



Serenity Sensory Music Safeguarding and Child Protection Policy

Comments:

This is an updated statutory policy which reflects the changes to regulation within the government's 'Keeping Children Safe in Education 2021' document. The policy is a standard template which includes new information updating Serenity Sensory Music's procedures in line with new regulation and including updated guidance and procedures for dealing with allegations of abuse against staff as well as for peer-on-peer abuse and serious violence.

Contact: Local authority designated officer (LADO) Sarah Hogan 01225 396810

Serenity Sensory Music fully recognises its responsibilities and is committed to safeguarding and promoting the welfare of children and young people and expects staff, including those working in the Early Years Foundation stage (EYFS), to share this commitment.

1. Aims

Overall, our aim is to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.

Serenity Sensory Music aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- Staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting /monitoring safeguarding issues
- Participants develop relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family

- Parents build an understanding of the settings' responsibility to ensure the welfare of all children and a recognition that this may occasionally require that cases are referred to other investigative agencies as a constructive and helpful measure
- Staff are aware of increased risk factors for pupils in our setting and particular groups of young people in addition to SEND pupils
- Staff contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook.

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on settings to safeguard and promote the welfare of pupils at the setting
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on settings to safeguard and promote the welfare of pupils at the setting
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism 4
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best outcomes Child protection is defined in Section 47 of the Children Act 1989 as when a child is suffering or is likely to suffer significant harm. Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. Children includes everyone under the age of 18. For the purpose of this policy pupils with an EHCP plan will be safeguarded using the same procedures up to the age of 25. The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
 - The local authority (LA)
 - A clinical commissioning group for an area within the LA
 - The chief officer of police for a police area in the LA area

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it.

Serenity Sensory Music is committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education 6
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to staff, at the setting, and is consistent with the procedures of the 3 safeguarding partners.

Our policy and procedures cover the setting, including pupils aged 18 or 19 (who for the purposes of safeguarding are classed as adults).

5.1 Serenity Sensory Music Staff

Staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

Serenity Sensory Music staff will review the guidance annually. Staff will be aware of:

- Systems which support safeguarding, including this child protection and safeguarding policy, the role and identity of the LADO, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the LADO, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

6. Confidentiality

Serenity Sensory Music will adhere to the GDPR and Data Protection policy with respect to sharing safeguarding information with the 3 safeguarding partners and other agencies as required.

Serenity Sensory Music staff should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the LADO
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Serenity Sensory Music staff must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the LADO.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger.

Anyone can make a referral.

Tell the LADO as soon as possible if you make a referral directly. When there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure should be implemented immediately:

- Any incidents or observations should be recorded as soon as possible following the disclosure/observation. Make an accurate record of what was said and what you have done as soon as possible afterwards. Sign, date and time all written notes made.

- Notes should be sent to the LADO.

- The LADO will liaise with the safeguarding partners and action a subsequent referral if required.

The LADO will follow their requests regarding any necessary investigations.

- The LADO will inform you of any actions and offer support. The following link to the GOV.UK webpage provides information relating to reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions

- Stay calm and do not show that you are shocked or upset

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

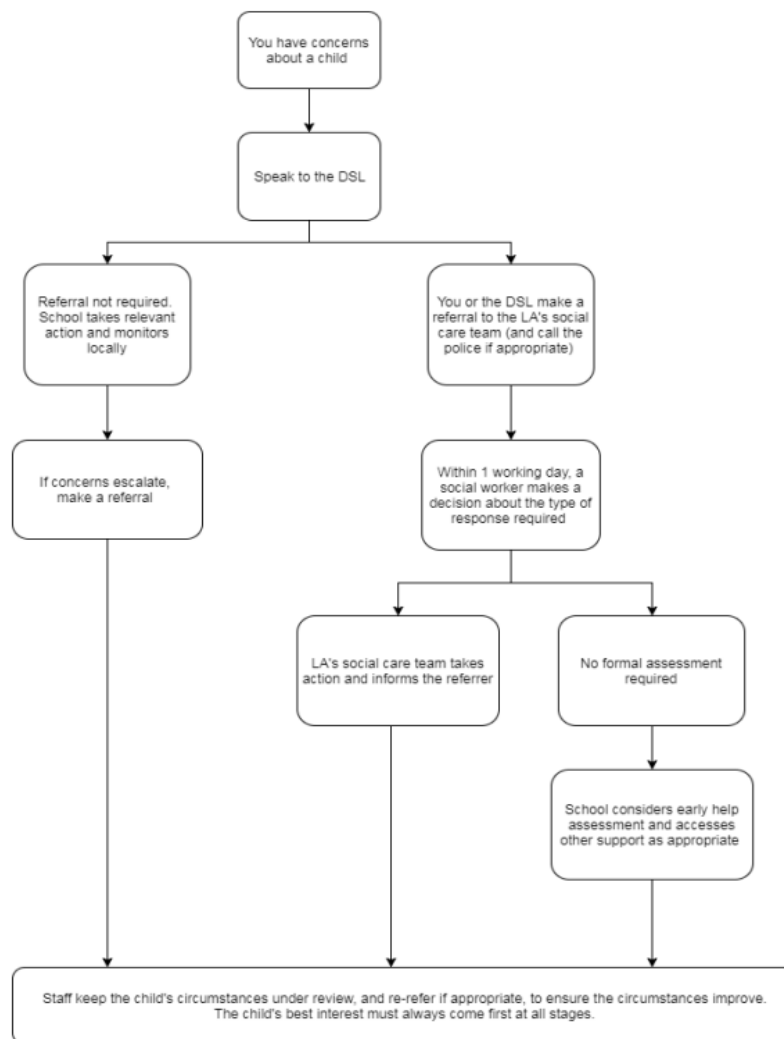
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Sign and date the write-up and pass it on to the LADO.

Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the LADO as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

7.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

The procedure if you have concerns about a child's welfare is shown below:



In all instances, where possible, speak to the LADO first to agree a course of action. If in exceptional circumstances the LADO is not available, this should not delay appropriate action being taken. Speak to and/or take advice from local authority children’s social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the LADO as soon as practically possible. Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ below). Share any action taken with the LADO as soon as possible.

Early help

If early help is appropriate, the LADO will generally lead on liaising with other agencies and setting up an interagency assessment as appropriate. Serenity Sensory Music Staff may be required to support other agencies and professionals in an early help assessment. The LADO will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. When a child, young person or family is in need of support an Early Help Assessment (EHA) should be completed in collaboration with the family.

Further guidance on completing an EHA can be accessed through the professional choices website.

<http://professionalchoices.org.uk/eha/#>

Link to the early help form for BANES

<https://www.bathnes.gov.uk/webforms/concerned-about-a-child-orfamily/>

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the LADO will make the referral or support you to do so.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome.

The LADO or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the LADO or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

More information can be found at <https://bcssp.bathnes.gov.uk/i-am-professional>

The referral form can be found at

<https://www.bathnes.gov.uk/webforms/concerned-about-a-child-orfamily/>

7.4 If you have concerns about extremism

Where there is a concern, the LADO will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.5 Mental Health and Well-being

Serenity Sensory Music is committed to undertake the following:

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that pupils can report and share concerns
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the LADO can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- LADO will consider whether a case can be managed internally, through early help, or should involve other agencies as required

- The setting will communicate and work with the pupil and parents/carers to ensure that interventions are in the best interests of the child.
- The LADO will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – staff should be able to access specialist advice through targeted services.

7.7 Concerns about a staff member, volunteer or contractor (for the below section staff member includes any supply teacher, volunteers or contractors)

If you have concerns about a member of Serenity Sensory Music staff or an allegation is made about a member of Serenity Sensory Music staff posing a risk of harm to children, speak to the LADO. Where you believe there is a conflict of interest in reporting a concern or allegation about a member of Serenity Sensory Music staff, report it directly to the local authority designated officer (LADO).

7.8 Responding to Incidents of Peer-on-Peer Abuse

We recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

At Serenity Sensory Music:

- We have a zero-tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Peer-on-peer abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

Procedures for dealing with allegations of peer-on-peer abuse

There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

Serenity Sensory Music will handle initial reports of abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child’s wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others. Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

Serenity Sensory Music will minimize the risk of peer-on-peer abuse taking place by adopting a contextual approach to safeguarding. This enables us and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action. The LADO will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to the physical environment and considering the utilisation and delivery of safeguarding topics during the sessions where necessary.

7.9 Reporting systems for our participants

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for participants to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Participants aware of the reporting systems and processes.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Serenity Sensory Music aims to:

- Have robust processes in place to ensure the online safety of participants and staff
- Protect and educate the participants in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones during Serenity Sensory Music sessions
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

8.1 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the LADO immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the LADO)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the LADO's responsibility)
- Share information about the incident with other members of staff, the participant(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the LADO.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The LADO will normally do this in the event of a suspicion or disclosure. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

10. Participants with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

11. Participants with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The LADO and Serenity Sensory Music staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the LADO will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe.

In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- That Serenity Sensory Music staff have details of children's social workers and relevant virtual school heads

13. Complaints and concerns about Serenity Sensory Music safeguarding policies

13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be managed in accordance with our procedures for dealing with allegations of abuse made against staff.

13.2 Other complaints

When investigating a complaint, Serenity Sensory Music staff will try to clarify:

- What has happened
- Who was involved and
- What further action is required The LADO will then work with all appropriate partners to ensure appropriate action is taken in a timely manner (within 28 days of having received the complaint) to safeguard and promote children's welfare. If the LADO has concerns for the safety or welfare of a child they must notify children's social care services and, in emergencies, the police.

A record of any complaints and their outcome will be kept and maintained in line with Serenity Sensory Music's procedure.

13.3 Whistle-blowing

If you have a concern about illegal activity, wrong-doing, behaviour which may impact children in a negative way or you believe someone's health and safety to be at risk.

14. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the LADO.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept by the LADO. Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

In addition, if the concerns are significant or complex, and/or social services are involved, the LADO will provide information to enable them to have time to make any necessary preparations to ensure the safety of the child (refer to definition of 'children' in section 3).

15. Training

15.1 Serenity Sensory Music Staff

Serenity Sensory Music Staff will undertake regular safeguarding and child protection training, including on whistle-blowing procedures and online safety, to ensure they understand various safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the local-authority safeguarding approach
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - o Manage behaviour effectively to ensure a good and safe environment
 - o Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, ebulletins and meetings) as required, but at least annually.

15.2 Staff who have contact with participants and families

Staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. The use of reasonable force

Reasonable force refers to the physical contact to restrain and control children using no more force than is needed. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and deescalation and will follow government guidance outlined below:

- Use of Reasonable Force in Schools (2013)
- Reducing the need for restraint and restrictive intervention (2019)

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

18. Links with other policies

This policy links to the following policies and procedures:

- Behaviour (which should include measures to prevent Peer-on-peer bullying, harmful sexual behaviour including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- Staff code of conduct
 - Complaints
 - Health and safety
 - Online safety
 - Equality
 - First aid
 - Privacy notices
 - GDPR and Data Protection

- Whistleblowing Policy
- Anti-bullying Policy

Appendix 1: Types of Abuse and Neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch

<https://tacklechildabuse.campaign.gov.uk/>

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2021). The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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.

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.

Emotional abuse

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

Sexual abuse

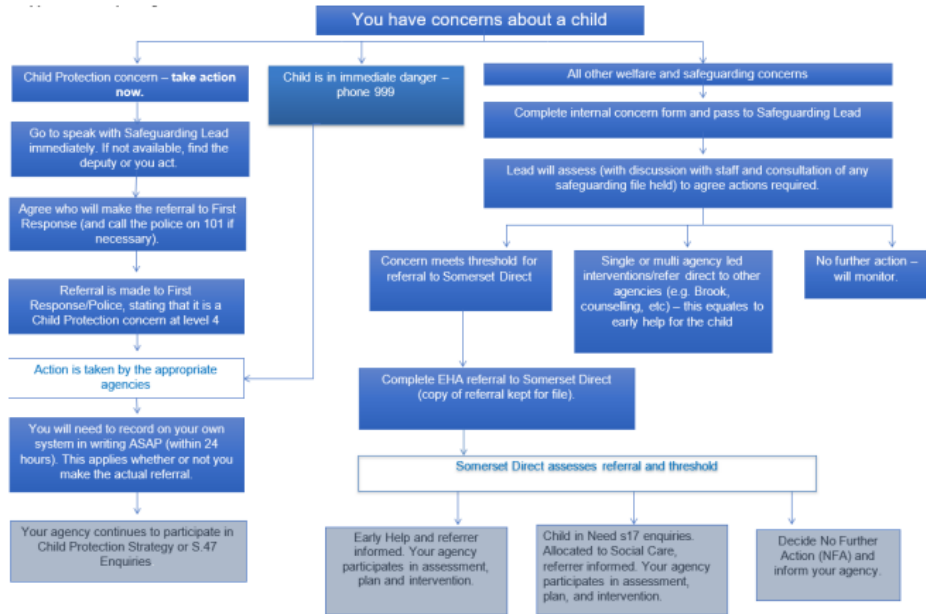
Sexual abuse Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening or not.

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.

Safeguarding Training for Staff

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

