [Wales Safeguarding Procedures](#), and other guidance and protocols that have been endorsed and agreed by the [Gwent Safeguarding Board \(GSB\)](#).

3.2 Trellech Primary School will:-

- a. Ensure it has a named designated senior member of staff (DSP) who has undertaken the appropriate training in line with agreed national and local requirements. This setting/service will also nominate a named deputy who will be the central contact at times when the designated person is absent. In the unlikely event that both are absent or unavailable the most senior person will act as a contact point for other staff.
- b. Recognise the role of designated safeguarding person and arrange support and training. The setting/service will look to Gwent Safeguarding Board and to the local authority for guidance and support in all child protection matters and concerns for adults at risk.
- c. Ensure the Designated Safeguarding Person can access an appropriate level of safeguarding training
- d. Ensure that all members of staff, including permanent, part time and adult volunteers, (and school governors/management boards) knows:-
 - The name and contact details of both the designated and deputy person responsible for child protection and concerns for adults at risk;
 - That it is the named designated person and/or their deputy who have the responsibility for making referrals for children/adults at risk within timescales, by completing the agreed multi-agency form.
 - That the designated person and deputy will seek advice from the Designated Officer and or Social Services Duty Team if necessary when a referral is being considered; if in doubt a referral must be sent.
- e. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to an adult or child who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the setting/service.
- f. Ensure that members of staff who are EWC registrants are aware of the [Code of Professional Conduct and Practice for registrants with the Education Workforce Council](#) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- g. Ensure that parents/ carers have an understanding of the responsibility placed on the school setting for staff for safeguarding and child protection by setting out it's obligations in the school brochure.
- h. Provide training for all staff so that they:-
 - i) Understand their personal responsibility;
 - ii) Are cognisant of agreed local procedures and their duty to respond
 - iii) Understand the need to be vigilant in identifying suspected cases of abuse and neglect;
 - iv) Know how to support an adult or child who discloses abuse and neglect
 - v) Understand the role of online behaviours may have in each of the above.
- i. Notify the local authority's Children's Services Team if: - a learner on the child protection register is excluded, either for a fixed term or permanently- there is

- unexplained absence of the learners on the child protection register of more than two days' duration from school (or one day following a weekend).
- j. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding children and adults at risk including attendance at child protection/case conferences and subsequent meetings and support these with the submission of written reports.
 - k. Keep written records of concerns about adults and children at risk (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
 - l. Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted sensitively and securely.
 - m. Adhere to the procedures set out in the Welsh Government's [Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies](#)
 - n. Ensure that recruitment and selection procedures are made in accordance with [Welsh Government's Keeping learners safe guidance](#), national and local guidance. The school/setting will seek advice and guidance from the appropriate Human Resources on recruitment and selection.
 - o. Designate a governor for safeguarding who will oversee the school's safeguarding policy and practice.
This governor will feed back to the Governing body on safeguarding matters as and when required but will be required to write an annual report to the governing body on the school's safeguarding activities.

The named person in our school who is the Designated Safeguarding Person (DSP) is the Head teacher, **Mrs Kate Peacock**. In her absence, all matters should be referred to Deputy Head teacher **Miss Catrina Whyte**.

If an allegation is directly concerning the Head Teacher, the Chair of Governors will deal with the issues. At Trellech Primary School this is **Mr William Hockey**.

Governors with responsibility for Safeguarding is **Mrs Pam Lloyd and Mr David Holtam**.

Supporting children and adults at risk of abuse

4.1 At **Trellech Primary School** we recognise that those who are at risk, suffer abuse or witness violence are often affected in adverse ways, some may be deeply troubled by these events.

Supporting children at risk

4.1 At **Trellech Primary School** we recognise that those who are at risk, suffer abuse or witness violence are often affected in adverse ways, some may be deeply affected by this.

This school setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school/college/education setting their behaviour may be challenging/ concerning and the learner could internalise (i.e. be withdrawn) or externalise (i.e. be defiant for example) As a means of communicating their distress, experiences, emotions. The school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school ethos which: – promotes a positive, supportive and secure environment – gives learners a sense of being valued (see section on Prevention)
 - Ensuring that there is an emotionally available adult (EAA) for the learner.
 - the school's setting's behaviour / relationships policy, which is aimed at supporting vulnerable pupils in the school/college. All staff will agree on a consistent approach that focuses on understanding and supporting the learner and their experiences, to help them to develop more appropriate ways of communicating their distress/ behave. These approaches should focus on maintain the individual's sense of self-worth. The school/college/education setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
 - liaison with other agencies who support the learner such as local authority officers – for example the Educational Psychology Service (EPS), Education Support Team (EST) or the Education Welfare Service – child and adolescent mental health services, and advocacy services
 - keeping records and notifying the local authority as soon as there is a recurrence of a concern.

When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

4.2 At **Trellech Primary School** we will endeavor to be patient and supportive to those at risk of harm or abuse.

Prevent Duties

In March 2015, the Counter Terrorism and Security Act received Royal Assent. The Act includes how we need to work together to prevent people from being drawn into terrorism.

Where we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Adult/Children's Services in the same way as for all safeguarding concerns, as well as considering a Prevent referral.

Preventing and challenging bullying

Our policy on the prevention of and challenging bullying is set out in a separate behaviour policy and is reviewed by the governing body.

There are a range of Welsh Government guidance documents which underpin our approach.

[Rights, respect, equality: guidance for parents and carers](#)

Guidance to help parents and carers deal with bullying.

[Rights, respect, equality: guidance for schools](#)

Guidance to help schools deal with bullying.

[Rights, respect, equality: guidance for local authorities](#)

Guidance to help local authorities deal with bullying.

[Rights, respect, equality: guide for young people](#)

Guidance to help young people deal with bullying.

[Rights, respect, equality: guide for children](#)

Guidance to help children deal with bullying.

[Bullying: posters for children and young people](#)

An update on the revised statutory anti-bullying guidance.

[Bullying at school: guidance for parents and carers](#)

What to do if your child is being bullied.

Physical intervention and support

Our policy on physical intervention is set out in [a separate document] and is reviewed by the governing body, and is consistent with the [Welsh Government's guidance Safe and effective intervention – use of reasonable force and searching for weapons](#).

Children with additional learning needs

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with learners with an additional learning need, such as a profound and multiple disability, sensory impairment, neurodiversity or emotional and behavioural dysregulation, need to be particularly sensitive to signs of abuse.

Operation Encompass

Operation Encompass was launched across Monmouthshire schools on 4th March 2019 as part of a Gwent wide initiative to address limitations in the early sharing of information between Police and schools. Its aim is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

Physical punishment of children

Since 21 March 2022 all physical punishment of children is illegal in Wales. Children now have the same protection from assault as adults.

Any concerns for children around physical punishment will be managed as per our legal duty to report safeguarding concerns.

Information, advice and support is available for anyone who needs it, to help them find positive ways to manage children's behaviour and to help avoid such a situation ever happening. [Information for parents Parenting. Give it time](#) offers positive parenting practical hints, tips and expert advice to encourage good behaviour from children and alternatives to physical punishment.

Their [parenting support page](#) offers links to further support and helplines.

Universal parenting support and advice is provided by midwives, health visitors, GPs and your local authority.

Early help programmes such as [Flying Start](#) (if you live in a Flying Start area) and [Families First](#) can also offer advice and support.

Operation Encompass does not replace or supersede existing protocols, or singularly address child welfare. The process should always be followed in conjunction with current safeguarding procedures and practitioner guidelines, it is designed to reinforce safeguarding and ensure children's well-being is of paramount importance.

Information for all staff/volunteers

5.1 What to do if a child or adult tells you they have been abused or harmed

A person may confide in any member of staff/volunteer. Staff to whom an allegation is made should remember:-

- Yours is a listening role. Do not interrupt the person when they are freely recalling events, however, be aware of the surroundings when a disclosure is being made and determine whether the environment provides a confidential space. Limit any questions to clarifying your understanding of what the person is saying. Any questions should be framed in an open manner so not to lead the person;
- You must report orally to the **Designated Safeguarding Person (DSP) or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the setting/service;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the Designated Safeguarding Person. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the person's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the person it is an important one in the child protection process.
- Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age/understanding related ways to the person as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared can be the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting the person, contributing to an assessment or supporting safeguarding plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others.
- If an allegation of abuse is made against a member of staff/volunteer this must be reported to the Designated Safeguarding Person (DSP).

Where the allegation is against a member of staff you should refer to Children's/Adult Services in the same way as for all allegations of abuse. If an allegation is made against the Headteacher, you must report this to the Chair of Governors, and advice must be sought from the Lead Officer for Safeguarding in Education or Children's Services if they cannot be reached.

The Head teacher and DSP if not the Headteacher will have read and fully understood the [Welsh Government Guidance: Circular No: 009/2014](#) - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.

Confidentiality

6.1 A person may only feel confident to confide in a member of staff/volunteer if they feel that the information will not be divulged to anyone else. However, we all have a responsibility to

share relevant information about the protection of children and adults with the designated statutory agencies when a person is experiencing harm or abuse.

It is important that each member of staff/volunteer deals with this sensitively and explains to the person that they must inform the appropriate people who can help them, but they will only tell those who need to know in order to be able to help. Staff should reassure the person and tell them that their situation will not be common knowledge within the setting/service (i.e. not discussed with other staff) Staff/volunteers need to be aware that it may well have taken significant courage on the part of the person to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Training

The setting/service will be consistent of national and local training requirements and guidance, which will include SEWSCB and GWASB guidance, advice and training opportunities.

7.1 The service/setting will ensure that the Designated Safeguarding Person (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be given.

7.2 All staff/ volunteers will be regularly updated during the year as appropriate from the designated lead, but will receive specific awareness raising training within a 2-year period.

7.3 All Supply agency staff will have received Safeguarding Training via the Agency that they are employed by. All supply staff receive a Trellech School Safeguarding Information Leaflet on arrival to the school site.

The Designated Safeguarding Lead at this setting is:-

Kate Peacock, Headteacher

The Deputy Designated Safeguarding Lead at this setting is:-

Catrina Whyte, Deputy Headteacher

The Lead Officer for Safeguarding in Education for Monmouthshire County Council is:-

Heather Heaney

Phone: 01633 644392

Email; HeatherHeaney@monmouthshire.gov.uk

Monmouthshire Children's Services can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

Monmouthshire Adult Services can be contacted as follows:-

Phone: 01873 735492

Out of hours telephone number: 0800 328 4432

In an emergency, please call 999 to report a vulnerable adult at risk

- Monday – Friday 9am to 5pm we operate a duty service in each locality.
- If you are reporting an adult at risk who lives in South Monmouthshire, you can speak to someone on telephone number 01291 635666.
- If you are reporting an adult at risk who lives in Abergavenny area, you can speak to someone on telephone number 01873 735885.
- If you are reporting an adult at risk who lives in Monmouth area, you can speak to someone on telephone number 01600 775100.
- Outside of office hours you can contact the Adult Services Emergency Duty Team on 0800 3284432.

This policy was updated on : 20th September 2023 and is reviewed annually.

Appendix 1

Safeguarding in Education

Roles and Responsibilities in Schools

(a) The role of the Governing Body in Maintained Schools in Monmouthshire

Governing bodies of maintained schools, governing bodies (Corporations) of FE institutions, and proprietors of independent schools in Monmouthshire should ensure that their respective organisations:

- Have effective child protection policies and procedures in place that are:
 - In accordance with local authority guidance and locally agreed interagency procedures;
 - Inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.);
 - Reviewed at least annually;
 - Made available to parents or carers on request;
 - Provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs.

- Operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including relevant DBS checks.

- Ensure that the head teacher/principal and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training.

- Give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities.

- Ensure that the governing body/proprietor remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention.

- Ensure that the designated senior person (DSP) for child protection, the designated governor, and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the Safeguarding Children Board and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

(See 'Keeping Learners Safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002')

(b) Additional responsibilities of community Focussed Schools, Pre and Post School Learning and Out of Hours Learning Providers in Monmouthshire.

The governing body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of the premises, or a transfer of control agreement has been made. Governing bodies can enter into transfer of control agreements in order to share control of the school premises with another body, or transfer control to it. The other body, known as the "controlling body", will control the occupation and use of the premises during the times specified in the agreement.

Transferring control of the premises to local community groups, sports associations, and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the governing body must confirm that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

(c) Responsibilities of Head teachers

Head teachers and principals of all schools should ensure that all staff (including supply teachers and volunteers):

- Are aware of child protection policies and procedures adopted by the governing body or proprietor are fully implemented and followed by all staff;
- Can access sufficient resources and time to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;

- Understand the procedures for safeguarding children, and feel able to, raise concerns about poor or unsafe practice, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Welsh Government Procedures for Whistleblowing in Schools and Model Policy;
- As part of their induction, are given a written statement about the school's policy and procedures, and the name and contact details of the DSP for child protection when they start work in a new establishment.

(d) Role of the Designated Person in Schools

The designated senior person for safeguarding in a school fulfils an essential role in developing and implementing policies that help to safeguard adults and children from all forms of abuse and create a safe environment. Refer to Keeping Learners Safe

Each setting should identify a Designated Senior Person (DSP) with lead responsibility for managing adult and child protection and safeguarding issues and cases.

The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies.

The role involves providing advice and support to other staff, making referrals to, and liaising and working with, other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all adult/child protection issues in the establishment.

The DSP must be a senior officer at the setting or part of the senior leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of other staff members, but it is important that a senior member of staff takes responsibility for this area of work.

In many schools and settings a single designated person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a designated person for each part or site. In large organisations, or those with a large number of adult/child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

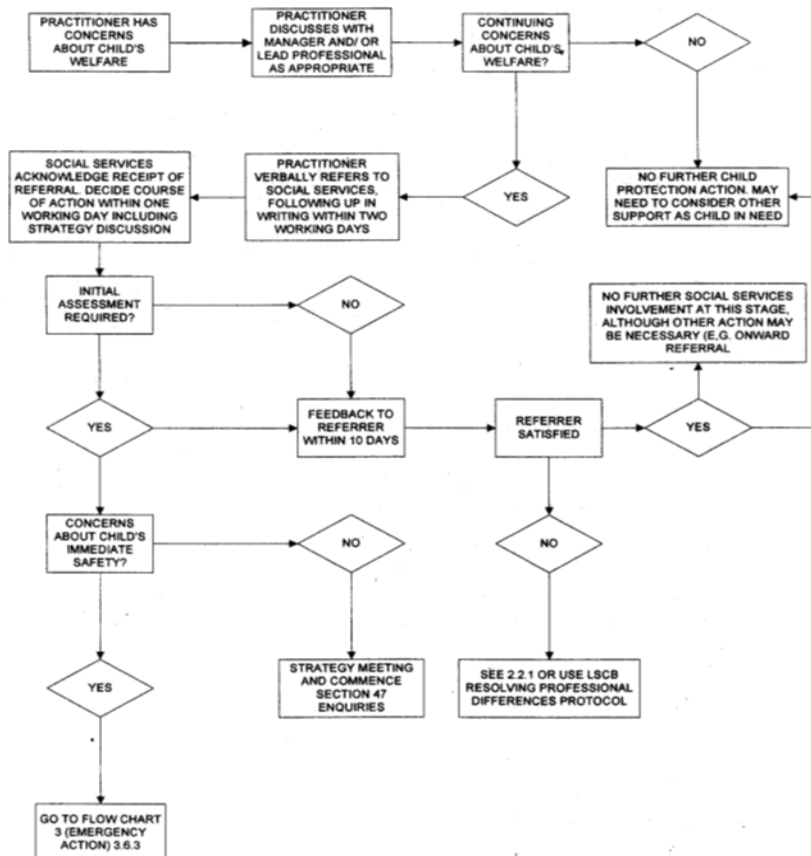
The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

The DSP does not have to be an expert in the area of adult/child protection but will take responsibility for the establishment's adult/child protection practice, policy, procedures and professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

Appendix 2

Referral Process - Children

3.2.5 Flowchart 1: referral



Appendix 3 – Definitions

A Child

The [Social Services and Well-being \(Wales\) Act 2014](#) and accompanying Guidance define a 'child' as a person who is aged under 18.

A Child At Risk

S.130 (4) of the [Social Services and Well-being \(Wales\) Act 2014](#) defines a **child at risk** as a child who:

1. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
2. Has needs for care and support (whether or not the authority is meeting any of those needs).

It is important to note:

- The use of the term 'at risk' means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who *also* require actions to secure their safety in the future;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

Definitions of Abuse

Physical 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 caregiver fabricates or induces illness in a child whom they are looking after.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within

the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Financial Abuse

Financial or material abuse is any theft or misuse of a person's money, property or resources by a person in a position of, or expectation of, trust to a vulnerable person. Common forms of financial abuse are misuse by others of a vulnerable adult's state benefits or undue pressure to change wills. Financial/material abuse may also be perpetrated by one vulnerable adult upon another.

Risk from other actual or potential harm to a child or young person may also result from:

- [Criminal exploitation such as county lines \(CCE\)](#)
- [Child sexual exploitation](#)
- [Radicalisation](#)
- [Female genital mutilation](#)
- [Modern slavery](#)

Appendix 4

Relevant Legislation and Contact Details

These procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are held by the Head Teacher and centrally on our school server.

Central to all procedures for child abuse is a case conference. The following people and agencies must be invited to attend:

- Social Services
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

Clinical or Educational psychologist

Consultant Psychiatrist (if hospital is concerned)

Senior Educational Welfare Officer

Head Teacher or designated teacher/ Head Teacher from siblings' school

Community worker if appropriate

Housing Department

County Council Chief Executive/Clerk's Department

Recognised voluntary organisations

Emergency duty team (Social Service)

Sexual abuse cases are investigated by the Police. Social Services can be present to assist the Police when interviewing a child.