The TILIAN PARTNERSHIP *Inspiring to Achieve and Aspiring to Excel*	**Policy Document** Agreed: Jul 26 Review: Annual Date: Jul 27

Safeguarding Policy

1.Purpose and Aims

The purpose of this policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- Our pupils are safe and protected from harm;
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- Trustees, Staff, pupils, governors, visitors, volunteers, parents and carers are aware of their responsibilities, expected behaviours and the school's legal responsibilities in relation to its pupils.
- Trustees, Staff, pupils, governors, visitors, volunteers, parents and carers, are provided with the overarching principles that guide our approach to child protection.
- The responsibilities under the Prevent Duty is clear to all stakeholders

Important documents related to this policy

Sexual Offences Act 2003
Keeping Children Safe in Education 2026
Tilian Safer Recruitment Policy
Counter-terrorism and Security Act (PREVENT)
OfSTED Inspecting Safeguarding in Schools 2019
Working together to safeguard children
What to do if you're worried that a child is being abused
Managing allegations of abuse - Role of the LADO
LADO Leaflet
Guidance for those subject to LADO
Behaviour in Schools (September 2022)
Anti-bullying Policy (this is school specific and available on the school's website)
Behaviour Policy (this is school specific and available on the school's website)
Online Safety Policy (this is school specific and available on the school's website)
SEND Policy (this is school specific and available on the school's website)
Teaching Online Safety in School (2023)
Child Protection Procedures (this is school specific and contained within Appendix 2)
Review of Sexual Abuse in Schools and Colleges (June 2021)
Staff Code of Conduct
Mobile Phone Policy
Allergy Safety Policy (this is school specific and available on the school's website)

2. Our guiding principles

A. Safeguarding in the Tilian Partnership is everyone's responsibility and our schools must always provide a safe environment for every pupil with an embedded culture of safeguarding.

B. We have a responsibility to ensure that all pupils registered, or who use our school, are reassured that they are being taken seriously and that they will be supported and kept safe.

C. We will do this by endeavouring to work in partnership - sharing information with the right people within and between agencies. We seek to establish effective working relationships with parents and carers.

D. We provide opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

We will seek to keep our pupils safe by:

- Valuing, listening to, respecting and supporting them
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- Each school developing and implementing an effective online safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- Recording and storing and using information professionally and securely, in line with data protection legislation and guidance
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- Making sure that pupils and their families know where to go for help if they have a concern
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving pupils, parents, families and carers appropriately
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our pupils, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Building a safeguarding culture where staff and volunteers, pupils and their families, treat each other with respect and are comfortable about sharing concerns.

3.Responsibilities and expectations

- The Trust Board has a legal responsibility to make sure that
    - there is an effective safeguarding policy and procedures in place and to monitor that the school complies with them.
    - the Trust has procedures for handling allegations of abuse made against members of staff and volunteer helpers
    - there is a trained Named Trustee for Safeguarding who is responsible for monitoring and reporting safeguarding compliance to the board of trustees.The **Named Safeguarding Trustee for the Trust is Carolyn Tester.**
    - All other Trustees must receive training in Part 2 of KCSIE at least every two years with termly updates as appropriate

    - at least one Trustee should be Safer Recruitment trained.
- The School Governance Committee (SGC) will ensure that
    - there is a trained Named Safeguarding Governor.
    - there is a Designated Safeguarding Lead (DSL).
    - the policy is made available to parents and carers on the website.
    - at least one governor should be Safer Recruitment trained
    - all other governors must receive training in Part 2 of KCSIE at least every two years with termly updates as appropriate.
- The Head is responsible for:
    - ensuring all school staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend the school, *(note this includes online searches for all* shortlisted candidates)
    - Providing induction for new staff members and volunteers
    - Assigning a designated teacher for Looked after Children
    - Ensuring the Single Central Record is up to date and accurate
    - The day to day safety of children, staff and visitors
    - Carrying out the Designated Safeguarding Lead functions

The **Designated Safeguarding Lead (DSL)** and **Alternate Safeguarding Lead(s) (ASL)** for each school are listed in the Child Protection Procedures document which is available on the school's website

Designated Safeguarding Lead (DSL) Cover

Where no DSL is available, the CEO or a DSL from any Tilian school can be contacted for DSL cover.

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every three years.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is also required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Safeguarding Governor to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Children's social care or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance.

Any records made should be kept securely in the Safeguarding file in a file clearly marked with the pupil's name. A referral should not be delayed in order to discuss with the schools' DSL if it is felt/identified that a

child is at immediate risk. In cases of immediate risk to a child the person identifying the risk should contact the police and then the DSL notified.

4.Recognising concerns, signs and indicators of abuse.

Safeguarding is

- 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

Abuse can take place in any family, institution or community setting, or through the use of technology and media. The witnessing of abuse can have a damaging effect on those who are party to it and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Keeping Children Safe in Education provides a guide to indicators of abuse (see appendix 3)

5. What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- **Do** stay calm and listen carefully.
- **Do** reassure them that they have done the right thing in telling you.
- **Do not** investigate or ask leading questions.
- **Do** let them know that you will need to tell someone else.
- **Do not** promise to keep what they have told you a secret.
- **Do** inform your Designated Safeguarding Lead as soon as possible.
- **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- **Do** try to record the words/phrases that the child actually said
- **Do not** include your opinion without stating it is your opinion.
- **Do** refer without delay.

6. Educational Visits

When planning an educational visit safeguarding must be the first priority. All educational visits should be recorded on EVOLVE and appropriately risk assessed. Any leader of a group during an educational visit should, where possible, have access to a secure device and a secure internet connection so that concerns can be recorded on MyConcern or CPOMS.

Visit leaders must carry a safeguarding record form with them at all times as a backup should the device or internet not enable completion of the concern on MyConcern or CPOMS. This can be completed if the need arises. The visit leader should ensure that all group leaders are provided with a form and that spares are carried by the visit leader. This is particularly true of residential visits - and for these at least one form per day should be taken on the visit by the visit leader.

7. Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

The same requirement to report concerns applies to “low level concerns” as those that meet the harm threshold.

Please see the Tilian Policy for Managing Allegations

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers **this should be brought to the immediate attention of the Headteacher** (if the Headteacher is absent then the CEO must be informed). In the case of the allegation being made against the CEO (or a Head when the CEO is absent) the report must go for the immediate attention of the Chair of the Tilian Partnership Trust Board (please ask in the office for a contact number).

The Headteacher/CEO/Chair of Trust Board must contact the Local Authority Designated Officer (LADO) to report the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager.

Safeguarding Managers can be contacted via email on LADO@suffolk.gov.uk or using the LADO central telephone number **0300 123 2044** for the reporting of allegations or concerns against all staff and volunteers who work in a position of trust with children and young people.

The procedure will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made, the Headteacher/CEO/Chair of Trust Board must:

- Refer to the LADO immediately and follow up in writing within 48 hours.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

8. Training

All members of staff and volunteers will receive safeguarding training at least every three years. We will also, as part of our induction to all newly appointed staff, provide safeguarding induction which includes information in relation to our Safeguarding policy, Online Safety information, information on the filtering system used in school and any policy related to promote our pupils’ welfare.

Our Safeguarding Leads and Alternates will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

All governors and trustees will have access to safeguarding training every two years with termly updates as appropriate.

Anonymised safeguarding information is reported to SGCs on a half termly basis.

The Safeguarding Policy is reviewed annually, initially by the Named Safeguarding Trustee and then approved at Trust Board, in order to keep it updated in line with local and national guidance/legislation.

The Safeguarding Policy is available to parents on the school website. We are able to arrange for our policy to be made available to parents whose first language is not English on request.

At least one member of the Trust Board and at least one member of each SGC is required to complete Safer Recruitment training at least every five years.

9. Monitoring and auditing of effectiveness

Trustees monitor the effectiveness by using the following processes:

1. A full internal audit of safeguarding for each year by the Trust Safeguarding Lead
2. A termly monitoring visit by the Safeguarding Governor at each school which is forwarded to the Trust Safeguarding Lead

10. Online Safety

Please see the policy for online safety on schools' websites

11. Internet filtering

School systems are designed to keep children safe. It is our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, doing all that we reasonably can to limit children's exposure to risks.

As part of this process, we ensure our schools have appropriate filtering and monitoring systems in place and regularly review their effectiveness. Each school has a 'Meeting digital and technology standards document' which is reviewed annually.

12. PREVENT Duty

The requirements of the Prevent Duty can be read here.

Prevent aims to stop people becoming terrorists or supporting terrorism. It is considered to be "the only long term solution" to the threat from terrorism. Prevent is about supporting and protecting those people that might be susceptible to radicalisation, ensuring that individuals are diverted away before any crime is committed.

What to do if you notice anything of concern

- Take the issue seriously and recognise the potential risk of harm to the child.
- Act as quickly as possible to prevent a situation escalating.
- Follow your child protection procedures and talk to your Designated Safeguarding Lead (DSL) or, if unavailable, to the alternate designated person without delay in order to get support from other agencies.

Call Customer First on 0808 800 4005 if you have concerns.

Link to online training

13. Useful Contacts:

Suffolk Safeguarding Partnership https://www.suffolksp.org.uk/
Customer First: 0808 8004005
Police: 999
Child Exploitation and Online Protection Agency https://www.ceop.police.uk/Safety-Centre/
http://www.thinkuknow.co.uk/

14. Safeguarding Issues and advice

Keeping Children Safe in Education 2026 Annex A contains important additional information about specific forms of abuse and safeguarding issues.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

Appendix 1 - Child on child abuse (including harassment and violence)

Children can abuse other children and it can take many forms. It **can** happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Harmful Sexual Behavior?

Harmful sexual behaviour includes sexual violence, sexual harrassment and misogyny.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature; and
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides

detailed advice for schools and colleges.
    - sharing of unwanted explicit content
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats, and
    - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Misogyny

Misogyny in schools refers to the ingrained prejudice, contempt, and harmful gender stereotypes directed at women and girls by male pupils. Driven largely by online "manosphere" influences, the issue prompted the UK government to mandate specific anti-misogyny education and teacher training.

The Manosphere and Online Influence

A primary catalyst for the rise in school-based misogyny is the rapid spread of toxic online content. Students, particularly boys, are frequently exposed to algorithms on social media that promote:

- Dehumanising and submissive language regarding women
- "Incel" culture and distorted views of sexual ethics
- Ideologies painting men as oppressed by feminism, which creates hostile and tribalistic behaviour

How it Manifests in the Classroom

Common examples include:

- Using everyday slurs or demeaning jokes against female peers and others
- Peer policing (e.g., calling boys "girlish" or weak for showing emotion)
- Cyberbullying, sextortion, and non-consensual sharing of intimate images

Sibling sexual abuse
Sibling sexual abuse is thought to be the most common type of intrafamilial abuse that often involves forms of harmful sexual behaviour (HSB). For information please see NSPCC podcast

Upskirting
The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of harmful sexual behaviour

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The initial response to a report from a child is important. It is essential that all victims are reassured that

they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in sections 5 and 7 of this policy together with the school's Child Protection Procedure document (appendix 2). As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or an alternate DSL).

Concerns around inappropriate use of AI

Inappropriate use of AI by or around children encompasses severe risks such as:

- **AI-generated child sexual abuse material (CSAM),**
- **deepfake bullying,**
- **dangerous advice from, and emotional dependency on chatbots.**

Unmonitored AI usage threatens healthy cognitive development, emotional growth, and online safety. To ensure the safety of our children, our use of AI in schools is set out in the Tilian AI Policy. Our online safety education (as part of PSHE, RSE and computing) deals with safe use of AI. We provide a monthly newsletter for parents which is designed to support their understanding of online safety.

Appendix 2 - Links to Child Protection Procedures

Bardwell CE Primary School CP Procedures

Bawdsey CE Primary School CP Procedures

Cavendish CE Primary CP Procedures

Crawford's CE Primary School CP Procedures

Gislingham CE Primary School CP Procedures

Ixworth CE Primary School CP Procedures

Kersey CE Primary School CP Procedures

Old Newton CE Primary School CP Procedures

Orford CE Primary School CP Procedures

Palgrave CE Primary School CP Procedures

Rattlesden CE Primary Academy CP Procedures

Rougham CE Primary School CP Procedures

Wilby CE Primary School CP Procedures

Appendix 3 - Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 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 from 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: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 3 Domestic Violence

Domestic abuse The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects

• Refuge what is domestic violence/effects of domestic violence on children
• Safe Young Lives: Young people and domestic abuse | Safelives
• Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
• Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)