

Totley Primary School



Safeguarding and Prevent Policy

Date Reviewed:	November 2017
Reviewed by:	Nicola Wileman
Policy to be reviewed by:	January 2019

SAFEGUARDING AND PREVENT POLICY
TOTLEY PRIMARY SCHOOL

SAFEGUARDING TEAM AT TOTLEY PRIMARY SCHOOL

Safeguarding role	Name	Job role	Direct email
Designated Safeguarding lead	Nicola Wileman	Headteacher	headteacher@totley.sheffield.sch.uk
Deputy Designated Safeguarding Lead	Ben Paxman	Deputy Headteacher SENCO	bpaxman@totley.sheffield.sch.uk
Deputy Designated Safeguarding lead and Inclusion Manager	Mike Barnes	Assistant Headteacher Inclusion Manager	mbarnes@totley.sheffield.sch.uk
Online safety coordinator	Michael Cooper	ICT co-ordinator	mcooper@totley.sheffield.sch.uk
Learning Mentor (or equivalent)	N/A		
Looked After Children (LAC) Designated Teacher	Nicola Wileman	Headteacher	headteacher@totley.sheffield.sch.uk
Chair of Governors	Sarah Pearson		spears@totley.sheffield.sch.uk
Safeguarding/ Child Protection Governor	Greg Raynor		safeguarding@totley.sheffield.sch.uk
Head Teacher/Senior Manager	Nicola Wileman	Headteacher	headteacher@totley.sheffield.sch.uk

At Totley Primary School we want to make children happy and secure in their environment so they can grow socially, emotionally, intellectually and morally.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

OUR AIMS

The aim of this policy is to safeguard and promote our children's welfare, safety, health and guidance. The children's welfare is of paramount importance. Our school fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate. We aim to:

- Make a safe environment where we can trust and care for each other
- Prevent children from being radicalised and forming harmful relationships
- Take action if a child is found to be suffering significant harm
- Maintain confidentiality, keep all records in a secure place
- Celebrate achievements
- Build positive relationships between home and school
- Arrange site security to ensure that all children are safe at all times
- Recruit talented staff through safer recruitment protocols

We will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times be proactive in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents/carers and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action.

This policy applies to all teaching staff, non-teaching staff, support and volunteer staff and anyone else who is responsible for or is in contact with children in our school.

We believe safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;

We will

- track all children against the 5 outcomes of Every Child Matters and keep a record of positive and negative issues that could affect a child's well being
- take action to support children whose well being is affected
- ensure, through training and supervision, that all staff and volunteers in the school are aware of the child protection procedures and act on any guidance or advice given by them; and are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- designate a senior member of staff and a deputy with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and are responsible for co-ordinating action within the school and liaising with other agencies;
- share our concerns with others who need to know, and assist in any referral process;
- ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated members of staff, who will refer on to Children's Services.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
- act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

- Note any concerns about the welfare of children on CPOMS to ensure swift and appropriate referrals are made to the designated officer.

STATUTORY DUTIES

The statutory duty to safeguard children and young people is set out in the following document:

- Keeping Children Safe in Education (2017)
- Working Together to Safeguard Children (2015)

DEFINITION OF SAFEGUARDING

Totley Primary School adopts the definition used in the Children Act 2004 and in 'Working together to safeguard children' 2015. This can be summarised as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of children and staff with medical or additional needs, first aid, educational visits, intimate care, internet and e-safety and school security. Safeguarding involves a range of issues which can include:

- Physical, sexual, emotional abuse
- Neglect
- Bullying (including cyber-bullying and prejudice-based bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalisation or extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Domestic violence
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

SUPPORTING CHILDREN AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

Some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. Children with behavioural difficulties, children with special educational needs and/or disabilities, children missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.

In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection. This school will endeavour to support children through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the children and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be read and used in conjunction with other related policies in school. These include:

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy (which includes guidance in use of restraint)
- Online Safety Policy
- Equalities Policy
- Whistle-blowing Policy
- Health and Safety Policy
- Intimate Care Policy

EARLY HELP

All children are monitored using CPOMS by all staff to ensure they are happy and healthy in school. At times, children and their families may need coordinated intervention to promote, safeguard or protect the welfare of the child. This could be in the form of early help in order to gain support from other services for the child or their family. Totley Primary School is committed to working together with other professionals in order to support our families. Early help may be given by:

- Holding professional meetings with other professionals.
- Working with the School Nurse service
- Working with MAST – requests for their services would be made by the safeguarding team and screened by the MAST team.
- Completing an FCAF and discussing the needs with the family (unless to do so would place the child or others at risk of harm) in order to gain further support

The impact of early help is monitored through professional meetings with parents.

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

STAFF TRAINING

Our school will ensure the designated lead and the deputy designated lead, as well as the Headteacher, attend all training relevant to their role.

All staff will receive and be able to access safeguarding training relevant and appropriate to their role. As a minimum requirement, all staff will receive safeguarding training during their induction when joining the Trust and complete statutory basic training every three years. All staff will be trained to recognise and respond to situations where a child might be considered to be at risk. All staff will have yearly update training online for safeguarding children and preventing radicalisation.

DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the relevant Children's Services.

To this end, volunteers and staff will follow the procedures below;

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff

- **record what they have seen, heard or know accurately at the time the event occurs, using CPOMS**
- **share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take.**

Records should include the date including the year and the full name of the person reporting the allegations and should be signed. The DSL is then responsible for the co-ordination of information within school and for liaising with external agencies.

What to do if a child makes an allegation of abuse.

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child:
 - Stay calm and reassuring
 - Explain that you cannot promise to keep what the child tells you a secret
 - Tell the child you might need to get someone else to help
 - Allow the child time and space to talk
 - Listen to, and take seriously, what the child tells you
 - Tell them that whatever the circumstances, they are not to blame
 - Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message
 - Reassure the child that they have done the right thing in telling someone
 - Ask the child if they have told anyone else
 - Do not make any promises to the child
 - Inform a member of the safeguarding team or the Headteacher.
- Write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- Confidentiality is vital. The DSL and Headteacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact Steve Hill the Local Authority Designated Officer (LADO) on 0114 2734850

In the case of staff becoming aware of issues regarding radicalisation or female genital mutilation, they have a duty under the Prevent duty, to report their concerns to the designated officer within school and / or to the police.

Procedures for DSL and safeguarding team

Where a member of staff relays a suspicion that a child may be at risk;

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the child, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion in the Child Protection file.

If the child is already known to be on the register:

If we know that the child is on the register, then we should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that we are aware that there is some basis to their concerns and that support is being offered to the child. If the child is not known to the register: We will use our professional judgement in deciding on a course of action.

Depending on the nature of the concern we may:

- Decide to keep a watching brief
- Seek advice from Safeguarding Advice Line (2053535)
- We will keep a record of all contacts with external agencies.
- Whether or not we decide to make a referral, we will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

When a child alleges abuse (Any allegation made will need to be investigated by one of the statutory agencies)

If appropriate, ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT. In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the child. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. This will be evidenced on CPOMS. NB involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

A member of the safeguarding team will take responsibility for the referral.

Before referral, ensure that we have the following information:

- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carers, if any

- Any background information
- Check the Child Protection register.
- If the child is known to the register, then the member of the safeguarding team will contact the appropriate key worker.
- If the child is not known to the register, a referral must be made to the Duty Principal Social Worker of the Children and Families team of the division in which the child lives. If in doubt about which is the correct division, phone Safeguarding Advice Line (2053535).

Following a referral, we will act on the advice of the Social Care Team. If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Advice Line and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

Procedures to follow if an allegation is made against a member of staff

If an adult in school receives an allegation of harm by a member of staff towards a child or young person, the allegation:

- Must be reported immediately to the Headteacher (not the DSL unless they are the same person)
- If the allegation is against the Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher
- Must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2016
- All such allegations will be discussed immediately with the Safeguarding Sheffield Children Advisory Service (2053535), who act on behalf of the Local Authority Designated Officer (LADO).

The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc. The purpose of these procedures is to:

- Improve consistency of reporting and investigation across all agencies
 - Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
 - Enable the Advisory Service to monitor allegations and determine if there are general issues to address
- Totley Primary School follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2016.

CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties
- enforcing their personal views through their teaching

VISITORS

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present. Staff will not invite speakers into school without first obtaining permission from the headteacher

PHYSICAL CONTACT & RESTRAINT – USE OF REASONABLE FORCE

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force is usually used either to control or

restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention or is in crisis. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force:

- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit;
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

SCHOOLS CANNOT USE FORCE AS A PUNISHMENT – IT IS UNLAWFUL AND SHOWS A DISRESPECT FOR HUMAN RIGHTS IF THIS WAS TO BE USED.

Members of staff who may have to make physical interventions with children should:

- Use de-escalation techniques to try to calm the situation first.
- Decide if the potential consequences of not intervening are sufficiently serious to justify the action.
- Decide if the chance of achieving the desired outcome by other non-physical means are low
- Assess the risk of using force and conclude that using force outweighs the risk of not using it
- Do what is reasonably proportionate and necessary to protect the child.
- Explain to the child/other children in the area what they are doing and why - this prevents misunderstandings!
- Be adequately trained in the appropriate use of force and restraining holds.
- Complete a physical intervention form which is discussed with the Headteacher and log the incident on CPOMS.
- Contact the parents or carers as soon as they are able to pass on the information in a timely and appropriate way.

Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Post-incident support

If injuries result from the application of reasonable force, medical help should be sought straight away. It is also important to ensure that staff and pupils are given emotional support. As soon as possible after the incident parents / carers should be informed and provided with a copy of this policy. If necessary details of the incident will be confirmed in writing. When assessing the incident, consideration may be given to involving multi-agency partners to offer support or advice. Where a pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanction, the pupil will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The pupil will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2017)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

PREVENTING RADICALISATION

Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

STATUTORY DUTIES

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

REFERRAL PROCESS

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns such as CPOMS. Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

CURRICULUM

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain and teaches them how to be safe and happy, both in and outside of school. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. There is a clear policy for sex and relationships education where the fundamentals of keeping ourselves safe are taught from Foundation stage through to Y6. Examples of these are stranger danger and the PANTS rules in order to ensure our children understand about themselves and their human rights. Our assemblies look at important aspects of the school's golden rules and focus on whole school or current issues at the time with focus weeks on online safety, friendship and anti-bullying for example.

SITE SECURITY

- Children are never allowed to leave the school site without adult supervision during the school day
- Visitors use the main entrance and report to the main office on arrival where they will be asked to sign in and given a visitor's badge
- All visitors will have sight of our safeguarding guidelines and be taken through these by a member of the office staff.
- Adults having contact with children in the school grounds or over the wall should always be challenged by a member of staff and the Headteacher informed.

MONITORING AND REVIEW

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead. This will be reviewed at an appropriate time after ratification by the governing body.

Nicola Wileman
Headteacher and DSL

Appendix 1:

Types of abuse and neglect

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

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

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

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

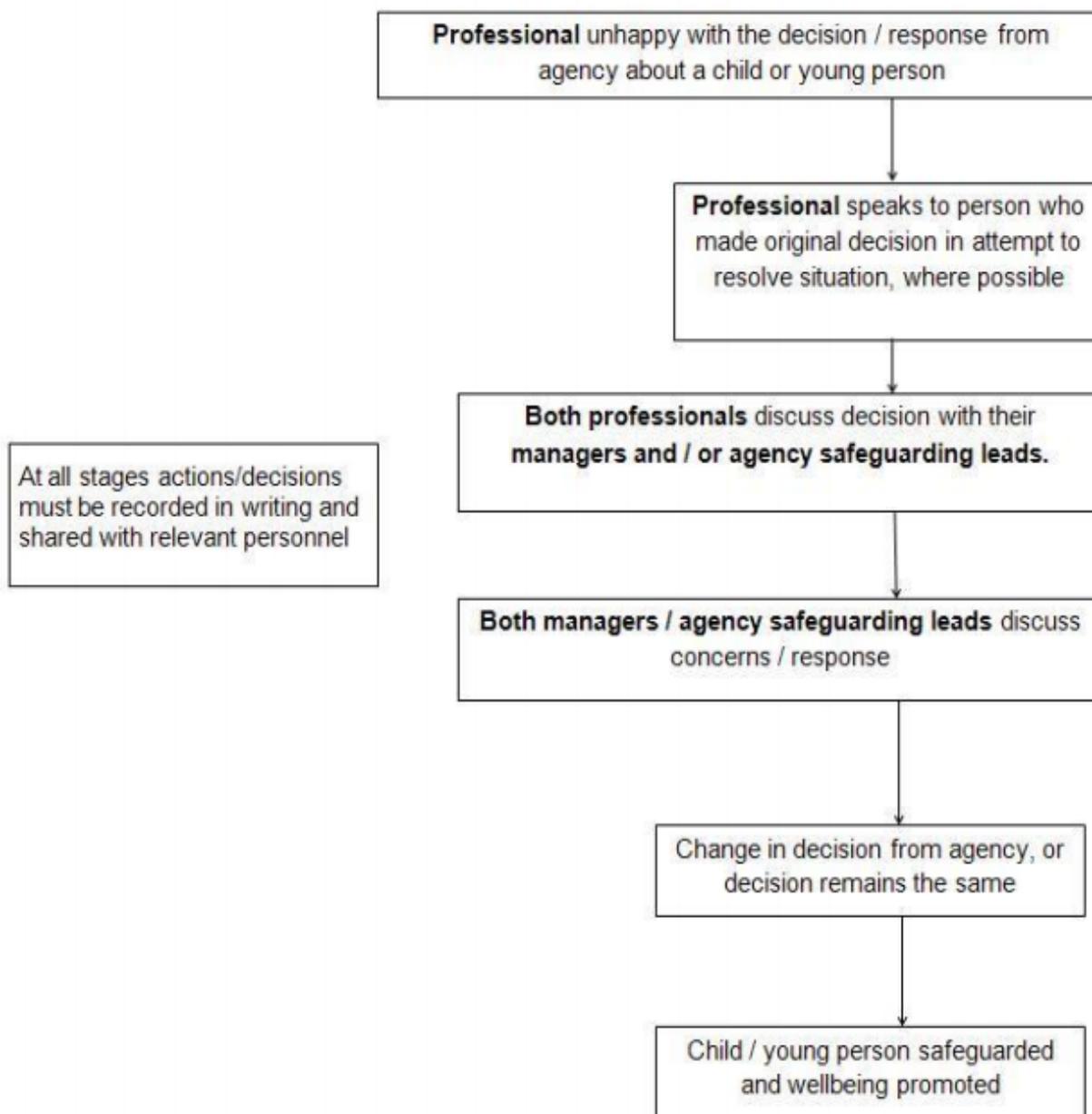
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent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

Appendix 2:

Resolution of Practitioner Disagreements

Staff at Totle Primary School will always work collaboratively with partner agencies to best meet the needs of children and their families. If in the rare occurrence that a professional disagreement occurs, guidance from SSCB will be sought. The following flow diagram summarises this process:

Resolving professional disagreement flow chart (a): Quick decision required



This process does not have to be followed in full. Disagreements can be resolved at any stage