

Bennett Memorial Diocesan School

Safeguarding and Child Protection Policy

Adoption Arrangements and Date

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body: Board of Trustees

Local Review Body: Local Governing Body

Leadership Grp Responsibility: CEO

Adopted: September 2020

Date of next review: August 2021

1 year or in

response to new

national guidance

Policy Type: Statutory

Review period:

This is a Level 2 Policy against the Trust Governance Plan.

This procedure was adopted by the Board of Trustees of Tenax Schools Trust, for implementation in all Trust academies on the date above and supersedes any previous Safeguarding Policy.

This policy has been written in accordance with:

Education & Young People's Services Directorate

EDUCATION SAFEGUARDING TEAM

SAFEGUARDING POLICY FOR SCHOOLS

KCSIE September 2020

Working Together to Safeguard Children July 2018

based on DfE guidance for implementation in September 2020

Bennett Memorial Diocesan School

Safeguarding and Child Protection Policy

based on Keeping Children Safe in Education DfE guidance September 2020 (KCSIE)

Issued on 07/10/20

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Key Contact Personnel in School

Role	Name	Contact Details
School Designated Safeguarding Lead (DSL)	Karen Brookes	brookes@bennett.kent.sch.uk 01892 521595
School Deputy Safeguarding Lead(s)	Vicki Woosey Nicola Santaana Rachael Chibhaga	woosey@bennett.kent.sch.uk santaana@bennett.kent.sch.uk Chibhaga@bennett.kent.sch.uk
Nominated governor for safeguarding and child protection	Reverend Bryan Knapp	Via Clerk to Governors: clerk@bennett.kent.sch.uk
Chair of the Local Governing Body	Simon Curtis	Via Clerk to Governors: clerk@bennett.kent.sch.uk
Trust Primary School Executive DSL	Matthew Clark	01892 722929/07383 518543 clark@tenaxschoolstrust.co.uk
Nominated Trustee for safeguarding and child protection	Lady Jaqueline Evans	[via clerk to the trustees] campbell@tenaxschoolstrust.co.uk
Area Safeguarding Advisor		03000 412284/ 07540 677200
Online Protection / e-Safety		03000 41 57 97 / 07789 968705
Local Safeguarding Children Board	LSCB	lscbcontact@kent.gov.uk
Local Authority Designated Officer (LADO)		03000 415788 kentchildrenslado@kent.gov.uk
Children's Specialist Services	East Sussex Single Point of Advice Team Kent Central Duty Team (Front Door)	01323 464222 01273 339596 03000411111 out of hours 03000419191 social.services@kent.gov.uk
Early Help and Preventative Services	Early Help	03000416200 TunbridgeWellsEarlyHelp@kent.gov.uk
Police	Telephone: 101 (or 999 if there is an immediate risk of harm)	
NSPCC whistleblowing helpline	help@nspcc.org.uk 0808 800 5000	

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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What to do if you have a welfare concern in Bennett Memorial

Why are you concerned?

- For example
 - Allegation/ child shares a concern or worry
 - Indicators of abuse or neglect

Immediately record your concerns (if urgent, speak to a DSL first)

- Follow the schools procedure
 - Reassure the child
 - Clarify concerns if necessary (**T**ED: **T**ell, **E**xplain, **D**escribe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead ([Karen Brookes](#))

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk (Website to change from 17.09.19 when KSCB becomes KSCMP)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated childrens services
- If unsure then consult with Area Education Safeguarding Advisor (Insert name and contact information) or Local Authority Social Worker at Central Referral Unit

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures (available from the school office by request and on our school website)

Record decision making and action taken in the pupil's Child Protection/safeguarding file

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

1. Introduction and Ethos

Bennett Memorial Diocesan School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children.

At Bennett Memorial Diocesan School, we aim to live out the Christian values expressed in our school aims and ethos statements. As a Christian School, we believe that every child matters, not simply in human terms, but to God. We strive to be a place where pupils, staff, helpers, families and other visitors will be made welcome and comfortable and where we will treat each other with respect. We believe that all children and young people have the right to protection from neglect and abuse and that their welfare is of paramount importance. The Bennett Memorial Diocesan School is a place where learning and personal development takes place in a climate of trust and confidence and where we value everyone's unique contribution to our community.

- Bennett Memorial School is a community and all those directly connected (staff, Trust, governors, parents, families and pupils) have an essential role to play in making it safe and secure.
- Bennett Memorial School recognises the importance of providing an ethos and environment within school that will help children to be and feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- Our school core safeguarding principles are:
 - That we are an important part of the wider safeguarding system for children.
 - It is our whole school responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our safeguarding policies, code of conduct and other associated policies

2. Definition of Safeguarding

- "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, 2019).

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Local Governing Body and the Trust Primary Executive DSL (who in turn reports to the Trust Board). The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

- There are four main elements to our safeguarding and child protection policy
 - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);

- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-agency Partnership (KSCMP)/East Sussex Safeguarding Children Board.

3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education September 2020 (KCSIE)
 - Working Together to Safeguard Children July 2018 (WTSC)
 - Ofsted: Education Inspection Framework (2019)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway/East Sussex Safeguarding Children Procedures (Online)
 - The Education Act 2002
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Bennett memorial Diocesan School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.
- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - Contextual Safeguarding (Risks outside the family home)
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse (abuse resulting from the abuse of a position of trust in a faith context)
 - Female Genital Mutilation (FGM)

- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ September 2020)

4. Related Safeguarding Policies and/or Procedures

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - Behaviour & discipline policy linked to the Use of Physical Intervention
 - Online Safety including Image Use
 - Anti-Bullying
 - Data Protection and Information Sharing
 - Relationships & Sex Education
 - Personal and Intimate Care
 - Health & Safety
 - Attendance
 - Risk Assessments (e.g. school trips, use of technology)
 - First Aid and Accidents
 - Managing Allegations Against Staff
 - Code of Conduct for Staff (including Acceptable Use of Technology)
 - Recruitment Policy
 - Searching, screening and confiscation
 - Whistle-Blowing

5. Key Responsibilities

- The Trust Board and members of the local governing body have read and will follow KCSIE 2020.

- The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually and when required.
- The Local Governing Body, Headteacher and Leadership Team will ensure that the DSL and deputy DSL(s) are properly supported in this role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed, Karen Brookes, Deputy Headteacher, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The school has appointed Vicki Woosey (Student Welfare Manger), Nicola Santaana (Head of Student Support) and Rachael Chibhaga (sixth form support assistant) as Deputy Designated Safeguarding Leads. Deputy DSL(s) are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - In the case of Looked After Children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
 - Liaise with other agencies and professionals in line with KCSIE 2020 and Working Together to Safeguard Children (WTSC 2018)
 - Ensure that locally established referral procedures are followed as necessary
 - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school's role in any multi-agency plan for a child
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
 - Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2020, part two.

5.2 Members of Staff

- **All members of staff have a responsibility to:**
 - provide a safe environment in which children can learn
 - understand the early help process and their role in it and be prepared to identify children who may benefit from early help
 - consider wider environmental factors in a child's life which may be a threat to their safety and/or welfare
 - understand this school's safeguarding policies and systems
 - undertake regular and appropriate training which is regularly updated
 - be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989
 - know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
 - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - know how to maintain an appropriate level of confidentiality
 - be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

5.3 Children and Young People

- **Children and young people (pupils) have a right to:**
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Contribute to the development of school safeguarding policies
 - Receive help from a trusted adult
 - Learn how to keep themselves safe, including online

5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere to the relevant school policies and procedures and encourage their children to do so. Discuss safeguarding issues with their children and support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of this Safeguarding and Child Protection Policy, reviewed annually, and other related policies on request and can view them via the school website: <http://www.bennettmemorial.co.uk/school-policies/>

6. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children offsite. Children can also be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

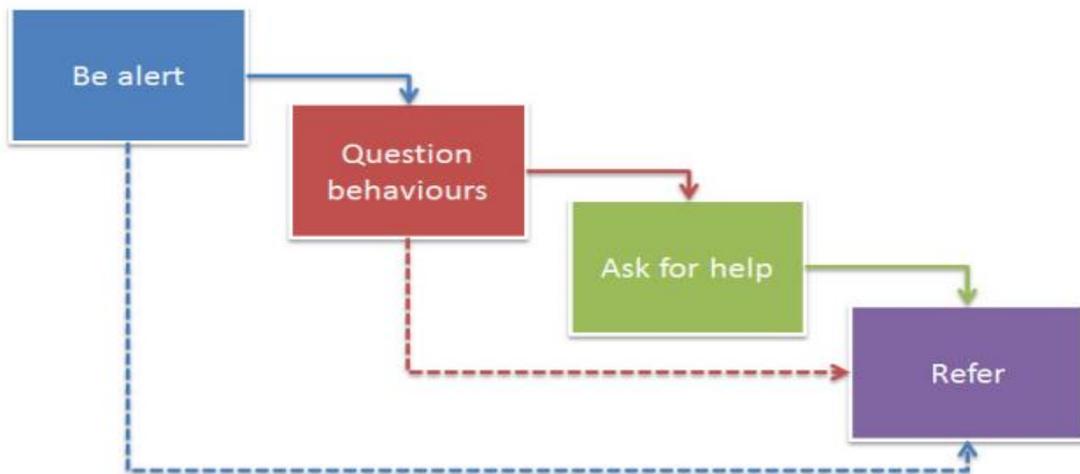
BULLYING & RACIST INCIDENTS. If a student reports to a member of staff what they perceive to be a bullying or racist incident, it is essential the member of staff does not tell the child to 'ignore' it. The child speaking may have been on the end of some long term harassment, and has plucked up the courage to speak. In the case of racist language, we practice a 'zero tolerance' policy: (see also Equality and Diversity Policy)

Under our Safeguarding Children Policy it is essential that we treat these reports equitably and seriously. **'Don't support it: report it.'** If the member of staff is not the tutor, they should make a note of the child's name and write a brief note or email to the child's year manager. If it is appropriate the YM can also involve Student Welfare to complete an incident form. The matter should be fully investigated by the Year Manager.

Be aware of the need to protect your own safety (see Appendix 2 **Policy statement on the use of physical force with students**)

7. Safeguarding and Child Protection Procedures

- The School adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://www.kscmp.org.uk/>
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to children’s Social Work Services and/or the police.

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

- The DSL may seek advice or guidance from an Area Education Safeguarding Adviser from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children’s Services (Front Door) and/or the police in line with KSCMP procedures.
- Bennett Memorial School is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Team.

8. Record Keeping

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- **Incident/Welfare concern forms are kept in the staffroom and in the staff shared area in the safeguarding folder.**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
- The Headteacher will be kept informed of any significant issues by the DSL.

9. Multi-agency Working

- Bennett Memorial School recognises and is committed to its responsibility to work with other professionals and agencies in line with the KSCMP multi-agency safeguarding arrangements.
- Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment process as required. Bennett Memorial School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies in line with statutory guidance.

10. Confidentiality and Information Sharing

- Bennett Memorial School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- Bennett Memorial School has an appropriately trained Data Protection Officer (DPO) Catherine Dottridge as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance: Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018) provides further detail.

11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils/students, members of staff and visitors who wish to report concerns. This can be found on the school website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy. This can be found in Appendix 1.**

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of the “*Keeping Children Safe in Education*” (2020) which covers Safeguarding information for all staff.
 - School leaders will read the entire document.
 - School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020.
 - Members of staff have signed to confirm that they have read and understood Part One and Annex A. This is recorded on the single central record and is also in hard copy in the DSL folder.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school’s internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will also be made aware of the school’s expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP).
- The DSL and Head Teacher will provide an annual report to the Local Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the Local Governing Body (Reverend Bryan Knapp), all members of the Local Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school’s Code of Conduct.
- Staff should be aware of the school’s **Behaviour and discipline policy and appendix 2: Use of Physical Intervention**, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school’s online safety, staff code of conduct and Acceptable Use policies.

14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child’s safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff will be supported by the DSL in their safeguarding role
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

15. Safer Recruitment

- Bennett Memorial School is committed to ensure that the school develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- Bennett Memorial School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 ‘Safer Recruitment’) and from The Disclosure and Barring Service (DBS):
- The Trust Board, Local Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- Bennett Memorial School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- LMT will ensure that at least one of the persons who conducts an interview has completed Safer Recruitment Training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

16. Allegations Against Members of Staff and Volunteers

- Bennett Memorial School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.

- Such allegations should be referred immediately to the Head Teacher, or deputy in their absence, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Chair of Governors, Simon Curtis, who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- Bennett Memorial School has a legal duty to refer to the Disclosure and Barring Service (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. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR Director.

When in doubt – consult

17. Safeguarding Children with Special Educational Needs and Disabilities

- Bennett Memorial School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- The DSL will work closely with the SENCo Lynsey McFerran to plan support as required.
- Bennett Memorial School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

18. Peer on Peer Abuse (Allegations of abuse made against other children)

- All members of staff at Bennett Memorial School recognise that children are capable of abusing their peers.

- Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Bennett Memorial School believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sexting' (Youth produced Sexual Images) will not be tolerated. The school will respond to cases of 'sexting' in line with the UKCCIS "[Sexting in Schools and Colleges](#)" guidance and in line with Kent Safeguarding Children Multi-agency partnership (KSCMP) guidance : "Responding to youth produced sexual imagery".
- When responding to concerns relating to child on child sexual violence or harassment, our school will follow guidance outlined in part five of KCSIE 2020 and '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'.
- Staff and leadership are mindful that some students may be more susceptible to peer on peer abuse issues due to gender, age, learning needs and culture of those involved, and will, therefore, be extra vigilant in ensuring the safety of these students
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:
 - providing pastoral support,
 - working with parents/carers, and
 - in cases of sexual assault, informing the police and/or Front Door.

19. Gangs, County Lines, Serious violence, Crime and Exploitation

- Bennett Memorial School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional well-being
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries

20. Mental health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

21. Online Safety

- It is recognised by Bennett Memorial School that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.
- Bennett Memorial School identifies that the issues can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2020.
- Bennett Memorial School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools **Online Safety Policy** and **Acceptable Use Policy**, which can be found in the staff handbook and school website.
- Bennett Memorial School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.

- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, the school will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Bennett Memorial School acknowledges that whilst filtering and monitoring is an important part of schools’ online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Bennett Memorial School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Where children are asked to learn online at home in response to a full or partial closure:

- Bennett Memorial School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school email accounts and phone numbers and/or agreed systems e.g. Microsoft Teams
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school’s behaviour policy, code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Additional guidance for DSLs and SLT regarding remote learning is available at DfE: [Safeguarding and remote education during coronavirus \(COVID-19\)](#) and The Education People: [Remote Learning Guidance for SLT](#)

22. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our school will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online Safety is integrated into the curriculum.

- Bennett Memorial School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children at Bennett Memorial School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

23. The Use of School Premises by Other Organisations

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

Capital programme

We will ensure that during the progress of any building or other on site works, contractors will be issued with relevant Safeguarding Children information. This will include our expectation of their conduct whilst on site.

24. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

25. Monitoring and Review

- The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. Additional copies of this can be found on our website, in our staff room and on our staff intranet.

- Parents/carers can obtain a copy of our Safeguarding and Child Protection Policy and other related policies on request. Additionally, our policy can be viewed via the school website.
- This policy forms part of our school development plan and will be reviewed annually by the Trust Board which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the local governing body. The local governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

25. National Support organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk

- Respect Phonenumber: <https://respectphoneline.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 1: Managing allegations against staff

The school believes that all members of the school community are entitled to receive care and protection from harm. We will not accept inappropriate behaviour towards pupils or staff, and will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

If a student or group of students makes an allegation against a member of staff/ the matter should be referred IMMEDIATELY to a member of LMT.

The following procedure should then be observed

A written record needs to be made as soon as possible, ideally by the reporting student/s, identifying where the incident took place, when, and what happened. If the students are in a group, they should not be allowed to confer while the statements are written. PLEASE DO NOT ASK QUESTIONS.

Collect the statements in and refer IMMEDIATELY to the designated member of staff for Safeguarding or to the Headteacher. The Safeguarding Officer will refer to the Headteacher.

In the event that an allegation of abuse is made against a member of staff or other adult in school, the Head Teacher will seek advice from the Local Authority Lead Officer for Safeguarding Children and will agree the procedure to be followed. The actions taken and the outcomes will be recorded in a written report to the LADO which is then held on file at County Hall.

Any staff disclosing information regarding inappropriate behaviour by colleagues will be listened to and supported. Parents of a child allegedly abused by a member of staff or other adult in the school will be kept informed of the progress and outcome of any investigation. Any member of staff facing investigation into an allegation of abuse will be subject to the procedures laid down by the joint DfE-NEOST National Employers' Organisation for School Teachers guidance and will be offered appropriate access to professional and personal support networks, and, will be kept informed of the progress and outcome of any investigation.

Appendix 2: Use of physical force with students

Bennett is a Church of England School and aims to educate students in an environment informed by Christian values of mutual respect and understanding, fostering consensus and cooperation wherever possible.

The Code of Conduct for teachers in the staff handbook makes clear that the use of physical restraint is an extreme occurrence, to be avoided if at all possible. This policy sets out in greater depth what kind of extreme circumstances may justify the use of physical restraint, what form that might take, and what needs to be done after the event.

Circumstances in which physical restraint is justifiable

- It is always restraint, never force. Physical intervention is always to prevent something happening, NEVER to make something happen.
- It is justifiable only in cases where a student is, on the balance of probabilities, likely to cause serious injury to himself or herself, or to another person, including the teacher or other adult present.
- Likely damage to property does NOT justify the use of physical restraint, providing that no person is in serious danger.
- The most likely circumstances in which physical restraint might need to be used are if a student is armed with an offensive weapon, has clearly lost his or her temper and is behaving irrationally, and is making clear and credible threats to inflict immediate harm on themselves or others.
- No adult must place themselves at risk by using physical restraint. Staff must only consider it as an option if they are confident that they can use it without becoming injured themselves. There is no obligation whatsoever to use physical restraint.
- It is essential that all other means of managing the situation have been exhausted before physical restraint is justified. These would always include sending for help, evacuating the room or space, warning the student of the seriousness of their behaviour – usually a calm but very clear warning is more likely to be heard than a shouted one.
- In attempting to calm the situation verbally, it is perfectly acceptable to offer assurances of any sort if these are needed to prevent injury or to obviate the need for physical restraint to be used.
- It is always essential to have another adult as a witness – if you are alone with an aggressive student the best course of action is to leave, or immediately call for assistance.
- Parents will be informed if physical restraint is used. If a situation arises where the use of physical restraint appears likely then a protocol will be agreed with parents.

The form of physical force appropriate

MINIMUM restraint is the only form ever justifiable. For example, if a student is holding an offensive weapon, preventing them using the weapon is the only justifiable objective. If they are aggressing or credibly threatening to aggress another student, it may be sufficient simply to lay a hand on the arm to calm, or if absolutely necessary holding the arm while the potential victim is evacuated.

Who may administer physical restraint

It is always preferable to call for assistance if a student becomes aggressive or a situation becomes out of control. Always defer to the senior member of staff present, and never attempt physical restraint if told not to by a more

senior member of staff. In the circumstances outlined above, any member of staff may administer physical restraint to prevent actual or likely serious injury to themselves or another.

What must be done immediately afterwards

Immediately afterwards, once the student is with a senior member of staff, all adults who witnessed the events must write a full account of the events, without discussing them with each other first.

The headteacher must be informed immediately and all signed accounts passed to the headteacher without delay.

Appendix 3: Categories of Abuse

All 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem