



EDUCATION
and
LEADERSHIP
Trust



SAFEGUARDING POLICY

V1.4

Date:	09.09.16
Date reviewed by policy committee:	05.12.16

Date approved by policy committee:	05.12.16
SLT responsible for this policy:	Deputy for Student Wellbeing

Approval History

Approved By:	Date of Approval	Version Approved	Comments
Policy Committee		V1.0	Next Review December 2013
Policy Committee		V1.2	
Policy Committee	20.07.16	V1.3	
Policy Committee	05.12.16	V1.4	

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
09.03.15			<p>Page 4.</p> <p>1.2 addition re British Values</p> <p>2.1 date change of Working Together</p> <p>2.2 paragraph change</p> <p>2.4 added</p> <p>3.2 changed</p> <p>3.4 changed</p> <p>6.1 3 bullet points added</p> <p>6.2 the last 3 bullet points changed</p> <p>8.1 references made to outside agencies</p> <p>10 changes made to all</p> <p>14.1 updated information</p> <p>15,16,17 added information on Female Genital mutilation and preventing radicalisation/e-safety</p> <p>19 was 16 in the previous policy now updated paragraph</p> <p>22/23 additions</p> <p>School policies additions</p> <p>Changes to the whole of what was page 12/13 is now page 14/15/16/17.</p>	Yes	DJOWBE
01.05.15			<p>Numbering inserted on contents page as per governors meeting on the 02.04.15</p> <p>Version changed to 1.2</p> <p>Appendix C done in the same format as other policies</p>		
05.07.16			Amendments made as per DJO	Yes	DJO/SME
09.08.16			Amendments as per DJO	Yes	DJO/SME

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1.0 PURPOSE OF THE POLICY

- 1.1 This policy has been developed to ensure that all adults in Levenshulme High School are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.3 The Academy Headteacher or, in their absence, the authorised member of staff Ms Donna Johnson – Deputy Headteacher, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Levenshulme High School. This policy complements and supports other relevant school and Local Authority policies.
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Children', 2013 and 'Keeping Children Safe in Education 2016' Levenshulme High School will work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them.

2.0 ETHOS

- 2.1 Levenshulme High School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2013' and implements practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- 2.2 The school recognises that children with Special Educational Needs and Disabilities can face additional safeguarding challenges.
- 2.3 The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.4 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.
- 2.5 Levenshulme High School will exercise diligence and prevent any organisation or speaker

from using the schools facilities to disseminate extremist views or radicalise students and staff.

3.0 THE CURRICULUM

- 3.1 All children will have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the students.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 Levenshulme High School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg. CSE, Radicalisation and Extremism, Forced Marriage.
- 3.5 All students will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4.0 ATTENDANCE & EXCLUSIONS

- 4.1 In accordance with the Levenshulme High School Attendance and Punctuality Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance and Punctuality Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA).
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Levenshulme High School in accordance with the School Register Regulations.

4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded, a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5.0 KEEPING RECORDS

5.1 Levenshulme High School will keep and maintain up to date information on children on the school roll, including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

6.0 ROLES AND RESPONSIBILITIES

6.1 All Staff:

- It is the responsibility of all staff to report immediately, using the school Child Protection e-mail, any concerns that they have about a child.

6.2 The Academy Headteacher of Levenshulme High School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff, including volunteers.
- Safe recruitment and selection of staff and volunteers is practised.
- A designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Member of Staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training, as appropriate.
- All staff and volunteers receive appropriate training, which is updated annually.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students by making its obligations clear in the school prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.

6.3 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated Governor for Safeguarding and receives appropriate training. The identified Governor will provide the Governing Body with appropriate information about safeguarding and will liaise

with the Designated Member of staff.

- There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education 2016' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction which is up-dated by refresher training as a minimum every 3 years.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.

6.4 The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated Designated Person's training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that the Designated Person received MSCB approved refresher training every year.
- Ensure that the school's actions are in line with the MSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at mscb.org.uk).
- Support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Designated Person's training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Academy Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school. Keep a copy of the file.

7.0 SAFE RECRUITMENT AND SELECTION OF STAFF

- 7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" April 2016.
- 7.2 The Academy Headteacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have been vetted and checked.

8.0 WORKING WITH OTHER AGENCIES

- 8.1 Levenshulme High School has developed effective links with other relevant agencies, for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates, as required, with any enquiries regarding child protection issues. The school will notify the District Team if:
- A child, subject to a child protection plan, is about to be permanently excluded.
 - There is an unexplained absence of a student who is subject to a child protection plan of more than two days from school.
 - It has been agreed as part of any child protection plan or core group plan.

9.0 CONFIDENTIALITY AND INFORMATION SHARING

- 9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Academy Headteacher or Designated Member of Staff discloses any information about a student to other members of staff on a 'need to know' basis only.
- 9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10.0 TRAINING FOR STAFF AND VOLUNTEERS

- 10.1 All staff should be made aware of the school's safeguarding systems as part of their induction.
- 10.2 All staff should receive appropriate child protection training which includes the following:
- Basic safeguarding information about the school's policies and procedures,
 - signs and symptoms of abuse (emotional and physical),
 - indicators of vulnerability to radicalisation
 - how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- 10.3 In accordance with "Keeping Children Safe in Education – September 2016" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.
- 10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Honour Based Violence, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.
- 10.5 Staff receive regular safeguarding updates at least annually.

11.0 RECORDING AND REPORTING CONCERNS

- 11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence.
 - Agree with this person what action should be taken, by whom and when it will be reviewed.
- Record the concern using the school's safeguarding recording system.

11.2 The NSPCC Whistleblowing Helpline (08000280285) is available for staff who do not feel able to raise concerns regarding Child Protection failure internally.

12.0 INFORMING PARENTS/CARERS

12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

12.2 Parents and carers will only be informed if a referral is to be made to the Children and Families Service or any other agency, if doing this does not put the child at risk of significant harm.

13.0 DOMESTIC ABUSE

13.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors, including exposure to domestic abuse within the family situation and is a safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

14.0 FORCED MARRIAGE

14.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse, including Honour Based Violence cannot be condoned for religious or cultural reasons.

14.2 Information about Forced Marriage and Honour Based Violence will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

14.3 If a case of forced marriage or Honour Based Violence is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

15.0 FEMALE GENITAL MUTILATION

15.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

15.2 All staff have a legal responsibility to report concerns around FGM. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. They must do this straight away and seek support from the CP team when making the call. If a member of staff suspects that FGM may be about to happen to a student, they must refer it to the CP team without any hesitation in the same way as any other CP concern.

16.0 CHILD SEXUAL EXPLOITATION

16.1 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

16.2 Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

16.3 Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

17.0 PREVENTING RADICALISATION AND VIOLENT EXTREMISM

17.1 Levenshulme High School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Levenshulme High School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups. Every adult in the school has a legal duty to pass on concerns to the CP team about a student who they fear may be radicalised or drawn into terrorism.

17.2 Levenshulme High School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

18.0 E-SAFETY

18.1 Levenshulme High School has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote student achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

18.2 The internet is an essential element in 21st century life for education, business and social interaction and Levenshulme High School has a duty to provide children and young people with quality access as part of their learning experience.

18.3 It is the duty of Levenshulme High School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world. Sexting will be treated as a safeguarding concern and is to be referred to the CP team.

18.4. Levenshulme High School will ensure that appropriate filtering methods are in place to ensure that students are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

19.0 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

19.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual student and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

19.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being, as well as relevant family related issues. This information will be shared with the parents/carers.

20.0 MANAGING ALLEGATIONS AND RAISING CONCERNS AGAINST STAFF AND VOLUNTEERS

20.1 The school follows the government guidance 'Keeping children safe in education – September 2016' when dealing with allegations made against staff and volunteers.

20.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

21.0 COMPLAINTS OR CONCERNS BY STUDENTS, STAFF OR VOLUNTEERS

21.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare. Peer on peer abuse in all its forms will not be tolerated. It will be investigated thoroughly and at no point will be dismissed as 'banter' or 'part of growing up.'

21.2 We will make sure that the child or adult who has expressed the concern or made the

complaint will be informed not only about the action to be taken but also, where possible, about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

22.0 SERIOUS CASE REVIEWS

- 22.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:
- 22.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- 22.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- 21.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- 21.5 If required, Levenshulme High School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review, including reviewing policy, practice and procedures, as required.

23.0 VISITORS

- 23.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times. Levenshulme High School has a visitors policy detailing procedures to be adhered to.

24.0 BOOKING

- 24.1 Levenshulme High School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise students or staff.

Further information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.mscb.org.uk

25.0 SCHOOL POLICIES

- Health and Safety
- Use of Reasonable Force
- Work Experience and Extended Work Placements
- Sex and Relationships Education
- Esafety

- Equal Opportunities
- ICT Care and Safety
- Extra-curricular Activities
- Behaviour for Learning policy
- Educational Visits

- SEND policy
- Intimate Care

- Disability Discrimination
- Looked After Children
- Anti-Bullying

- Supporting children with medical conditions

- Visitors Policy

26.0 MSCB POLICIES (on MSCB Website @ www.mscb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

The following definitions are from Working Together to Safeguard Children (2013)

26.1 Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

26.2 Physical Abuse

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

26.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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, though it may occur alone.

26.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

26.5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

27.0 A 'GOOD' SAFEGUARDING SCHOOL

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its students, staff and visitors and the following is embedded into its vision, culture and practices:

27.1 Ethos And Environment

- The school is a place where 'every child matters'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and all students, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and students have high expectations of themselves and others and understand that long-term goals are worth working for.
- Students feel valued and are open and confident in their relationships with staff and one another.
- Student's work is displayed and changed regularly.

27.2 Practices And Procedures

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- EHA targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and students.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

27.3 Student Tracking

- The progress and attendance of students in off-site provision is as carefully tracked and monitored as for other students.
- Student tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.

- Effective transition for students takes place at all stages.

27.4 Staff Training

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate.

27.5 Student Engagement

- Student voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Students are given responsibility in supporting other students and are involved in routine organisational tasks and activities.
- Students are encouraged to participate in a variety of clubs and activities.

27.6 The Curriculum

- There are formal and informal opportunities to praise reward and celebrate students behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.
- The school promotes student's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of student's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.

27.6 Working With Parents/Carers And Outside Agencies

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude students but tries to find alternative ways of supporting them. The school uses exclusion as a last resort.
- The school does not see students at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

27.7 Indicators Of Vulnerability To Radicalisation

- Student is distanced from their cultural/religious heritage and experience.

- Student demonstrates discomfort about their place in society.
- Student may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Student has distanced self from existing friendship groups and become involved with a different group of friends.
- Student may be searching for questions about their identity, faith and belonging.
- Student may have perceptions of injustice and rejects civic life.
- Student is accessing extremist websites and is in contact with extremist recruiters.
- Student justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Student uses extremist narratives and global ideology to explain personal disadvantage.