



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **Safeguarding Policy** **October 2017**

### **Equalities Impact Assessment (EIA)**

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

<b>Author</b>	Deb Williams	<b>Date reviewed</b>	October 2017
<b>Position</b>	Headteacher	<b>Date ratified</b>	3 <sup>rd</sup> November 2017
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### **INTRODUCTION**

At Alexander Hosea Primary School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004);
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2016);
- The Prevent Duty (2016);
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC); and
- Working Together to Safeguard Children (2015).

Other school policies and procedures which should be read alongside this policy are: **Allegations against staff**

**Anti-Bullying**

**Attendance (including children absent from school and missing education)**

**Behaviour**

**Complaints**

**Confidentiality**

**Educational Visits**

**Equality (including anti-bullying)**

**Grievances**

**Health and Safety**

**Medical Needs (including intimate care)**

**Mobile Phones**

**Online Safety (along with separate parent/carers acceptable use and staff acceptable use policies)**

**Personal, Social and Health Education**

**Relationships and Sex Education (including healthy relationships)**

**Use of reasonable force to restrain pupils**

**Whistle-Blowing.**

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our

school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website.

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL in their absence.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that “it could happen here where safeguarding is concerned” (Keeping Children Safe in Education, 2016).

#### **The four main elements to this policy are:**

- Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
- The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
- **Support** for pupils who may have suffered significant harm, and their families; and
- **Staff recruitment, management and support systems** which protect children and young people.

#### **Aims of the Policy**

- To support the development of the whole child as an individual by promoting security, confidence and independence.
- To raise awareness of all staff and governors as to their responsibilities in identifying and reporting possible cases of abuse as set out in [Keeping Children Safe in Education](#) (2016).
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils as set out in [Keeping Children Safe in Education](#) (2016).
- To use a clear system of monitoring children and young people who are known to be or considered to be at risk of harm.
- To ensure that there is good, appropriate and effective communication between all members of staff.
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police.
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check and Disqualification by Association, as set out in [Keeping Children Safe in Education](#) (2016).
- To ensure all staff are clear about the ‘Paramountcy Principle’; that the welfare of the child is the paramount consideration.

#### **Designated Safeguarding Lead (DSL)**

The DSL in this school is:

*Mrs Deb Williams*

In their absence, these matters will be dealt with by the Deputy DSL(s):

*Mrs Angela Moncrieff*

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

### **Designated Governor**

The Designated Governor/s for Safeguarding at this school is/are:

<i>Mrs Caroline Dalton</i>
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The responsibilities of governing bodies, proprietors and management committees are outlined in part two of [Keeping Children Safe in Education](#) 2016.

### **Preventing harm**

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm. The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to.
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty.
- Include in the curriculum activities and opportunities which equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through PSHE programme.
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

### **Early Help**

Keeping Children Safe in Education (2016) states that “**All** school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead” (p.5-6). We follow the South Gloucestershire early help process as set out by the Common Business and Delivery Process which includes the use of the [Single Assessment Framework early help \(SAFeh\)](#) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

### **Infrastructure and Procedures**

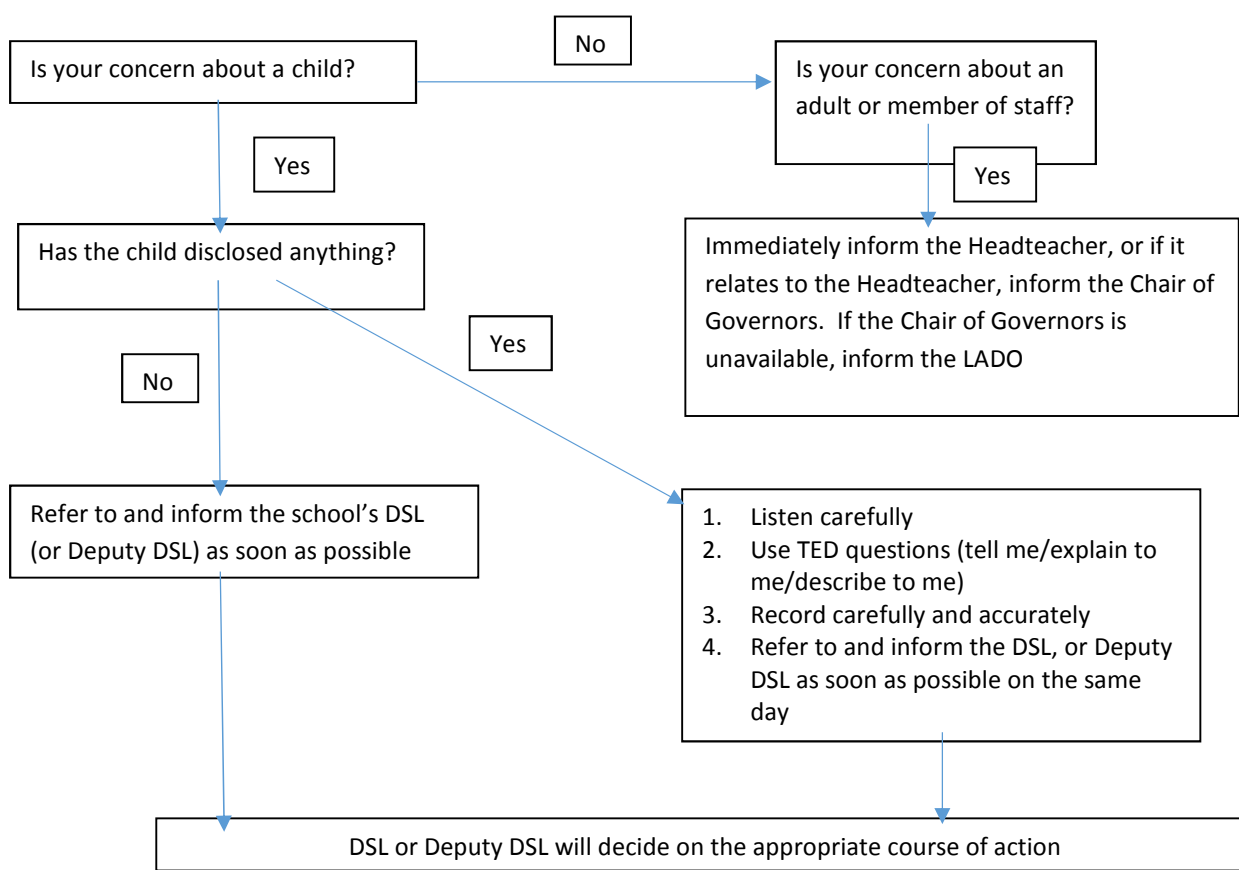
The procedures for safeguarding children and young people will be in line with the [South West Child Protection Procedures and those accessed on the South Gloucestershire Safeguarding Board \(SGSCB\) website - SGSCB](#)

### **As a whole school we will ensure that:**

- We have a Designated Safeguarding Lead (DSL) who will be trained to an advanced level by attending Advanced Inter-agency training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team.
- We have at least one deputy DSL who will meet the same training requirements as the DSL outlined above.
- Every member of staff and every governor knows and understands:
  - the name of the DSL, Deputy DSL(s) and Designated Governor and their roles around safeguarding and child protection;
  - that they have an individual statutory responsibility for referring child protection concerns to the DSL as soon as can reasonably be considered possible; and
  - their responsibilities as outlined in [Keeping Children Safe in Education](#) (2016)
- All members of staff receive whole setting refresher training every 3 years which covers:
  - their personal responsibilities in relation to child protection;
  - school child protection procedures;
  - identifying signs of abuse/suspected abuse;
  - how to support a child, young person or adult who discloses abuse;
  - current national and local issues in safeguarding and child protection;
  - whistleblowing and the role of the Local Authority Designated Officer (LADO); and
  - relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with [Information Sharing Guidance for Practitioners Providing Safeguarding Services 2015](#).
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people.
- All staff are aware that they should never promise a child or young person that they can keep secrets for them.
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary.
- All members of staff recognise that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this.
- All new members of staff are given a copy of our child protection procedures during their induction to the school.
- All supply and temporary staff are given a copy of the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors.
- Entry to school premises is electronically controlled by doors and CCTV and that authorised visitors to the school will be logged into and out of the premises.
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures.
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.

The procedure below is a summary flow chart of all action relating to the schools child protection and safeguarding and should be followed in each and every case.

## Reporting Concerns



**It is important that all communication is given in writing to the DSL as soon as possible as an official signed and dated record.**

## The Role of the Designated Safeguarding Lead (also see KCSIE Annex Bp 59-61)

The DSL is responsible for:

- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL.
- Adhering to SGSCB procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being.
- Ensuring that in the case of a referral to ART, the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of further harm.
- Ensuring that written records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B).
- Storing such records confidentially in a secure locked cabinet in the school office.
- Checking the attendance of children and young people subject to a child protection plan notifying the local social care team if:
  - a pupil subject to a child protection plan is excluded either for a fixed term or permanently.
  - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason.
- Attendance at Initial Case Conferences, Core Groups and Child Protection Review Conferences.
- Submitting written reports to Social Care on request within the agreed time limits.

- Liaising with other agencies to safeguard children and young people.
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school.
- Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child or young person's new school following a transfer.
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25.

## **Support**

We recognise that when children and young people are the victims of abuse or are witnessing domestic abuse their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

## **The school will endeavour to support pupils with difficulties through:**

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people.
- Keeping records and notifying ART as soon as there is a recurrence of a concern.
- Continued close collaboration with parents/carers.
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student.
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour of the offence committed by the child or young person but does not damage the pupil's sense of self-worth.
- Providing appropriate pastoral support and care.

## **SUPPORTING STAFF**

We recognise that staff who have been involved with a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

## **ALLEGATIONS AGAINST STAFF**

- If an allegation is made against, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head teacher must be informed immediately.
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately.
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately.

- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory (e.g. minimising) then the LADO must be informed immediately.
- An **Allegations Against Staff Policy** is in place.

## WHISTLE-BLOWING

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A **Whistleblowing Policy** is in place for this purpose.

## STAFF CODE OF CONDUCT

All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's **Behaviour Policy**.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the **Online Safety Policy**, in addition to the **Staff Code of Conduct**.

## THE PREVENT DUTY

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.



There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of CSE are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part in education.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

### **Female Genital Mutilation (FGM) and the Mandatory Reporting Duty**

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her.
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police.



Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

### **Contact Information**

Access and Response Team (ART) 01454 866000

[accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk)

Emergency Duty Team (EDT) – out of hours/weekends 01454 615165

Single Assessment Framework early help (SAFeh) 01454 864682/5734

[safehsupport@southglos.gov.uk](mailto:safehsupport@southglos.gov.uk)

Tina Wilson - Local Authority Designated Officer (LADO) 01454 868508

[Tina.Wilson@southglos.gov.uk](mailto:Tina.Wilson@southglos.gov.uk)

## **Wider Safeguarding Matters**

### **Clubs**

As the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

### **CONDUCT OF STAFF**

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

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

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

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and South Gloucestershire Safeguarding Board procedures, we will view this as misconduct, and take appropriate action.

### **CONFIDENTIALITY**

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

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

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

### **Designated Safeguarding Governor**

The Designated Governor for Safeguarding (Child Protection) at this school is: Mrs Caroline Dalton

The Governors will ensure that the Designated Safeguarding Lead is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Ensure that **Safeguarding Policy** (which contains the Child Protection Policy) is updated annually.

- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate.
- They attend training Child Protection/Safeguarding training for Governors.
- Child protection is integrated with induction procedures for all new members of staff and volunteers.
- The school follows 'Keeping Children Safe in Education' 2016, the procedures agreed by South Gloucestershire Safeguarding Children Board, and any supplementary guidance issued nationally and by the Local Authority.
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity.
- Where safeguarding concerns about a member of staff are raised, take appropriate action.
- Review safeguarding practices for children who go missing from education.
- All Governors are DBS checked.

## **INDUCTION & TRAINING**

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and a copy of this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training annually through the designated person.

Staff will attend refresher training every three years, and the designated person every two years.

## **MOBILE TECHNOLOGIES INCLUDING MOBILE PHONES**

Pupils are not allowed to bring to school, or take on camp, any device which takes images **and** has internet access.

Staff mobile phones must be stored securely during contact time with pupils, so they are not visible or accessible to pupils. They must not be used by staff during these times.

Mobile phones etc. are not to be brought into the school building by visitors and must be locked in the lockers provided before entry.

## **Peer on Peer Abuse**

Children are capable of abusing their peers. We minimise the risk of peer of peer abuse by:

- Having a culture of respect, which encourages openness and acceptance.
- Encouraging pupil voice so that children are supported to talk freely about any concerns.
- High expectations of behaviour and conduct. Challenge negative behaviours.
- Day to day pastoral support.
- Teaching about online safety and taking responsibility for ourselves in both the real and virtual world.
- Support children to be reflective and empathetic.
- Teach children about how to keep themselves safe through our Personal, Social and Health Education curriculum.

Allegations of peer on peer abuse will be investigated and dealt with in accordance with the school's **Behaviour Policy**.

## **PHOTOGRAPHING CHILDREN**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes, but always state that any images taken are for personal use only and must not be uploaded onto social media sites.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

## **PHYSICAL CONTACT & RESTRAINT**

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- The potential consequences of not intervening are sufficiently serious to justify considering use of force.
- The chances of achieving the desired result in any other way are low.
- The risk associated with not using force outweighs those of using force.

## **SAFER RECRUITMENT**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We will ensure that at least one member of any interview panel has completed certified Safer Recruitment Training.

In addition, we will ensure that the relevant pre-employment checks are satisfactorily completed (see KCSIE p27).

This information will be recorded on the school's Single Central Record.

## **Single Central Record**

## **VOLUNTEERS**

Before commencing any voluntary work, volunteers will be required to have a DBS check and an induction meeting with the Headteacher (following the '[Parent Helpers Handbook](#)').

## **WORKING WITH PARENTS AND CARERS**

Our school is committed to good systems for protecting children and safeguarding their welfare, throughout all the activities we undertake. This means that staff and volunteers must be alert to possible concerns about children and report these in a proper fashion. This safeguarding policy details the procedures.

It is important for parents to be aware that:

- Staff, volunteers and visitors have a duty to report concerns about a child, whether this means the child may be in need of some extra support or whether a child may have been abused or is at risk of abuse.

- In some cases the school is obliged to refer children to Social Care. In the majority of cases there will already have been discussion between schools staff and the parents of the child, and the situation and concerns will not be a surprise to parents. However, parents may not be told that their child has been referred to Social Care if it is thought that this might put the child at risk.
- If parents have serious concerns about their child, contact should be made directly with the Social Care department of the Local Authority. For any enquiries about issues that have arisen in school, contact the head teacher.

# Abuse definitions

## PHYSICAL ABUSE

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

## EMOTIONAL ABUSE

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

## SEXUAL ABUSE

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

## NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.