Defence Children Services

MOD Schools and Settings Safeguarding and Child Protection Policy

(Internal Direction)

General

Authorisation	Director DCYP
Senior Responsible Owner	CEO MOD Schools
Point of Contact	Safeguarding Education Manager and Allegations Officer
Review Date	Aug 2022
Related Policy/Guidance	Keeping Children Safe in Education (KCSIE)
	Statutory Framework for the Early Years Foundation Stage (EYFS)
	Working Together to Safeguard Children
	DfE Teachers Standards
	JSP 834: Safeguarding
	JSP 342: Education of Service Children and Young People
	JSP 893: Procedures for Personnel and Posts which require a Disclosure Check
	JSP 913: Domestic Abuse and Sexual Violence
	JSP 345: Applying Prevent within Defence
	JSP 740 Acceptable use Policy for Information and Communications Technology
	DCS Directive 3.2.1: Safeguarding Children and Young People in MOD Schools Overseas
	DCS Directive 3.2.2 Schools Managing Allegations Against Staff
	DCS Directive 3.2.17 Elective Home Educaition
	DCS Directive 3.2.6 School Attendance
	DCS Directive 7.1.2 Records Management
	DCS Directive 7.1.3: Social Media
	MOD Whistle Blowing and Raising a Concern Policy
	The Defence Children Services SEND Processes and Toolkit
	Section 175/157 of the Education Act (2002), which places a duty on schools to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations (2009), which sets out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

Safeguarding Vulnerable Groups Act 2006 (legislation.gov.uk)

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.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

Education inspection framework 2021 - GOV.UK (www.gov.uk)

Sexual violence and Sexual Harassment between Children in Schools and Colleges (2018).

Sharing nudes and semi-nudes: advice for educational settings working with children and young people (2020).

Review of Sexual Abuse in Schools and Colleges – Ofsted 2021.

What to do if you are worried a child is being abused (DfE 2015).

Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018).

The Children and Families Act (2014).

General Data Protection Act (2019) Guide to the General Data Protection Regulation.

Children Missing Education (DfE September 2016).

For EYFS providers, this policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

EYFS staff:child ratios - DfE approved qualifications - GOV.UK (www.gov.uk).

Lessons Will Be Learned - Transforming Safeguarding in Education - MyConcern.

Using External Visitors to Support Online Safety.

Rise Above provides lesson plans and resources relating to positive mental health, wellbeing and resilience.

| School (internal) policy published | 9th September 2022 | *Hannah Robinson* |
| Annual review date agreed | 9th September 2023 | *Hannah Robinson* |

Key Safeguarding Personnel

The key safeguarding responsibilities within each of the roles below are set out in Keeping Children Safe in Education, translated for Defence through JSP 834 & DCS Directive 3.2.1

Role	Name	Contact number	Email
Head Teacher	**Mr Ben Turner**	**T: 00357 2527 6167** **M: 94120 6167**	**ben.turner@modschools.org**
Designated Safeguarding Lead	**Mrs Hannah Robinson**	**T: 00357 2527 6167** **M: 94120 6167**	**hannah.robinson@modschools.org**
Deputy Designated Safeguarding Lead	**Mr Ben Turner Mrs Lindsay Winslade Mrs Rachel Ball Mr James Bennington**	**T: 00357 2527 6167** **M: 94120 6167**	**Ben.turner@modschools.org** **lindsay.winslade@modschools.org** **Rachel.ball@modschools.org** **James.bennington@modschools.org**
Nominated School Governance Committee Member	**Mrs LaShanna Larkins**	**Upon request**	**Upon request**
Senior Education Social Worker	**BFSWS**	**(00357) 9777 1252 Emergency OOH (00357) 2596 3609 SPOC**	**contactuscyprus@forcessocialwork.com**

MOD Contracted Social Work Service Contact: **BFSWS contactcyprus@forcessocialwork.com + 357 2596 3609**

MOD Schools Allegation Officer: **Becky Metcalfe-Tarren, Safeguarding Education Manager and Allegations Officer, DCS, Upavon 00441980 615563 / Mobile 0044 7753661134**

Local Designated Officer: **Nicola Goulding, Assistant Chief Education Officer, Episkopi. +357 2596 2815/ Mobile + 357 97705602**

Local Safeguarding Children Partnership (LSCP) Representative: **Nicola Goulding, Assistant Chief Education Officer, Episkopi. +357 2596 2815/ Mobile + 357 97705602**

If you believe a child is in immediate danger or threat of serious harm, you must contact the local Service police on 112 and ask for SBA Police

Introduction

1. Akrotiri Primary School's Safeguarding & Child Protection Policy provides internal direction and guidance to all staff, volunteers, children and their families in line with the principles laid out in JSP 834: Safeguarding. The purpose of this policy is to afford protection for all pupils, enable staff and volunteers to safeguard and promote the welfare of children and reinforce a culture which makes our school a place to learn, thrive and develop in safety.

2. All staff, volunteers and Governors within Akrotiri Primary School are to comply with this policy, in conjunction with the guidance adopted by Defence, Keeping Children Safe in Education (KCSIE) and the Statutory Framework for the Early Years Foundation Stage (EYFS). This policy must be read annually, and a record of staff signatures, confirming understanding and compliance with the information and processes contained within it, held by the School Business Manager (SBM). Throughout this document, 'child' refers to a young person who has not yet reached their 18th birthday.

3. This policy is available by its publication on the Akrotiri Primary School website or MOD Schools SharePoint. A hard copy is also available upon request to the MOD Schools Safeguarding Manager or Senior Education Social Workers (SESWs).

Commitment

4. Akrotiri Primary School is committed to safeguarding and promoting the welfare of all our children and young people. Our child centred approach to safeguarding ensures a secure, welcoming environment where children are safe, respected and listened to. All staff are onboarded through safe recruitment procedures, receive a safeguarding induction and further training via Senior Education Social Workers (SESWs). All staff remain acutely aware of their safeguarding responsibilities and their crucial role as a trusted adult. Staff remain alert to signs of neglect or physical/emotional harm and maintain an 'it can happen here' mentality.

5. To ensure all safeguarding policies, procedures and practices are effectively in place and discharged according to the statutory duties laid out by the Department of Education and under section 175 of the Education Act 2002, Akrotiri Primary School commits to completing and submitting an annual audit of safeguarding and child protection arrangements, including an action plan for future development as part of the MOD School's Core Visit Programme.

Equality Statement

6. A pro-active and non-prejudicial safeguarding culture runs throughout our school and all staff ensure our children and young people receive appropriate support and protection when necessary. Any interventions are based on the most positive outcome for the child.

7. All staff recognise that some children may be at risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are 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 adopt an integrated approach, working with parents and other agencies, is key to ensure our children and young people have an equal right to protection from harm or abuse; enabling

them to learn with confidence and develop to achieve their full potential. All staff must give special consideration to children who:

    a.   Have special educational needs or disabilities (SEND).

    b.   Are young carers.

    c.   May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.

    d.   Have English as an additional language.

    e.   Are known to be living in difficult family situations such as alcohol abuse or domestic abuse/violence.

    f.   Are at risk of FGM, sexual exploitation, forced marriage, or radicalization.

    g.   Are asylum seekers.

    h.   Are at risk due to either their own or a family member's mental health needs.

    i.   Are looked after or previously looked after/placed for adoption or who are adopted.

    j.   Children missing education.

    k.   Are children 'in need' or who have 'child protection plans.

    l.   Pupils who are pregnant.

Principles

8.   Defence Children Services (DCS) MOD Schools and Settings safeguarding principles are as follows:

    a.   Akrotiri Primary School believe that the needs of the child are paramount.

    b.   Safeguarding is the responsibility of all staff, regardless of position or experience. All staff are empowered to speak up and act on any suspicion or disclosure that a child is at risk of harm; no concern is considered too small.

    c.   All children regardless of age, ability, needs, gender, culture, race, religion or sexual orientation have an equal right to be protected from all types of harm, abuse and neglect.

    d.   Akrotiri Primary School ensure all children know where to find help and all staff and volunteers know it is their responsibility to support and listen.

    e.   All staff are aware of the challenges that an international context brings and work in partnership with services across Akrotiri Primary School community to prevent, detect and report neglect and abuse in the best interest of the child.

f.	The importance of early intervention and effective information sharing is recognised by all staff to ensure support is timely, appropriate and prevents the escalation of risk and concern.

Policy Aims

9.	The three pillars of our policy are demonstrated in the diagram below:

We practise safe recruitment in line with UK Government & Safer Recruitment Consortium guidance and MOD Direction

We check the suitability of staff and volunteers who work with children and ensure any unsuitable behaviour is reported and managed

We create a culture of safer working practice and vigilance, in which staff keep children safe and respond to concerns in a timely way

We raise awareness of child protection issues and equip staff and children with the skills needed to keep them safe

We have effective procedures for identifying and reporting cases of abuse and harm in place

We are committed to multi agency working to support pupils who are victims of abuse, neglect or harm

Staff create and nurture a safe learning environment so children can learn and thrive

We ensure pupils have access to early intervention, sometimes called 'early help' in order to promote their wellbeing

Roles and Responsibilities

All Staff

10.	All staff must be alert to the potential indicators of abuse, neglect and exploitation and attend mandatory safeguarding training to equip them with the skills to know what to do, where to report and how to record effectively if they are concerned about the safety or welfare of a child. All staff are responsible for the positive and pro-active safeguarding culture of Akrotiri Primary School and should model honesty, vigilance and integrity as part of a safe environment where children can learn and be listened to.

11.	All staff and volunteers at Akrotiri Primary School must report any concern for a pupil's welfare or safety to the Designated Safeguarding Lead(s) as soon as possible and ensure they are familiar with this safeguarding policy.

The Designated Safeguarding Lead (DSL)

12.	The DSL is a member of the Senior Leadership Team who holds specific responsibility for ensuring that procedures for safeguarding and child protection are in place at Akrotiri Primary School. The DSL is a source of safeguarding support, advice and expertise for all staff and undertakes specific advanced training as laid out in KCSIE.

13.   The DSL is the first point of contact for safeguarding or child protection concerns. The DSL will be contactable during school working hours. The DSL will understand and fulfil their role and main responsibilities in accordance with KCSIE.

The Deputy Designated Safeguarding Lead (DDSL)

14.   The DDSL must be trained to the same standard of the DSL and have the knowledge, confidence and authority to take on delegated duties when necessary. The DDSL will understand and fulfil their role and main responsibilities in accordance with KCSIE. Ultimate responsibility remains with the DSL.

The Head Teacher

15.   The Head Teacher ensures that the safeguarding policy, procedure and other related policies are understood and implemented by all staff, in line with the Headteachers' standards and the EYFS framework.

The Nominated Safeguarding Governor

16.   Our School Governance Committee (SGC) Safeguarding Governor must undertake additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and works alongside the DSL and Head Teacher to challenge the school on its safeguarding policies and practice and hold the organisation to account. Where an EYFS Setting is linked to the school, the oversight and responsibility of the SGC for Safeguarding matters extends to the EYFS setting also.

Parents & Carers

17.   Parents (birth parents and other adults in a parenting role, for example; adoptive parents, step parents, guardians and foster carers) of children at our school have a responsibility to read the relevant school policies and encourage their children to adhere to them. Akrotiri Primary School encourages parents to discuss safeguarding issues with their children and to support the school in our safeguarding approaches and reinforce appropriate, safe behaviours at home. Parents/Carers are asked to remain vigilant and to seek help and support from school if they identify changes in behaviour which could indicate that their child is at risk of harm online or outside the home or school environment.

Local Safeguarding Arrangements

18.   Commands overseas are responsible for the safeguarding of personnel and entitled family members and are to follow the direction laid out in JSP 834. Commands report progress, themes and issues via an established Local Safeguarding Children Partnership (LSCP)who submit quarterly reports to the Safeguarding Partnership Steering Group and when appropriate, the Defence Safeguarding Partnership Board.

Key Definitions

Safeguarding

19. Safeguarding is the action that is taken to promote the welfare of children and protect them from harm by:

   a. Protecting children from abuse and maltreatment.

   b. Preventing harm to children's health or development.

   c. Ensuring children grow up with the provision of safe and effective care.

   d. Taking action to enable all children and young people to have the best outcomes.

Child Protection

20. Child protection is part of the safeguarding process and is defined in Working Together to Safeguard Children as the activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm. This includes procedures which detail how to respond to concerns about a child.

Child in Need

21. A child in need is defined under the Children Act 1989 as a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services, or the child is disabled.

Abuse

22. Our school recognise that abuse and neglect are forms of maltreatment, further information relating to types of abuse can be found in Annex A. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm and children may be abused in a family or in an extra familial environment, by those known to them or, more rarely, by others. We understand that abuse can take place wholly online, or technology may be used to facilitate offline abuse, that children may be abused by an adult or adults or by another child or children. We remain alert to abuse and maintain an 'it could happen here' approach. We recognise:

   a. An abused child will often experience more than one type of abuse, as well as other difficulties.

   b. Abuse reduces resilience in children and puts them at further risk of abuse throughout their lives.

   c. Abuse and neglect can happen over a period of time, but can also be a one-off event.

   d. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

Indicators of abuse

23.   All staff at Akrotiri Primary School recognise that the warning signs of child abuse and neglect can vary from child to child. Our staff, including volunteers and supply staff, will log even minor concerns about incidents and behaviour changes onto MyConcern and report to the DSL. Additional information relating to indicators of abuse can be found in Annex A.

Disclosures

24.   We recognise that it takes a lot of courage for a child to disclose that they are being abused. If a child talks to a member of staff about any risks to their safety or wellbeing, the staff member will let the child know that they will need to pass the information on and cannot keep secrets. During conversations with the child our staff will:

     a.   Reassure the child that they have been taken seriously.

     b.   Allow the child to speak freely and not put words into the child's mouth.

     c.   To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview.

     d.   Note the timing and record accurately, using the child's own words.

     e.   Know the limit of your role and pass on the information to the DSL as soon as possible.

     f.   Log all disclosures onto MyConcern.

25.   Further information can be found at What to do if you are worried a child is being abused and Safeguarding children in education: types and indicators of abuse | SCIE.

Specific Circumstances & Safeguarding Processes

Female Genital Mutilation (FGM)

26.   All our teachers at Akrotiri Primary School take their mandatory reporting duty under Section 74 of the Serious Crime Act 2015 seriously and know that if they discover that FGM appears to have been carried out on a girl under 18, they must report it directly to the police. All staff in our school must undertake the Home Office approved training on FGM and be alert to the potential indicators that a girl may be at risk of FGM, or has already suffered FGM. All our staff are aware of their duty to safeguard young people from FGM and therefore there is a requirement that they report cases of FGM to the police; if required the DSL will support non-teaching staff to take the appropriate action. Further information can be found at NSPCC.

Radicalisation & Extremism

27.   Akrotiri Primary School fully recognise our duty to 'prevent people being drawn into terrorism', as part of the Counter Terrorism and Security Act 2015, known as the 'Prevent Duty'. We work to protect children from the risk of radicalisation through the teaching of British values, respect and empathy for others. Our staff are alert to behaviour which could indicate that children may be in need of help or protection.

28.   All the staff at Akrotiri Primary School undertake, as a minimum, Prevent training. All staff understand their role in reporting any concerns relating to radicalisation to the DSL or Head Teacher who will adopt a multi-agency approach to identify and refer concerns that may lead to making a Prevent referral, in line with Applying Prevent within Defence JSP 345.

Risks outside the home and school environment

29.   In our school we assess the risks and issues in the wider community when considering the well-being and safety of our children and young people. Our staff are aware that safeguarding incidents/behaviours can be linked to factors outside the school, setting or home environment. DSLs should consider whether children are at risk of abuse or exploitation in such situations. Extra-familial threats take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, serious youth violence and online abuse.

30.   The staff at Akrotiri Primary School have received training to alert them to the safeguarding issues that can put children at risk of harm. Concerns linked to issues such as drug taking, alcohol abuse, and deliberately missing education should be recorded on MyConcern[1] and reported to the DSL who will escalate concerns and liaise with the relevant agencies across the Local Command as appropriate.

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) & Serious Violence

31.   Our school is committed to tackling CSE and CCE (including County Lines Exploitation[2]) and Serious Violence and recognise that these are forms of abuse and can occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. All staff recognise that whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

32.   All staff at Akrotiri Primary School are aware of the indicators of this type of abuse and recognise that it can be perpetrated by individuals or groups, males or females, children or adults. and that the experiences of girls being criminally exploited can be very different to boys. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted that exploitation as well as being physical can be facilitated and/or take place online. Indicators of CSE and/or CCE may include increased absence from school, a change in friendships or relationships with older individuals or groups, signs of self-harm or a significant change in wellbeing or performance, unexplained gifts or new possessions.

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[1] MyConcern is a software platform used across MOD Schools for reporting, managing and recording all welfare, safeguarding and child protection concerns.
[2] County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more area in the UK. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. See KCSIE page 85. Overseas, County Lines is addressed in Safeguarding in the Curriculum and as part of effective multi agency working between schools and Local Commands..

Bullying

33.   At Akrotiri Primary School we take a zero-tolerance approach to bullying. Bullying is behaviour that is repeated, intended to hurt someone either physically or emotionally and is sometimes aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include physical assault, teasing, threats, name calling or via mobile phone or online (cyber bullying) and can occur at all key developmental stages.

34.   We view all bullying as a safeguarding issue and recognise it can also be a potential child protection concern (under the Children Act 1989, if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'). Akrotiri Primary School has an anti-bullying policy which outlines ways in whichour children and staff are encouraged to talk about any concerns, the support we provide and the action we take. Our school will work with key partners as appropriate and follow 'Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies', and Early Years guidance in Anti-Bullying Alliance | United against bullying.

Bullying Connected to Race and Faith

35.   We, at Akrotiri Primary School are committed to keeping children safe from bullying connected to race and faith and believe it is integral to building a safe and thriving learning environment. Akrotiri Primary School prevent and respond to incidents of this nature in line with the guidance found in Tackling Race and Faith Targeted Bullying Face To Face and Online: A Guide For Schools and the EYFS guidance relating to Personal, Social and Emotional Development.

Peer on Peer/ Child on Child Abuse

36.   Akrotiri Primary School recognise that children can abuse other children and this can take many forms. This can include, (but is not limited to) bullying (including cyber bullying), sexual violence and sexual harassment, gender-based violence, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sharing of nudes or semi-nudes and initiation/hazing type violence and rituals.

37.   All incidents or concerns relating to peer on peer abuse are to be recorded on MyConcern and reported to the DSL. Our school will provide appropriate support to both the victim and the perpetrator, such as additional pastoral support, working closely with parents and outside agencies. We believe that all children have a right to attend school and learn in a secure environment. Children should be taken seriously, kept safe and reassured that reporting abuse is the right thing to do.

38.   Whilst some children may sometimes adversely affect the learning and wellbeing of others, their behaviour will be dealt with under the Akrotiri Primary School Behaviour Policy. Further information and resources can be found at Peer on peer abuse | Safeguarding Network - confidence in safeguarding.

Sexual Violence & Sexual Harassment

39.   Our school does not tolerate any form of sexual harassment or violence and follows the government guidance outlined in part 5 of KCSIE and Sexual violence and sexual harassment between children in schools and colleges (2018). We take all reports of sexually harmful behaviour seriously and ensure referrals to the appropriate agencies are followed.

40.   Child on child sexual harassment, for the purpose of this policy, is defined as 'unwanted conduct of a sexual nature' and violates a child's dignity and leads to a hostile, offensive, sexualised environment. Sexual violence is a criminal act and refers to the offences under the Sexual Offences Act 2003 (rape, assault by penetration and sexual assault).

41.   All our staff at Akrotiri Primary School recognise that sexual abuse of children by other children is a complex, specific, safeguarding issue and that those who perpetrate or display harmful sexual behaviour may be victims of abuse themselves. Sexually harmful behaviour can and does occur between children irrespective of age or sex, on a 1-to-1 or group basis. All incidents, disclosures or concerns relating to sexual violence and sexual harassment must be recorded on MyConcern and reported to the DSL immediately.

Youth Produced Sexual Imagery/ Sharing Nudes or Semi Nudes

42.   Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal and all instances must be reported to the DSL. We, at School follow the guidance put forward in Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) and are committed to responding to incidents of this nature swiftly to ensure children and young people are safeguarded and supported. Sharing nudes or semi nudes includes being sent sexual pictures or videos that the young person did not want to see, as well as being put under pressure to provide sexual images of themselves.

43.   Further advice on how to manage incidents of youth produced sexual messages or imagery, previously referred to as 'sexting' can be found at the UK Council for Internet Safety's (UKCIS) website.

Domestic Abuse (DA)

44.   All staff at Akrotiri Primary School recognise their responsibility in identifying and supporting those affected by DA in line with the No Defence for Abuse strategy. For the purpose of this policy, DA is recognised as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can include, but is not limited to psychological, physical, sexual, financial and emotional.

45.   Exposure to DA 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. All concerns relating to children who may be affected by DA will be reported to the DSL who will contact the contracted social work providers and respond in line with the guidance and direction found in JSP 913 Tri Service Policy on

[Domestic Violence and Sexual Violence.](#) Further information relating to the signs and impact of DA on children of across the age spectrum can be found [here](#).

Domestic Abuse Initiative - Operation Encompass
Sgt Tony Hynes - Police CP Officer & Domestic Abuse Co-ordinator
Jackie Raymond - Domestic Abuse Forum

Honour Based Abuse (HBA)

46.   So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage[3], and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency and record on MyConcern.

Mental Health

47.   Akrotiri Primary School staff are not expected or trained to diagnose mental health conditions or issues but we are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. All our staff are aware of their vital role in supporting the mental health and wellbeing of children and young people and recognise the link between mental health and behaviour.

48.   Akrotiri Primary School is familiar with the guidance as laid out in [Mental Health and Wellbeing in Schools and Colleges](#), [Mental Health and Behaviour in schools](#), the [Early Years Foundation Stage (EYFS) Framework](#) and [PACEY's Early Minds Matter](#) and recognises that in some cases, mental health can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and refer to the DSL.

Special Educational Needs & Disabilities (SEND)

49.   Akrotiri Primary School understand that pupils with SEND can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:
    a.   Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

    b.   Pupils being more prone to peer group isolation than other pupils.

    c.   Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs.

    d.   Communication barriers and difficulties which may arise in overcoming these barriers.

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[3] The Forced Marriage Unit has published Multi-agency guidelines, focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information (UK) 020 7008 0151

50.   Our school identifies pupils who may need more support to be kept safe or to keep themselves safe by having a strong pastoral system and working closely with parents and professionals as appropriate. We acknowledge the DfE advice and guidance outlined in [Special Educational Needs and Disabilities Code of Practice (0-25years)](#) and recognise that children with SEND may need support from a wide range of local organisations and agencies. Where a child and family would benefit from co-ordinated support from more than one organisation or agency (e.g. Health, Educational Psychology services, SESW) there will be an inter-agency assessment. The Defence Children Services SEND Processes and Toolkit can be found via the [EPAS SharePoint area](#).

At Akrotiri Primary School, our experienced and dedicated SENDCO works alongside colleagues and families in all phases of our school to ensure SEND pupils receive appropriate support and that their voice is heard in all processes. We liaise with a range of agencies and support services to ensure an integrated response to each child's particular needs.

Supporting Children who have a social worker

51.   We, at Akrotiri Primary School recognise that when a child has a social worker, it is an indicator that the child may be at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Private Fostering

52.   Our school plays an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people do not have appropriate safety or welfare arrangements or support.

53.   A private fostering arrangement, outlined in the Children Act 1989, is one that is made privately (without the involvement of social care) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the contracted social work service provider at least six weeks before the arrangement is due to start; to not do so is a criminal offence.

54.   The contracted social work services are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. The Akrotiri Primary School (DSL) must fulfil their mandatory duty to notify the relevant contracted social work service if they become aware a child or young person is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly and to verify who has parental responsibility.

Looked After Children, Previously Looked After Children (LAC) and Adopted Children

55.   Akrotiri Primary School understand that looked after, previously looked after and adopted children may be at risk and the school/setting will work together with carers (and parents as appropriate) to ensure the needs of these children are understood; this may involve working in partnership with other agencies e.g. contracted social work services. We recognise that previously looked after children may have experienced Adverse Childhood Experiences (ACEs) and therefore we will track the academic attainment of these children to ensure they receive the services they require to achieve their full potential.

Allegations against children

56.   Allegations may be made against students by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, the allegation:

   a. Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.

   b. Is of a serious nature, possibly including a criminal offence.

   c. Raises risk factors for other pupils in the school.

   d. Indicates that other pupils may have been affected by this student.

   e. Indicates that young people outside the school may be affected by this student.

Early Intervention

57.   At Akrotiri Primary School we will identify children who may benefit from early intervention, sometimes referred to as early help and staff will highlight these children/families to the DSL. The DSL within our school will be aware of the local agencies within their command and how to access support for children and families.

58.   Early intervention/early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation to the teenage years. Detailed information and potential indicators of a need for early can be found in Chapter 1 of Working Together to Safeguard Children or via the NSPCC at Early help (or early intervention) | NSPCC Learning.

Statutory safeguarding assessments

59.   Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the local contracted social work service (and in some cases, the relevant police force) is made immediately. Please refer to JSP 834 part 1 for further information.

Referrals should follow the local referral process

If you have immediate concerns about a child or adult's welfare of safety, please call the police on 112 and ask for SBA Police

BFSWS Emergency Out of Hours service is contactable on: (00357) 9777 1252

Referrals during working hours contacts our Single Point of Contact (SPOC) on: (00357) 2596 3609

contactuscyprus@forcessocialwork.com

Children Missing Education (CME)

60.   All our staff recognise that emotional and social development and educational achievement contributes significantly to children's wellbeing and that children with poor attendance are at increased risk from abuse, neglect, child sexual exploitation and radicalisation.

61.   Knowing where children are during school hours is an extremely important aspect of safeguarding and so our aim is to always address reasons for non-attendance early. Akrotiri Primary School has a rigorous Attendance Policy, in line with the DCYP School Attendance Directive which includes a range of measures such as first day calling and contact with partner agencies. Where there are ongoing concerns regarding attendance, the SESW, Safeguarding Manager or the Principal Educational Psychologist will be informed

62.   We will always follow up with parents/carers when pupils are not at school, to do this, Akrotiri Primary School need to have at least two up to date telephone numbers for parents/carers. Parents will be asked to keep the school informed of any changes to telephone numbers. Where we expect a child to attend the school, but they fail to take up the place we will inform Unit Welfare and other relevant agencies. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Multi Agency Working

63.   At Akrotiri Primary School we understand our duty to adopt a coordinated, multi-agency approach to safeguarding and promoting the welfare of children as outlined in Working Together to Safeguard Children (2018), JSP 834, KCSIE, EYFS Statutory Framework and Local Command safeguarding procedures.

64.   Our school recognise that no one professional can have a full picture of a child's needs or circumstances and that they have an integral role in identifying and reporting concerns, sharing information and taking action. We take a proactive and child-centred approach by (include specific example of how this is achieved e.g. sharing information at the earliest opportunity so that relevant professionals, including those from other agencies, can be engaged to help children and families).

65.   Effective information sharing between agencies and departments is paramount in child protection cases. When appropriate and justified to do so, MyConcern will be used by our school to disseminate evidence and/or records to prevent vital information being missed and support effective referrals to local contracted social work providers and other agency partners.

Supporting children at risk

66.   Children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk.

We, at Akrotiri Primary School will endeavour to support pupils through:

   a. Modelling safe and compassionate behaviour.

   b. Encouraging self-esteem and self-motivation through the curriculum and positive group working.

   c. Providing a positive, supportive and secure environment, where pupils and adults are respected and valued.

   d. A consistent implementation of a school behaviour management policy which recognises and separates the cause of behaviour from that which the child displays.

   e. Regular liaison and communication with other professionals and agencies who support the pupils and their families.

   f. A commitment to develop productive, supportive relationships with parents (when it is in the child's interests to do so).

   g. The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Safeguarding Practices & Code of Conduct

Staff Conduct

67.   Our school/setting has a staff behaviour policy/code of conduct and adheres to the Safer Working Practice Guidance produced by the Safer Recruitment Consortium, the Teachers' Standards, the EYFS Framework guidance and where appropriate, the Civil Service Code. Good practice includes:

   a. Treating all pupils and other members of staff with respect.

   b. Setting a good example by conducting ourselves appropriately.

   c. Involving pupils in decisions that affect them.

   d. Encouraging positive and safe behaviour among pupils.

e. Being a good listener.

f. Being alert to changes in pupils' behaviour.

g. Recognising that challenging behaviour may be an indicator of abuse.

Safeguarding & Child Protection Training

68. All staff, volunteers and SGC members receive relevant and contextualised child protection and safeguarding training, which is regularly updated, in line with the requirements of KCSIE:

   a. **Level 1**: All staff are required to complete initial Child Protection training within two weeks of commencing employment.

   b. **Level 2:** All staff and SGC members are to attend Basic Induction Training within 12 weeks of commencing employment/their role, in addition to undertaking the online Prevent and FGM online training. This training must be updated annually.

   c. **Level 3:** DSLs and Senior Leadership staff are required to undertake advanced training. This is available via the Senior Education Social Workers or the MOD Schools Safeguarding Manager. This training must be updated every 2 years to extend knowledge.

69. Safer Recruitment Consortium accredited training is also offered to those members of staff with recruitment responsibility for MOD schools.
70. Training requirements and levels of required training are laid out in the Safeguarding Training Matrix in Part 1 of JSP 834.

Information Sharing & Confidentiality

71. Akrotiri Primary School believes timely information sharing is essential to effective safeguarding and fears about sharing information must not be allowed to stand in the way of a child's safety and well-being. Our DSL and Senior designated staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act (DPA) 2018 and the General Data Protection Regulation (GDPR). Neither GDPR, nor DPA prevent, or limit, the sharing of information for the purposes of keeping children safe.

72. We follow the DfE guidance on information sharing advice for safeguarding practitioners, including the 7 'golden rules' for sharing information, and actively support staff who have to make decisions about sharing information. Well-kept records are essential to good practice and reports written by school staff (early help/child in need) will ordinarily be shared with parents, unless to do so would place a child at risk. If staff are in any doubt about sharing information, they should speak to the DSL or contact the local contracted social work provider who can signpost or support. Further resources and information relating to data sharing can be found at Data sharing myths busted | ICO and at Data protection: Toolkit for schools..

73.   All staff recognise that any matters relating to safeguarding or child protection are highly confidential. Our HT or DSL will share information on a 'need to know, what, and when' basis. Concerns about individuals should never be discussed elsewhere, inside or outside the school unless in confidential meetings for that purpose. This is out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Please refer to part 1 of JSP 834 for further information relating to information sharing to safeguard children.

Record Keeping

74.   We, at Akrotiri Primary School believe well-kept records are essential to good child protection and safeguarding practice. Our records are held on MyConcern in accordance with DCS Record Management guidance and the requirements of GDPRand DPA 2018. Our staff understand the importance of recording any concerns held abouta child and ensure that records:

   a. Are recorded via a password protected log in.

   b. Comprise of a clear and comprehensive summary of the concern.

   c. Contain details of how the concern was followed up and resolved.

   d. Includes notes of actions taken, decisions reached and the outcome.

75.   For transparency, parents/carers are informed via our website or induction materials that the school/setting utilise MyConcern to securely record and monitor all welfare, child protection and safeguarding concerns. All appropriate measures are in place to ensure that information is stored securely, that access is only available to those who need it and it is disposed of in a timely and safe manner in line with the MOD data retention policy. Annex B contains further guidance on how to record a safeguarding account on MyConcern.

Transfer of Records

76.   When a pupil leaves Akrotiri Primary School, our DSL will:

   a. Make sure the pupil's MyConcern and child protection file is transferred to their new school or college as soon as possible (including any files that weren't referred to the contracted social work provider).

   b. Transfer the information separately from the main pupil file and only after the pupil has left.

   c. Transfer it securely; by post this would be recorded delivery and if information is electronically transferred, use encryption software to reduce the risk of the files being accessed by an unknown third party.

   d. Obtain proof of receipt that states where, when and to whom the records have been passed.

77.   Our DSL also considers when it is appropriate to contact the new school to share any information before a pupil leaves e.g. information that would help the new school or EYFS setting to continue supporting a victim of abuse and have that support in place for when they arrive.

Safer Recruitment

Safer Recruitment processes are currently under review. Once published, this section and accompanying guidance will be refined to ensure it is coherent with MOD wide policy and guidance.

78.   All staff are recruited in line with the guidance contained within KCSIE part 3. Schools and EYFS settings work alongside Defence Business Service (DBS) for UK Based Civilians (UKBC) appointments and Local Command/Civilian Human Resource departments for locally employed civilians (LECs). All interview panels must have a least one person trained in safer recruitment. Key staff in all locations are offered safer recruitment training, delivered by SESWs or the Safeguarding Manager, all of whom are Safer Recruitment Consortium accredited Train the Trainers.

79.   We at Akrotiri Primary School utilise an online system for all UKBC Disclosure and Barring checks. In most cases, we also offer to carry out online checks on behalf of Local Commands, for a small number of LEC staff who work directly for our Akrotiri Primary School to fulfil a regulated activity role.

80.   Detailed guidance relating to safer recruitment can be found in the MOD Schools Safer Recruitment Guidance (pending completion).

Single Central Record (SCR)

81.   Our school holds and maintains an electronic SCR to demonstrate all mandatory pre-onboarding and safer recruitment checks have been carried out on all staff, volunteers, frequent visitors and members of the SGC, as per JSP 893 and KCSIE. The SCR also contains information relating to safeguarding training[4]. Our DSL holds the responsibility to ensure that this record is maintained, accurate and up to date. For each staff member, we must record:

>   a.   Which checks have been carried out.

>   b.   The date these checks were completed.

>   c.   A separate attached list of all mandatory safeguarding training.

82.   Whilst held centrally within the school, information held on the SCR should be able to be separated out and/or redacted as appropriate, without delay, in the event of an inspection or Internal Defence Audit. An SCR template can be found on the MOD Schools Safeguarding SharePoint area.

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[4] All other Civil Service training, not pertaining to Safeguarding, should sit separately to the SCR. This is to enable training assurance processes from wider MOD depts to take place without risk of compromising personal, sensitive information.

Allegations Against Staff (Including Supply & Volunteers)

Allegations Management processes are currently under review. Once published, this section will be refined to ensure it is coherent with MOD wide policy and guidance.

83. Our school recognise the possibility that adults working or volunteering in the school/setting may harm children. Any concern about the conduct of other adults must be taken to the Head Teacher/Setting Manager or DSL without delay. If the allegation relates to the Head Teacher or Manager, it must be reported directly to the MOD Schools Assistant Chief Education Officer (Nicola Goulding).

84. The Head Teacher/Setting Manager must be informed if anyone working or volunteering in the school/setting has:

    a. Behaved in a way that has harmed a child, or may have harmed a child.

    b. Possibly committed a criminal offence against or related to a child.

    c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

    d. Behaved or may behave in a way that indicates they may not be suitable to work with children.

85. All staff at Akrotiri Primary School must take responsibility for recording any incident and passing on information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting. Allegations of non-recent abuse or misconduct should be responded to in the same way as contemporary concerns as per JSP 834. It is vital that anyone who has put forward an allegation maintains the highest level of confidentiality for the safety of staff, families and the children involved.

86. Allegations of a safeguarding nature made against Defence personnel, within the UK and overseas, must be notified to the AFFS Global Safeguarding Team who, on behalf of the MOD, will maintain a central record to enable oversight of all allegations. Notification to the Global Safeguarding Team is to be made in addition to the local reporting processes. The notification form can be accessed in Part 2 of JSP 834.

Abuse of Position of Trust

87. Under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship, or engage in sexual acts with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity in the real or digital worlds between a member of the school staff and a child under 18 may be a criminal offence, even if that pupil is over the age of consent.Staff receive training on how to identify grooming behaviour. Any such concerns must be reported to the Head Teacher or DSL immediately.

A Safe Learning Environment

Safeguarding & The Curriculum

88.   In our school setting, we seek to ensure that children have opportunities to learn about staying safe. Children are taught about safety via interactive and practical activities and staff consistently demonstrate safe behaviours and encourage safe play. Our setting is committed to ensuring our children can grow and develop in a stimulating and safe environment, in line with the EYFS framework.

89.   In our school children are taught about safeguarding through a carefully sequenced Relationship Education or, depending on age and ability, Relationships and Sex and Health Education (RSHE) based on the DfE statutory guidance. This specifically includes sexual harassment and sexual violence as well as online safety, cyber bullying, radicalisation, sexual abuse, pornography, peer on peer abuse and sharing nudes or semi nudes as well as healthy relationships and consent.

Children with Medical Needs

90.   There will be occasions when children are temporarily unable to attend school for an extended period of time because of their medical needs. Where practicable our school will support the continuing education of the child and work will be sent home. The procedure for dealing with this is included in the school's attendance policy. Further information relating to supporting children with medical needs can be found here.

E-Safety

91.   We at Akrotiri Primary School acknowledge that the online world is a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. We recognise the breadth of issues classified within online safety is considerable, but can be categorised[5] into content, contact, conduct and commerce.

92.   Our school's online e-safety policy explains the steps we take to protect children from online threats and educate them in the safe use of technology, in line with the advice and guidance in Teaching Online Safety in Schools . Our school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material. Our staff follows the guidance for safe remote teaching and learning as outlined in Remote education good practice - GOV.UK (www.gov.uk). Further advice and resources are available on the MOD Schools Safeguarding SharePoint area.

93.   Our EYFS setting recognise that internet enabled devices are a part of everyday life for young children. Our setting provides a vital foundation for online safety education and utilises resources from ChildNet to talk to children about what the internet is and how to explore it safely together. Managers and Practitioners follow the advice and guidance developed by UKCIS to consider their practice and identify further positive steps to safeguard both children and adults online.

Whistle Blowing

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[5] More details of the issues relating to online safety can be found on page 34 of KCSIE 21.

94.   Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our school follows the guidance of the MOD Whistle Blowing Policy which can be found on the MOD Schools Safeguarding Area. Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the policy or call the designated Whistleblowing support service that can be accessed on 0800 161 3665 (STD) or +44 1371 85 4881 (Overseas) for independent advice and guidance.

Visitors

95.   Our school ensure appropriate checks will be undertaken in respect of visitors, volunteers and contractors coming onto the site. Visitors are required to report to reception to sign in and out and will be adequately supervised by designated staff during opening hours. The safety of our children and staff is paramount, staff must alert the reception desk and/or a member of the senior leadership team when any visitor without a badge or appropriate and visible identification is found on the site.

(Please adopt the correct paragraph below for your school or EYFS setting)

96.   Our School has a duty of care to all its staff and pupils. Visitors are politely requested to:

   a. Wear the identification badge and/or lanyard provided at all times.

   b. Turn off or silence mobile phones stored in bags and if mobile phone usage is required, do so in an area that is not accessed by the children.

   c. Not to initiate verbal or physical contact with students unless it is appropriate and a part of the agreed reason for your visit.

   d. Not to give out any personal information to students/ details of your personal/social network accounts.

   e. Not to smoke or vape near the school site.

97.   Our school is committed to providing a safe environment, for our children and staff. Visitors to our setting will be asked to:

   a. Sign in and out at reception and wear the identification badge and/or lanyard provided at all times.

   b. Be accompanied by a member of staff at all times whilst in the building; at no time will we allow a visitor to be left alone with a child. Parents and authorised responsible adults are able to drop and collect children without being accompanied.

   c. Do not use mobile phones or personal electric devices at any stage during the visit.

   d. To model healthy behaviours and to refrain from smoking or vaping in or around the setting site.

Photography & Images

(Please adopt the correct paragraph below for your school or EYFS setting)

98.   We, at Akrotiri Primary School are clear about the purpose of recording images and about what will happen to them once the activity is concluded. In line with DCYP Social Media Directive, informed, written consent from parent/carers is sought in the admissions process and the names of children whose images are being used in any published material will be removed (only using first names if they do need to be identified). Staff should always use school/setting issued devices.

Lone Working Procedures

99.   At Akrotiri Primary School, we recognise our responsibilities towards employees who are involved in lone working. All employees are expected to report all incidents or concerns which occur in relation to lone working in order to ensure that children and staff remain safe. All staff should refer to our Code of Conduct and/or Health and Safety Policy for further information relating to safe lone working.

100.   At Akrotiri Primary School we recognise our responsibilities in regards to safe lone working practices and ensure that our staff:child ratios are maintained, in line with the EYFS guidance and DfE approved qualifications. All staff should refer to our Lone Working Standard Operating Procedure for further guidance.

Further information relating to lone working practices can be found here.

Use of School Premises

101.   Section 11 of the Children Act 2004 places a duty on a range of organisations, including schools and educational settings to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

102.   Where services or activities are provided separately by another body using the school premises, our Head Teacher/Setting Manager will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. Our Head Teacher/Manager (or their designated deputy in their absence) reserves the right to cancel or delay the use of the premises if the individual or organisation fail to provide original evidence of appropriate checks to the school's satisfaction. Further information can be found here Community activities, after-school clubs and tuition (myconcern.co.uk)

Please note Akrotiri Primary School are not eligible to apply for checks on behalf of those using the premises for activities or clubs.

Boundary & Gates

103.   All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Akrotiri Primary School welcomes comments from pupils, parents and others about areas that may require attention to ensure the continuity of health and safety for all staff and children.

Success & Evaluation

104.   Our school is committed to the ongoing review and assessment of safeguarding processes. To evaluate the efficiency and impact of this policy and the practices it promotes, we will work in partnership with SESWs who will monitor its operational effectiveness via the Core Visit Programme (CVP). In addition, we will provide feedback to the MOD Schools Safeguarding Manager, highlighting any emerging issues or lessons learnt to inform necessary strategic changes.

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

This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. Emotional abuse may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence (the child may not be aware of what is happening). Sexual abuse may involve physical contact, including assault by penetration or non-penetrative acts such as kissing 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, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. 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); ensure access to appropriate medical care or treatment. Further information relating to neglect in Early Years and pre school aged children can be found here: [Emotional neglect and emotional abuse in pre-school children: Core info leaflet | NSPCC Learning](#)

Physical Abuse:

Injuries inflicted by physical abuse tend to involvesofter tissue and be in areas that are harder to damage through slips, trips, falls and other accidents. This <u>may</u> include:

- Upper arm
- Forearm (defensive injuries)
- Chest and abdomen
- Thighs or genitals
- Facial injuries (cheeks, black eyes, mouth) ears, side of face or neck and top of shoulders ('triangle of safety')
- Back and side of trunk

Abusive injuries may be seen on both sides of the body and match other patterns of activity. They may not match the explanation given by the child or parent/carer and there may also be signs that injuries are being untreated, or at least a delay in seeking treatment.

Sexual abuse:

This may take place either in person or online or offline. It may be perpetrated by family or non-family members, males or females, older adults or by other young people.

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Bleeding, pain or itching in the genital area
- Difficulty in walking or sitting
- Sudden change in behaviour or school performance
- Displays of affection that are sexual or not age-appropriate
- Use of sexually explicit language that is not age-appropriate
- Alluding to having a secret that cannot be revealed
- Bedwetting or incontinence
- Reluctance to undress around others (e.g. for PE lessons)
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Unexplained gifts or money
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Reluctance to be alone with a particular person

Emotional/Psychological Abuse:

- Some level of emotional abuse is present in all types of abuse or neglect, though it may also appear alone. Emotional abuse may also be perpetrated by other young people through serious bullying and cyber-bullying.
- Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection)
- Lack of self-confidence or self-esteem
- Sudden speech disorders
- Self-harm or eating disorders
- Lack of empathy shown to others (including cruelty to animals)
- Drug, alcohol or other substance misuse
- Change of appetite, weight loss/gain
- Signs of distress: tearfulness, anger

Neglect:

Neglect is a persistent failure to meet basic needs (physical or emotional) and it leads to serious harm to the health or development of a child.

- Inadequate or insufficient clothing
- Excessive hunger
- Poor personal or dental hygiene
- Untreated medical issues
- Changes in weight or being excessively under overweight
- Low self-esteem, attachment issues, depression or s harm
- Poor relationships with peers
- Self-soothing behaviours that may not be age-appropri (e.g. rocking, hair-twisting, thumb-sucking)
- Changes to school performance or attendance

(Please note this is not an exhaustive list)

1. **Name of Pupil** - Start typing the child's name into the box. A list of names will appear so click on the child you are wanting to report.

2. **Concern Summary –** One sentence explaining the concern.

3. **Concern Date/Time –** There will be a drop-down calendar which you can click on with the date and time. Due to us working on CET (Central European Time), there are sometimes problems clicking on an accurate time. Therefore, if it does not allow you to do this, then click on an earlier time. When you write about the concern in the box below, then write it up using the correct time and date.

4. **Details of Concern –** Follow the guidance on page 25 regarding CP procedures. Also, please include the following details when writing up the report:
1. Date and Time
2. What the child specifically said, as you remember
3. Where the child was when they disclosed the information
4. How the child said it e.g. calm, upset, angry, matter of fact …
5. Now you have this information, does it link to something they have said previously?
6. Be mindful about whether you are writing fact or opinion

7. **Is this urgent? –** Yes, if the child is in danger or at risk if they go home. Yes, if they have disclosed an incident of domestic abuse.

8. **Action Taken –** Was this incident something that in the first instance, the teacher could ring the parents about? e.g. a child falling asleep in class. Otherwise type 'reported to the DSL'.

Annex C: Allegations Reporting Process (Interim)

Allegations Management processes are currently under review. Once published, this section will be refined to ensure it is coherent with MOD wide policy and guidance.

Incident reported to or witnessed by a member of staff that an adult has:
a. Behaved in a way that has harmed a child, or may have harmed a child;
b. Possibly committed a criminal offence against or related to a child; or
c. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
You do not need to believe an allegation to report it. All incidents MUST be reported.

Report to Head Teacher or DSL
(Do not investigate at this stage)

Serious Risk of harm to child

Yes → **Report to the Police and Social Care immediately**

No →

Head Teacher/DSL to consult Education Safeguarding Manager and/or Designated Officer for LECs

Allegation demonstrably false or malicious

Yes → **Consider action against referrer or referral to social care**

No → **Initial consutation to decide if strategy meeting is required**

Yes → **Strategy Meeting Required.**
Convened with key agencies, eg Police, Social Care. School

No → **Strategy Meeting NOT Required.**
Line Manager and Safeguarding Manager agree how to inform staff member and parents as soon as possible

Each investigation has different thresholds, an incident may not be a criminal offence or social care issue but still falls below the standards required for staff.

Police to advise if criminal offence has been committed and if they will be carrying out a **police investigation**.

No → **No Police Investigation**

Yes → **Police Investigation**

Strategy meeting will decide if a **social care investigation** will be also pursued. (An allegation may not be serious enough for a police investigation but may trigger a social care investigation)

Strategy meeting will decide how to conduct investigation and what to disclose to subject of allegation and parents.

No → **No Social Care investigation**

Yes → **Social Care investigation**

Head teacher/DSL and Safeguarding Manager/ Designated Officer decide if MOD DBS/ Local Command misconduct to be pursued

No → **No MOD Misconduct Process required**

Yes → **MOD Misconduct Process followed**

*Investigations may occur concurrently unless against police guidance