

Coloma Convent Girls' School

Safeguarding Policy



Approved by:

Board of Governors – 28th November 2018

The Designated Lead in school for Safeguarding is

Mrs S Collins

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Child Protection & Child in Need referrals

These need to be made online at:

www.croydon.gov.uk/ click on Report it then Concerned about a Child

Duty Service (24 hours): Telephone 020 8726 6400

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Introduction

Safeguarding policy for Coloma Convent Girls' School

The staff and governors of the school are committed to ensuring that all pupils achieve the best outcomes in line with the ethos of our school and with the Government's Every Child Matters: Change for Children programme.

That is for every child to:

- ❖ Be healthy
- ❖ Stay safe
- ❖ Enjoy and achieve
- ❖ Make a positive contribution
- ❖ Achieve economic well-being

This policy relates to the "staying safe" outcome and contributes to multi-agency local safeguarding practice.

Keeping Children Safe in Education

This is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Part one of this guidance is set out as a stand-alone document and is Appendix 5 of this policy. It is a requirement under this statutory guidance that all staff in schools should read part one.

Safeguarding and promoting the welfare of children includes:

- ❖ Protecting children from maltreatment;
- ❖ Preventing impairment of children's health and development;
- ❖ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- ❖ Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Safeguarding is taken to mean all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare is minimised and where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.

1. The aims of this policy

- To support the child's development in ways that will foster security, confidence and independence;
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- To raise the awareness of all Teaching and Support Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure that the school contributes to assessments of need and support for those children;
- To emphasise the need for effective communication between all members of staff;
- To provide a structured procedure within the school which will be implemented by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care;
- To ensure that all adults within the school who have substantial access to children have been vetted as to their suitability;
- This policy applies to all pupils, staff, governors, volunteers and visitors to Coloma.

2. Framework

Key documents that inform this policy are:

- The Children Acts 1989, 2004 and Children, Schools and Families Act 2010
- The Education Act 2002
- [Keeping Children Safe in Education: for Schools and Colleges](#) (Statutory guidance)
- [Working Together to Safeguard Children](#) (Dept for Education)
- [What to do if you are worried a Child is being Abused](#) (Dept for Education)
- [The London Child Protection Procedures and Practice Guidance](#) (London Safeguarding Children Board)
- [Croydon LEA Safeguarding Children Policy and Procedures](#)

Our school procedures for safeguarding children will be in line with the Croydon Safeguarding Children Board (CSCB) child protection procedures which are based on the London Child Protection Procedures.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Croydon Safeguarding Children Board:

www.croydon.gov.uk/healthsocial/families/childproctsafe/cscb/infocscboard

3. There are three main elements to our Safeguarding Policy.

3.1 Prevention

- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- Raising awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safer recruitment procedures.

3.2 Protection

- Through the establishment of a systematic means of monitoring children known, or thought to be, at risk of harm;
- Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse;
- Through the development of effective working relationships with all other agencies involved in safeguarding children.

3.3 Support

- Ensuring that children are listened to and their concerns taken seriously and acted upon;
- Ensuring that key concepts of safeguarding are integrated within the curriculum and via PSHE and pupils are educated about risks associated with internet use and new technologies;
- Working with others to support pupils who may have been abused to access the curriculum and take part in school life.

4. Types and signs of abuse

Abuse can be:

- Physical
- Emotional
- Sexual
- Neglect

See Appendix 1 for physical and behavioural indicators of abuse.

5. Specific safeguarding issues

Keeping Children Safe in Education (see Appendix 5) identifies a number of specific areas that constitute safeguarding issues:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- peer on peer abuse
- trafficking
- Children with Special Educational Needs (SEN)

6. Bullying

Our procedures on the prevention and management of bullying are set out in our Behaviour and Rewards Policy.

7. Cyber-bullying

The school's procedures to prevent and manage cyber-bullying are set out within our E-Safety Policy.

8. Racist incidents

Our procedures on dealing with racist incidents acknowledge that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

9. Sexual exploitation

Pupils who are identified to be at risk will be referred to Children's Social Care within LA child protection procedures by the Designated Person for Safeguarding Children.

10. Substance misuse

Pupils who are identified to be at risk will be referred to Children's Social Care within LA child protection procedures by the Designated Person for Safeguarding Children.

11. Female Genital Mutilation (FGM)

This form of abuse involves mutilation by way of female circumcision, excision or infibulations. It causes long-term mental and physical suffering, difficulty in giving birth, infertility and even death.

The Designated Person for Safeguarding will:

- Ensure that all of the school staff are aware of the indicators of the possibility that a child is undergoing or has undergone FGM;
- Ensure that any such concerns are brought to the attention of the LADO.

12. Forced marriage

Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. Such a marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

- If there is a concern that a child/young person is in danger of forced marriage, the Designated Person for Safeguarding will contact Children’s Social Care without informing the parent/carer;
- If there is an imminent threat of a child/young person being taken out of the country, the police and the Government’s Forced Marriage Unit will be contacted, details are available at <https://www.gov.uk/forced-marriage>.

13. Self-harming and suicidal behaviour

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and/or emotional abuse or chronic neglect which may also constitute significant harm.

- If there is a concern that a child/young person has been self-harming, the matter will be reported to the Designated Person for Safeguarding who will ensure that appropriate action is taken.

14. Sexually-active children

14.1 Children under 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.

- Cases involving children under 13 should always be discussed with the Designated Person for Safeguarding;
- Under the Sexual Offences Act, penetrative sex with a child under 13 is classed as rape. Where a member of staff is concerned that a child is involved with penetrative sex or other intimate sexual activity, there will always be reasonable cause to suspect that a child, whether girl or boy, is suffering or is likely to suffer significant harm;
- The case should be referred to LA Children’s Social Care followed by a strategy meeting/discussion to discuss appropriate next steps.

14.2 13 to 16 years

Sexual activity with a child under 16 is also an offence. Where it is consensual it may be less serious than if the child were under 13, but may nevertheless have serious consequences for the child’s welfare. In every case of sexual activity involving a child aged 13 to 15, professionals should consider, with the school’s Designated Person for Safeguarding, whether they should initiate a discussion with other agencies about the risk of harm to the child and whether a referral should be made to LA Children’s Social Care. (Refer to appendix 4 for more information on assessing risk.)

Where there are concerns that a child/young person is at risk of being groomed for sexual exploitation, the case will be referred to the Children's Quality Assurance Manager.

15. Pupils with medical needs

Our procedures for dealing with the medical needs of pupils are set out in a separate policy and have regard to the DfE Statutory Guidance '[Supporting pupils at school with medical conditions](#)'

There is no legal duty for school staff to administer medication to pupils and the staff who do so act in a voluntary capacity. Staff who provide medication will be appropriately trained and provided with all relevant information about the pupil's needs. No pupils under 16 will be given medication without the parent's/carer's consent.

16. Children looked-after

The Headteacher will ensure that a member of staff is appointed as a Designated Teacher for children looked-after (CLA).

This person will contribute to the 'in care reviews' and/or case conferences of children who are the subject of a Child Protection Plan and to the Personal Education Plan.

The designated person for children who are looked-after at Coloma is:

Miss C Longhurst

17. Young carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability.

Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered, in consultation with the LA Virtual School.

18. Supporting vulnerable pupils

We recognise that children who are abused or who witness violence, including between family members, may find it difficult to develop a sense of self-worth or view the world as a positive place. We will try to ensure that our school provides a stable and secure place for all pupils through the development of policies and procedures that encourage self-esteem, self-motivation and good behaviour.

The school community will therefore:

- Establish and maintain an ethos which is understood by all staff and which enables children to feel secure and encourages them to talk, knowing that they will be listened to;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Provide opportunities across the curriculum which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

19. Roles and responsibilities

The Governing Body will ensure that:

- We have a designated senior member of the Leadership Team for safeguarding who has undertaken appropriate Designated Senior Person safeguarding training in agreement with the CYPL (Children, Young People & Learners) Safeguarding Children Coordinator;
- We identify and train a nominated Governor for safeguarding;
- We have a senior member of staff who will act in the designated person's absence, who has also received the multi-agency training;
- The designated persons will attend appropriate training as required.

The Governing Body takes seriously its statutory responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

Safeguarding also encompasses issues such as pupil health and safety, bullying and a range of other issues (e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse).

Where there are statutory requirements, the school will have in place policies and procedures that satisfy and comply with any guidance issued by the Secretary of State (e.g. [Keeping Children Safe in Education: for Schools and Colleges](#)).

20. Training

All members of staff will receive appropriate training to develop their:

- understanding of signs and indicators of abuse (Appendix 1);
- understanding of how to respond to a pupil who discloses abuse (Appendix 2);
- understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse (Appendix 3).

All staff, including supply staff and volunteers will:

- receive a copy of our Child Protection and Safeguarding leaflet and will be required to sign to confirm that they have read the policy and statutory guidance, i.e. Part 1 of [Keeping Children Safe in Education: for Schools and Colleges](#) (see Appendix 5);
- be given the contact details of the Designated Person for Safeguarding.

21. Safer recruitment

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the Headteacher and Governing Body. We will therefore ensure that the following areas are addressed:

- Recruitment advertisements will include a safeguarding statement. DfE Barred List check (formerly known as List 99 check); Disclosure and Barring Service check (DBS); identity checks and qualification checks will be carried out in accordance with the guidance on safer recruitment in [Keeping Children Safe in Education: for Schools and Colleges](#);
- The Headteacher and nominated Governor will complete training in Safer Recruitment and ensure that safer recruitment procedures are followed;
- A central record of checks will be maintained and reviewed regularly by the Governing Body.

22. Records and monitoring

- Well-kept records are essential to good safeguarding practice. Our school is clear about the need to record any concern held about a child/children within our school, the need to keep child protection records separate from the main school file and in a locked cabinet, and when they should be passed to other agencies;

- The Governing Body is responsible for reviewing this policy on an annual basis and ensuring that practice is on line with the policy.

23. Responsibilities of the Headteacher

The Headteacher will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff;
- Take lead responsibility for referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff;
- Take lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
- Take lead responsibility for making referrals to the police where a crime may have been committed which involves a child;
- Take lead responsibility in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.;
- Ensure that resources are allocated to enable the designated person and other staff, as needed, to attend strategy and inter-agency meetings, contribute to assessments, etc.;
- Ensure that there is an identified deputy to take on the above responsibilities in the absence of the Headteacher;
- Be responsible for receiving allegations against staff, including supply staff and volunteers;
- Record details of all allegations against staff and volunteers and report to the LADO in order to ensure allegations are dealt with in an objective and transparent way;
- Consult with the LADO before responding to an allegation;
- Be responsible for carrying out any actions agreed with the LADO and reporting on outcomes.

24. Responsibilities of the Designated Person for Safeguarding Children

- Referring a child if there are concerns about a child's welfare, possible abuse or neglect to the Children's Social Care duty team;
- Ensuring that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral;

- Ensuring that all such records are kept confidentially, securely and are separate from pupil records. The file will contain a front sheet listing dates and brief entry to provide a chronology;
- Ensuring that an indication of further record-keeping is marked on the pupil records; as a focal point for staff concerns and liaising with other agencies and professionals;
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and provides a report which has been shared with the parents;
- Ensuring that all school staff and volunteers are aware of the school's Safeguarding Policy and procedures, and know how to recognise and refer any concerns;
- Attending appropriate training as required by the Croydon Safeguarding Children Board (CSCB) in order to keep up to date with current knowledge in fulfilling the role;
- Attending the training provided specifically for the designated persons at least once every two years;
- Ensuring that all staff receive appropriate training once every three years;
- Attending Designated Teacher network meetings organised by the CSCB Safeguarding Children Coordinator, to ensure that staff are updated regularly on current child protection issues such as Sexually-active Children, Female Genital Mutilation, Forced Marriage of a Child and to provide a forum for the development of good practice;
- Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the designated person and by all staff and Governors; and the number of children who have a 'Child Protection Plan'.

25. Responsibilities of the teaching and non-teaching staff in the school

- Undertake appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years and apply in practice;
- Be alert to signs of abuse and report immediately to the Designated Person for Safeguarding;
- Comply with the school policies and procedures on behaviour management and the staff code of conduct.

26. Confidentiality

- We recognise that all matters relating to safeguarding are confidential;
- The Designated Person for Safeguarding will disclose personal information about a pupil to other members of staff on a need-to-know basis only;
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another;
- We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

27. Supporting children

Our school will support all students by:

- Encouraging self-esteem and self-assertiveness both through the curriculum and in our relationships, whilst challenging aggression and bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying the Designated Person for Safeguarding immediately of any concern about a child;
- Providing continuing support to a student about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the student's new institution and ensuring the school medical records are forwarded as a matter of priority.

28. Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person for Safeguarding and to seek further support. This could be provided for all staff by, for example, the Headteacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

29. Allegations against staff

(For a fuller response please refer to the school's Allegations of Abuse Against Staff Policy)

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable to ensure that your work with individual children or meetings with parents are conducted in view of other adults;
- All staff should be made aware of the school's Behaviour and Rewards Policy and the staff code of conduct (See Appendix 6), with reference to professional boundaries:
- We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher, if the Headteacher is not present;
- The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Office (LADO) or Lead Officer for Safeguarding in Education before discussing the details with the member of staff concerned;
- If an allegation made to a member of staff concerns the behaviour of the Headteacher, the person receiving the allegation will immediately inform the Designated Person for Safeguarding who will inform the Chair of Governors;
- All staff should be made aware of their duty to raise concerns about the attitude or actions of colleagues and to recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

30. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour and Rewards Policy. It complies with the non-statutory guidance '[Use of Reasonable Force in Schools](#)'.

- Staff must only ever use physical intervention as a last resort when a child is endangering herself or others and that at all times it must be the minimum force necessary to prevent injury to another person;
- Such events should be recorded and signed by a witness;
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under LA child protection or disciplinary procedures.

31. Whistle blowing (refer to the school's Whistle-Blowing Policy)

- We recognise that children 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. If necessary, they should speak to the Headteacher or the Chair of Governors.

32. Photography, video, internet use (refer to the school's E-Safety Policy).

33. Mobile phones/cameras/ipods/other electronic devices

Staff:

- Staff are required to switch off mobile phones/cameras/ipods/other electronic devices in lessons and around the school and may only use them in areas of privacy **away from pupils**.

Pupils:

- Any mobile phones or electronic devices brought to school must always be **SWITCHED OFF on arrival at the school gates**, not put on silent, and kept out of sight, until you have left the school site.

34. Parental involvement

It is important that parents/carers understand the school responsibility to:

- Safeguard and promote the welfare of children;
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general, the staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to Children's Social Care. However this should only be done where it will not place a child at increased risk of significant harm.

37. Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. (See Appendix 5)

Appendix 1 – Types of abuse and their symptoms

1.1 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">▪ Unexplained injuries – bruises / abrasions / lacerations▪ The account of the accident may be vague or may vary from one telling to another▪ Unexplained burns▪ Regular occurrence of unexplained injuries <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none">▪ Withdrawn or aggressive behavioural extremes▪ Uncomfortable with physical contact▪ Seems afraid to go home▪ Complains of soreness or moves uncomfortably▪ Wears clothing inappropriate for the weather, in order to cover body.▪ The interaction between the child and his/her carer

1.2 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 involve a parent failing to:

- ❖ Provide adequate food, clothing and shelter;
- ❖ Protect a child from physical and emotional harm or danger;
- ❖ Ensure adequate supervision (including the use of inadequate care-givers);
- ❖ Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unattended medical need ▪ Underweight or obesity ▪ Recurrent infection ▪ Unkempt dirty appearance ▪ Smelly ▪ Inadequate/unwashed clothes ▪ Consistent lack of supervision ▪ Consistent hunger ▪ Inappropriately dressed 	<ul style="list-style-type: none"> ▪ Poor social relationships ▪ Indiscriminate friendliness ▪ Poor concentration ▪ Low self-esteem ▪ Regularly displays fatigue or lethargy ▪ Frequently falls asleep in class ▪ Frequent unexplained absences

1.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- ❖ Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- ❖ Imposing age or developmentally-inappropriate expectations 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;
- ❖ Seeing or hearing the ill-treatment of another;
- ❖ Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- ❖ Exploiting and corrupting children.

Emotional Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Poor attachment relationship ▪ Unresponsive/neglectful behaviour towards the child’s emotional needs ▪ Persistent negative comments about the child ▪ Inappropriate or inconsistent expectations ▪ Self-harm 	<ul style="list-style-type: none"> ▪ Low self-esteem ▪ Unhappiness, anxiety ▪ Withdrawn, insecure ▪ Attention-seeking ▪ Passive or aggressive behavioural extremes

1.4 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.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually-inappropriate ways.

Sexual Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Sign of blood/discharge on the child’s underclothing ▪ Awkwardness in walking/sitting ▪ Pain or itching – genital area ▪ Bruising, scratching, bites on the inner thighs/external genitalia ▪ Self-harm ▪ Eating disorders ▪ Enuresis/encopresis ▪ Sudden weight loss or gain 	<ul style="list-style-type: none"> ▪ Sexually-proactive behaviour or knowledge that is incompatible with the child’s age and understanding ▪ Drawings and/or written work that is sexually explicit ▪ Self-harm/suicide attempts ▪ Running away ▪ Substance abuse ▪ Significant devaluing of self ▪ Loss of concentration

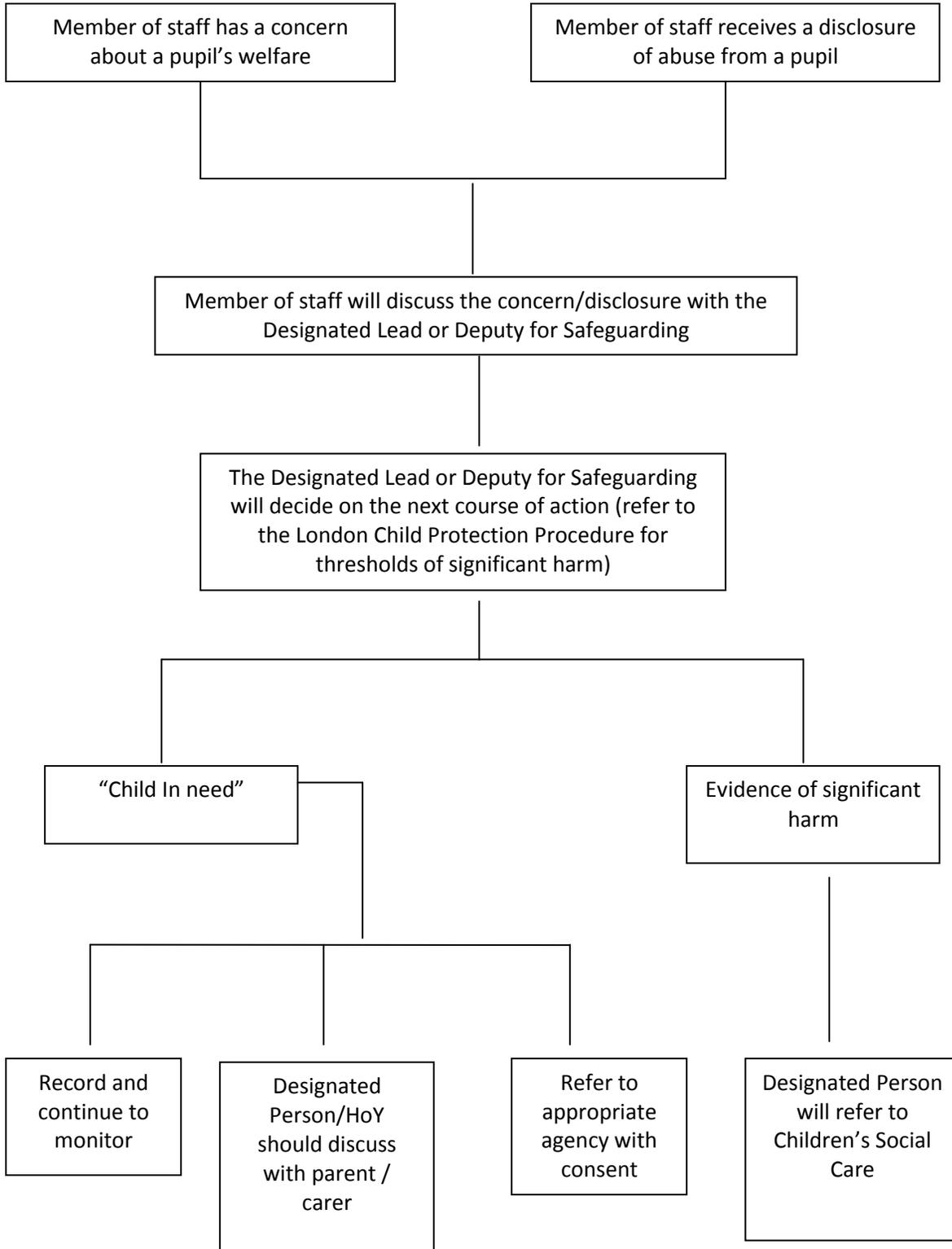
Appendix 2 – Handling disclosures of abuse

- ❖ Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock or disbelief;
- ❖ Take the child seriously. Always assume that she is telling the truth;
- ❖ Do not promise confidentiality; you have a duty to refer to the Designated Person for Safeguarding if 'child in need';
- ❖ Do reassure and alleviate guilt: For example you could say:

 “You are not to blame.”
 “You have done the right thing in telling someone.”
- ❖ Do not ask leading questions: For example:

 “What did he/she do next?” (this assumes that he/did)
 “Did he touch your private part?” The child may well have to tell the story again, and to do so repeatedly will cause undue stress.
- ❖ In cases where criminal proceedings occur, such questioning can cause evidence to become invalid;
- ❖ Do not ask the child to repeat the incident for another member of staff;
- ❖ End by summarising what has been said and what action has been agreed;
- ❖ Be clear about what you intend to do next;
- ❖ Record carefully what has been said and what actions have been agreed. Sign and date this record;
- ❖ Discuss your concern/disclosure with the Designated Person for Safeguarding at the school, Mrs Longhurst.

Appendix 3 – Procedures to be followed if you have a concern about a child’s welfare



Appendix 4 – Assessment of Risk (Sexually-active Children)

In order to determine whether a relationship presents a risk of harm to a child, the following indicators should be considered:

- ❖ Whether the child is competent to understand, and consent to, the sexual activity in which they are involved (children under 13 are not legally capable of consenting to sexual activity);
- ❖ What the child/ children in the relationship's living circumstances are, whether they are attending school, whether they or their siblings are receiving services from LA Children's Social Care or another social care agency etc.;
- ❖ The nature of the relationship between those involved, particularly if there are age or power imbalances;
- ❖ Whether overt aggression, coercion or bribery was or is involved, including misuse of alcohol or other substances as a disinhibitor;
- ❖ Whether the child's own behaviour (e.g. through misuse of alcohol or other substances) places them in a position where they are unable to make an informed choice about the activity;
- ❖ Any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship;
- ❖ Whether methods used to secure a child's compliance, trust and/or secrecy by the sexual partner are consistent with grooming for sexual exploitation. Grooming is likely to involve efforts by a sexual predator (usually older than the child) to befriend a child by indulging or coercing them with gifts/treats (i.e. money or drugs), developing a trusting relationship with the child's family, developing a relationship with the child through the internet etc., in order to abuse the child;
- ❖ Whether the child denies, minimises or accepts the concerns held by professionals.

Appendix 5 Keeping Children Safe in Education: part one (Statutory Guidance)

Keeping children safe in education is the statutory guidance on safeguarding and promoting the welfare of children and young people under the age of 18. It applies to all schools in England. It is a requirement under this statutory guidance that all staff in schools should read part 1 of this guidance and must follow the guidance unless there is a good reason not to.

An up to date copy of the statutory guidance is available [here](#).

Appendix 6 Code of Conduct for adults

This Code of Conduct is for all staff, supply staff, peripatetic staff and volunteers involved with Coloma.

You must:

- Treat all children equally and with respect
- Provide an example of good conduct you wish others to follow
- Ensure that, whenever possible, there is more than one adult present during activities with children or at least that you are within sight or hearing of others. If you are asked to talk in private ensure someone else knows where you are and leave a door ajar or stay in clear view, always make a note of the conversation, tell the child or young person they are free to leave or stop talking at anytime
- Respect a young person's right to personal privacy
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Be aware that physical contact with a child may be misinterpreted
- Recognise that special caution is required when you are discussing sensitive issues with children
- Operate within the school's principles and guidance and any specific procedures
- Challenge unacceptable behaviour and report all allegations/suspicious of abuse to Miss Longhurst.

You must not:

- Engage in sexual activity with a young person (even if they are over 18) you have met through your duties within the school, this would be an abuse of trust
- Invite a child to your home or arrange to see them outside set activity hours or hours which have not been recorded in the school diaries
- Give out personal contact details or contact them unnecessarily outside of activity hours
- Give a child gifts personally. You should not accept gifts from children unless they are small token gifts appropriate to a celebration. All such gifts must be reported to your line manager
- Lend or borrow any money or property
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/ make suggestive or derogatory remarks or gestures in front of children
- Jump to conclusions about others without checking facts
- Either exaggerate or trivialise child abuse issues
- Show favouritism to any individual
- Rely on your good name or that of the school to protect you
- Believe 'it could never happen to me'
- Take a chance when common sense, policy or practice suggests another more prudent approach
- Allow abusive peer activities e.g. bullying or horse-play.

Appendix 7 Instrumental Staff at Coloma

- Staff are required to switch off mobile phones and tablets in lessons and may only use them in areas of privacy AWAY FROM PUPILS;
- If a member of staff wishes to record the work of a student to play back in that lesson there will be a 'Zoom' microphone available, which can be borrowed from Mrs Craven at DT reception;
- Any member of staff borrowing a 'Zoom' microphone should sign it out at the beginning of the day and sign it back in at the end;
- Staff are permitted to record students' work during a concert on an ipad or other recording device and then play it back during the lesson but these recordings are not to be put on YouTube or any other social media;
- All practice rooms have windows so that staff and students can be clearly seen.