Trust in Learning
Trust in Success

FILTON AVENUE PRIMARY SCHOOL

TRUST IN LEARNING (ACADEMIES)

SAFEGUARDING AND CHILD PROTECTION POLICY

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

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Part 1: POLICY

1. Statement of Intent

This document sets out the policy for Safeguarding and Child Protection within Trust in Learning Academies (the Trust).

Trust In Learning (Academies) (TILA) is committed to safeguarding and promoting the welfare of all children and young people. We believe that all children have the right to grow up in a safe, caring environment, free from harm and abuse. We will always act in the best interests of the child.

Safeguarding is everyone's responsibility and this policy outlines the principles and procedures which ensure that all children within Trust in Learning Academies are effectively safeguarded and that any concerns about a child's safety or well-being are addressed promptly and effectively.

2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally-focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE). Any data collected, stored or managed as a result of this policy is in accordance with UK and EU law, and in line with the Trust's ethos and values.

3. Objectives and Scope

This policy applies to all staff, governors, volunteers, and anyone working on behalf of TILA, covering both primary and secondary school children.

The specific aims of this policy are to outline:

1. **Clear expectations**: define what safeguarding means for everyone in the school community, including staff, governing body, pupils, and their families.
2. **Safe Culture**: contribute to the establishment of a robust safeguarding culture built on shared values across the Trust; where pupils are listened to and treated with dignity.
3. **Awareness of Risks**: support a contextual safeguarding approach, recognising that each setting's site can be a location where harm can occur.
4. **Knowledge and Skills**: set expectations for developing knowledge and skills within the Trust's community (staff, pupils, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
5. **Early Intervention**: support early identification and help for vulnerable pupils to ensure their safety and well-being.
6. **Partnerships**: promote working together with pupils, parents/carers and local agencies to keep children safe.

Trust In Learning (Academies) works with Local Safeguarding Partnerships (Keeping Bristol Safe Partnership and South Gloucestershire Children's Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by local safeguarding partnerships.

This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- DfE (2024) Keeping children safe in education (KCSIE)
- Working Together to Safeguard Children 2023

This policy will be implemented in conjunction with the following Trust policies:

- Whistleblowing Policy
- Low Level Concerns Policy
- Behaviour Policy
- Online Safety Policy
- Anti-bullying Policy
- Looked After and Previously Looked After Policy
- Attendance Policy
- Health and Safety Policy

4. Responsibilities and Accountabilities

4.1 Role of the Trust Board

The Board of Trust in Learning (Academies) holds a strategic role in ensuring that safeguarding is a core priority across all schools within the trust. Their responsibilities include:

- **Trust Board Responsibility:**
  - A named Trust board member oversees safeguarding and child protection, ensuring compliance with laws and guidance, including online safety, and ensures this policy is updated annually or when significant changes occur.

- **Ensuring there is a named Local Governor in each school with the following Safeguarding Duties:**
  - Collaborating with the Head Teacher and the Designated Safeguarding Lead (DSL) to ensure production of an annual safeguarding report and the required biennial safeguarding audit.
  - Ensuring the DSL is a senior leader and has the necessary time, resources, and support to:
    - Address any identified weaknesses in safeguarding promptly
    - Provide robust and effective training for the school community.
    - Ensure that pupils are taught about safeguarding, including online safety, in line with statutory guidance on relationships, sex, and health education.

- **Staff and Contractor Checks:**
  - Ensure that the Trust performs appropriate checks on all staff, volunteers, and contractors as per statutory guidance.
  - Ensure the Trust has robust procedures for managing concerns or allegations against staff, including low-level concerns.

- **Online safety standards:**
  - Ensure that the Trust reviews the Department for Education filtering and monitoring standards and that each school complies with these standards.

- **Student Support Systems:**
  - Ensure that there are effective systems in place for pupils to report safeguarding issues, express their views, and provide feedback.
  - Ensure that each school has systems in place to prevent and address child-on-child harm and mental health issues**.**
  - Regularly review the effectiveness of online safety practices.

- **Designated Teacher**
  - Ensure a designated teacher is appointed in each school to support the educational achievement of children in care and other care arrangements.

4.2 Responsibilities of the Trust Central Team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

4.3 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy.

4.4 Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL's contact details are found in Appendix 1.

The Designated Safeguarding Lead (DSL) is senior staff member with lead responsibility for safeguarding and child protection within the setting. They work in collaboration with the headteacher and strategic leads to address welfare, safeguarding and child protection concerns affecting pupil's attendance, engagement, and achievement.

Their responsibilities include:

- **Leadership and Oversight:** The DSL is responsible for leading safeguarding initiatives and ensuring that safeguarding policies and procedures are understood and implemented across the school. They manage the work of any Deputy DSLs. They provide guidance and direction to all staff on safeguarding matters.

- **Managing Referrals:** The DSL must ensure that any concerns about a child's safety are appropriately reported and managed. This includes making referrals to children's social care and other relevant agencies when necessary, and ensuring prompt action is taken to protect children.

- **Record Keeping:** The DSL is responsible for maintaining detailed, accurate, and secure records of all safeguarding concerns and referrals. This includes documenting any discussions, decisions, and actions taken in response to concerns.

- **Transitions and file transfer**: The DSL is responsible for transferring Safeguarding/Child Protection files within 5 days of a learner moving to a new setting.

- **Liaison with External Agencies:** The DSL serves as the main point of contact for external agencies, including children's social services and the police. They must build and maintain effective working relationships with these agencies to support the safety and well-being of children.

- **Supporting Staff:** The DSL provides support and advice to staff on safeguarding issues, ensuring they feel confident and competent in fulfilling their safeguarding responsibilities. This includes offering supervision and guidance on challenging cases.
- **Training and Development:** The DSL must ensure that they, along with their deputies, receive appropriate training to remain competent in their role. They are also responsible for facilitating safeguarding training for all staff, ensuring it is up-to-date and aligned with current legislation and guidance.
- **Raising Awareness:** The DSL should promote a culture of safeguarding within the school, ensuring that safeguarding is a priority in all school activities. This includes raising awareness of specific safeguarding issues such as child exploitation, radicalisation, and online safety.
- **Policy Development and Review:** The DSL collaborates with the board and senior leadership team to develop and review safeguarding policies and procedures, ensuring they are fit for purpose and effectively implemented.
- **Ensuring a Child-Centred Approach:** The DSL must ensure that all safeguarding actions are child-centred, focusing on the best interests of the child and promoting their safety and welfare at all times.

By fulfilling these responsibilities, the DSL plays a critical role in safeguarding children and ensuring a safe and supportive environment within TILA.

4.5 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.6 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy.

4.7 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school.

4.8 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff.

5. Safeguarding Definitions

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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
- Taking action to enable all children to have the best outcomes.

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

6. Professional Safeguarding Expectations

All staff members play a crucial role in safeguarding and promoting the welfare of children. Their responsibilities include, but are not limited to, the following:

- **Understanding the statutory guidance**:
  - All staff must read and understand Part 1 of "Keeping Children Safe in Education". Staff working directly with children should also read Annex B.
  - Staff must be familiar with this Safeguarding and Child Protection Policy and other policies identified on page 5.
  - Staff must know the safeguarding response for children missing from education.
  - Staff must understand the role of the Designated Safeguarding Lead (DSL).

- **Contact Information**:
  - Staff must know how to contact the DSL, any deputies and the Chair of the Board.

- **Identifying and Protecting Vulnerable Learners**:
  - Staff must be able to identify vulnerable pupils and take action to keep them safe, following school safeguarding procedures. Staff should adopt a mindset of professional curiosity, questioning and exploring any behaviours or situations that do not seem right. This involves being vigilant and attentive to any signs of distress or harm.
  - All staff are responsible for creating a safe, supportive, and respectful environment where children feel valued and listened to. This includes maintaining appropriate professional boundaries.
  - Staff should be aware of the risks associated with online activities and provide guidance and support to pupils on how to stay safe online.

- **Implementing support**:
  - As required, staff will need to participate in safeguarding plans for vulnerable pupils.
  - Staff need to monitor pupil's academic progress and maintain high aspirations for them.
- **Recording, reporting and information sharing**:
  - Staff must record concerns accurately and promptly using the school's safeguarding procedures.
  - Any concerns about safeguarding practice must be reported to the senior leadership team, following TILA's Low Level Concerns and Whistleblowing Policies.
  - While maintaining confidentiality is important, staff must understand that safeguarding concerns must be shared with the appropriate individuals, such as the DSL, even if the child requests confidentiality.
- **Engagement in Training and Development:**
  - Staff should actively participate in safeguarding training and development opportunities to keep their knowledge and skills up to date.

7. Safeguarding Training

7.1 All staff

All staff must have the following training:

- **Induction Training**: all staff must undergo safeguarding and child protection training during induction, which includes understanding expectations, roles and responsibilities around online safety including in relation to filtering and monitoring.
- **Annual Refresher Training**: staff must receive annual updates on safeguarding and child protection, including online safety, through formal training, email bulletins, and staff meetings.
- **FGM Awareness**: all staff must complete training on Female Genital Mutilation (FGM) and understand the legal duty for mandatory reporting.
- **Prevent Duty Training**: all staff must complete PREVENT awareness training to meet legal expectations under the PREVENT duty.
- **Whistleblowing and Escalation**: staff training must include guidance on the Whistleblowing Policy, the role of the Local Authority Designated Officer, and how to escalate concerns.

7.2 Designated Safeguarding Lead and Deputies

The DSL and any deputies will receive formal training to equip them with necessary knowledge and skills, including online safety. This training will be updated every two years.

The DSL and deputies will keep their knowledge current by:

- Liaising with the Local Safeguarding Partnership.
- Receiving updates via e-bulletins.
- Attending DSL network meetings.
- Reviewing safeguarding bulletins.

7.3 Additional Training

Safer Recruitment Training: at least one person on every hiring panel must have completed safer recruitment training, as per School Staffing (England) Regulations 2009.

Senior Leadership Team (SLT): SLT members must understand their roles in local safeguarding to ensure they consider safeguarding in managing behaviour, inclusion, SEND, attendance, and exclusions.

Designated Teacher for Children in Care: must receive appropriate training to support the educational achievement of looked after and previously looked after children.

Mental Health Lead: should have access to suitable training.

Whole School Safeguarding Approach: training on safeguarding topics in Annex B, including online safety and filtering responsibilities, should be part of the overall school safeguarding strategy.

Reasonable Force and Positive Handling: appropriate staff should receive training on the use of reasonable force and positive handling.

8. Safeguarding in the Curriculum

Trust in Learning (Academies) is dedicated to teaching pupils about safeguarding, including online safety, as part of a broad and balanced curriculum. We understand that some pupils may need a more personalised or contextualised approach, especially vulnerable learners, abuse victims, and some pupils with SEND.

Key components include:

- **Statutory Guidance**: follow guidance on Relationships and Sex Education (RSE) and health education; and where applicable, the Early Years Foundation Stage (EYFS) framework.

- **PSHE Education**: explore topics including self-esteem, emotional literacy, assertiveness, resilience to radicalisation, e-safety, and bullying.
- **Online Safety**: implement filters and monitoring systems that ensure that 'over-blocking' does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding.
- **Responsive Curriculum**: adjust the curriculum based on safeguarding incident patterns identified by the DSL and safeguarding team.
- **Parental Engagement**: involve parents and carers in curriculum discussions.
- **Pupil Input**: allow pupils to contribute to the curriculum through platforms such as the school council.

9. Safer Recruitment and Safer Working Practise

9.1 Safer Recruitment

Trust in Learning (Academies) follows the safer recruitment guidelines from 'Keeping Children Safe in Education' (Part 3). This includes:

- **Application Scrutiny**:
  - Verify identity and academic/vocational qualifications.
  - Obtain professional and character references.
  - Check previous employment history.
  - Ensure candidates have the necessary health and physical capacity for the role.
  - Resolve any concerns about references before confirming an appointment.
- **Safety Checks**:
  - Conduct online safety checks for shortlisted candidates.
  - Perform appropriate checks through the Disclosure and Barring Service (DBS), including barred list and prohibition checks. Overseas checks are done if needed, depending on the role.
- **Recruitment Materials**:
  - Include a statement about Trust in Learning (Academies) commitment to safeguarding and promoting learner wellbeing in all recruitment materials.

9.2 Use of Reasonable Force

'Reasonable force' involves using minimal physical contact to restrain and control pupils, based on the staff member's professional judgement and the situation. It will be determined by individual circumstances and the vulnerability of any pupil with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).

Any use of positive handling is thoroughly documented. Incidents are reviewed to find ways to prevent recurrence, involving the pupil and their family.

Procedures for dealing with concerns where a professional may pose a risk to pupils and handling low-level concerns are detailed in Appendix 2 and in the Low-Level Concerns Policy.

9.3 Whistleblowing Procedures

Full details can be found in TILAs Whistleblowing Policy.

Staff have access to the following whistleblowing channels if they cannot raise issues with the senior leadership team or feel their concerns aren't addressed:

- **General Guidance**: Advice on Whistleblowing.
- **NSPCC Whistleblowing Helpline**: for staff who do not feel able to raise concerns regarding child protection failures internally they can call 0800 028 0285 (8:00 AM to 8:00 PM, Monday to Friday) or email help@nspcc.org.uk

10. Key Safeguarding Areas

The following topics are themes that can impact on children and families. Trust in Learning (Academies) has a statutory duty to ensure that they are addressed in each school:

- Children in the court system
- Children affected by parental offending/imprisonment.
- Children Missing from Education (CME) including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking).
- Cybercrime.

- Domestic abuse.
- Homelessness.
- Honour-based abuse (Including Female Genital Mutilation and Forced Marriage).
- Online safety.
- Mental health.
- Child-on-child abuse:
  - **Bullying** (includes cyberbullying and discriminatory types)
  - Abuse in intimate relationships between children (also known as **teenage relationship abuse**)
  - **Physical abuse** including hitting, shaking, biting, hair pulling and kicking or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
  - **Sexual violence** such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages sexual abuse.
  - **Sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - **Non-consensual sexual activity**: forcing sexual actions without consent. For example forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - **Image Sharing**: involves consensual and non-consensual sharing of explicit images (sexting).
  - **Upskirting**: taking intrusive photos under clothing without consent with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
  - **Initiation/hazing** type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing radicalisation (The Prevent Duty).
- Serious youth violence.
- Substance misuse.
- Private fostering.
- Young Carers.

Further information can be found in:

- Keeping Children Safe in Education (Annex B)
- NSPCC website: https://www.nspcc.org.uk/
- Bristol Safeguarding in Education website for local resources: https://www.bristolsafeguardingineducation.org/

Part 2: PROCEDURE

11. Reporting concerns

All staff should record and report concerns to the DSL/Deputy DSLs in a timely way using the school reporting procedure. In the case that a pupil is in immediate danger, staff should phone the police.

All **staff** are aware of and follow the procedures to respond to a concern about a child detailed in Appendix 2. This includes responses to child–on-child harm and learners who present with a mental health need. Staff record concerns on CPOMS.

At **Filton Avenue Primary School pupils** can raise their concerns via speaking to their class teacher or any other member of staff, or leaving a note in their class 'My Voice' box which is reviewed daily by their class teacher. There are members of the leadership team and the pastoral team available at the start and end of the day, as well as during break and lunchtimes, should a child wish to report a concern to them. Children's concerns will be treated seriously.

12. Information sharing

Filton Avenue Primary School is committed to having due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2024.
- It is recommended that staff should read the Department for Education Data Protection Guidance for Schools.

There may be times when it is necessary to share information without consent for example:

- when to gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- when it cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when **Filton Avenue Primary School** will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt **Filton Avenue Primary School** will seek legal advice.

The Data Protection Act 2018 and UK General Data Protection Regulations do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

13. Monitoring and Supporting Vulnerable Students

The Designated Safeguarding Lead (DSL) and Deputy DSLs will regularly check on pupils identified as vulnerable. They will look at attendance, behaviour, academic performance, and safeguarding records to ensure:

- **Early intervention:** quick and suitable actions are taken to keep pupils safe and prevent further harm.
- **Information sharing:** information about vulnerable pupils is shared with teachers and school leaders to support their education.
- **Support for pupils with social workers:** pupils who have or have had a social worker will have their academic progress reviewed and receive extra support to help them achieve their potential.
- **Adjustments for school interventions:** in response to analysis of data and pupil information, appropriate changes are made in how the school responds to challenges pupils are facing.

14. Multi-agency working

Filton Avenue Primary School is part of the Keeping Bristol Safe Partnership and collaborates with other agencies to protect and support children, following the guidance in Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If a child is in need (e.g. a young carer or in a private fostering arrangement) under Section 17 of the Children Act 1989.
- If a child needs protection from significant harm under Section 47 of the Children Act 1989.

In these cases, the Designated Safeguarding Lead (DSL) or Deputy DSL will refer the child to the local authority's Children's Social Care. Contact details for safeguarding and key agencies can be found in Appendix 3.

If the pupil already has a social worker, referrals should be made directly with the social worker, or if unavailable, their team manager. For Children in Care, notification should also be made to the Hope Virtual School.

Filton Avenue Primary School will participate in any statutory safeguarding assessments by children's social care, including attending inter-agency meetings such as integrated support plan meetings, child protection conferences, and core group meetings.

Additional considerations:

- **Child Protection Plans**: if a pupil or their family is involved in a Child Protection Plan or MARAC meeting, Filton Avenue Primary School will help prepare, implement, and review the plan as needed.
- **Reduced timetables for Children in Care:** if a Child in Care is placed on a reduced timetable, Filton Avenue Primary School will consult with the Hope Virtual School, following local guidelines.
- **Offensive weapons on school site:** if an offensive weapon is suspected or found on school grounds, Filton Avenue Primary School will work with the Local Authority Violence Reduction Unit (Safer Options) for an appropriate response.
- **Reporting Crime and Harm:** staff will call 999 if there is a risk of harm. For other criminal concerns, the DSL/Deputy DSL will refer to the NSPCC's 'When to Call the Police' guidance or contact the local PCSO or School Officer.
- **Serious Incidents:** in the rare case of a child death or serious harm, Filton Avenue Primary School will notify the Keeping Bristol Safe Partnership as soon as possible.

15. Suspensions, exclusions and commissioning of Alternative Provisions

This section should be read in conjunction with the Behaviour Policy and TILA Alternative Learning Provision Guidance.

When deciding to suspend or permanently exclude a pupil, especially if they are identified as vulnerable, the child's welfare must be a top priority. The Head Teacher will consider their legal responsibilities and should be aware of the need for early help for pupils who:

- frequently go missing from school, home, or care.
- have had multiple suspensions, are at risk of permanent exclusion, or are in alternative provision.

Filton Avenue Primary School will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989

- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- interventions will be consistent with statutory guidance (School suspensions and permanent exclusions - GOV.UK (www.gov.uk))

When suspending or excluding, the following actions will be taken:

- An assessment of need should be undertaken with multi-agency partners where necessary, with a view to mitigate any identified risk of harm (see Section 13: Monitoring and Supporting Vulnerable Students)
- If the pupil is subject to a Child Protection Plan or where there is an existing Child Protection file, Filton Avenue Primary School will call a multi-agency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting with governance.

When commissioning Alternative Provision:

Filton Avenue Primary School will continue to be responsible for the safeguarding of the pupil and, following TILA's ALP Guidance, will make necessary checks on the provider to meet the needs of the pupil. Written confirmation from the alternative provider will be obtained including the checks on staff that **Filton Avenue Primary School** would otherwise perform for our own staff.

16. Absence from school

This section should be read in conjunction with TILA's Attendance Policy.

A pupil missing from education might indicate abuse, neglect, exploitation, or a need for early help. Staff should follow the procedures for handling unauthorised absences and missing children, especially if it happens repeatedly. Following Filton Avenue Primary School's reporting procedures, these incidents should be reported to the Designated Safeguarding Lead (DSL) and reviewed to identify and monitor the needs of vulnerable pupils.

Filton Avenue Primary School will adhere to the guidance in Children Missing Education (2016) and from the Bristol City Council Education Welfare Service – Children Missing Education. This includes notifying the local authority in which the child lives if:

- a pupil regularly fails to attend school.
- a pupil is absent without permission for 10 consecutive school days or more, following an agreed schedule with the local authority.

16.1 Elective Home Education

Filton Avenue Primary School will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

17. Response to incidents of child-on-child harm

See flow diagram in Appendix 2 that illustrates this section.

Staff should understand that children can abuse other children, including online. Such incidents must be handled in conjunction with the safeguarding and behaviour policies, with records kept on the child's safeguarding file. Child-on-child abuse can occur inside or outside school or online.

At Filton Avenue Primary School:

- There is a '**zero tolerance'** approach to abuse. Incidents are taken seriously and not dismissed as 'banter', 'having a laugh' or 'part of growing up.' Banter and teasing can be bullying behaviour and may need proportionate intervention.
- Even with a zero-tolerance approach, **Filton Avenue Primary School** educates and takes action to mitigate against a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues as those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least termly.

17.1 Reporting

Filton Avenue Primary School has clear systems for learners to report abuse confidently, knowing their concerns will be addressed (see Section 11: Reporting Concerns).

When a report is made, **Filton Avenue Primary School**:

- ensures the immediate safety of all involved and provides support for any pupils affected.
- staff listen carefully without judgment, clarifying boundaries and procedures, not asking leading questions and only prompting the child where necessary with open questions – tell, explain, describe
- assures victims that they're not causing a problem by reporting abuse and must never feel ashamed.
- ensures that the pupil's wishes are taken into consideration and any action is taken to ensure safety of the targeted pupil/pupils and other members of the wider setting cohort.
- understands children may not feel ready or know how to report abuse or exploitation, and they might not recognise their experiences as harmful.

- does not promise confidentiality, as it is highly likely that information will need to be shared with others.

17.2 Actions to take in relation to sexual violence and sexual harassment

Filton Avenue Primary School, takes the following steps when dealing with sexual violence and harassment:

- **Immediate Reporting:** incidents are reported to the Designated Safeguarding Lead (DSL) or Deputy DSL for assessment. The Brook - Sexual Behaviours Traffic Light Tool (https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/) helps assess risk and decide next steps.
- **Proportionate action:** DSLs decide if the case can be handled internally, through early help, or needs other agencies to be involved (Section 14: Multi-Agency Working).
- **Serious incidents:** regardless of age, sexual violence (rape, assault by penetration, or sexual assault) is reported to the police immediately and via 101 (this is on the understanding that the police will take a welfarist approach rather than a criminal justice one). A concurrent referral to social care must also be made. A strategy meeting can be requested where education can explicitly voice concerns of criminalisation in a multi-agency context.
- **Statutory assessments:** as required, referrals for statutory assessments under the Children Act 1989 (s.17 or s.47) are made to social care.
- **Online elements:** for reports involving online elements, staff follow government guidance (Searching, screening and confiscation at school and Sharing nudes and semi-nudes: advice for education settings working with children and young people). Staff should not view or forward illegal images. These documents give guidance on what staff should do when viewing an image is unavoidable.
- **Risk Assessments:** safety plans are developed for individual children who have been involved in an incident, including for any bystanders. They are reviewed at least every 3 months or every time there is an occurrence of an incident. These involve the child and parents/carers and address contextual risks.

17.3 Contextual safeguarding approach to child-on-child harm

Filton Avenue Primary School will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes should be made. This can include making changes to staffing and

supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

18 Mental health and wellbeing

See flow diagram in Appendix 2 that illustrates this section.

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require support.

Filton Avenue Primary School commits to:

- The appointment of a Senior Mental Health Lead who can support the development of knowledge and act as a point of expertise to promote the mental health and wellbeing of pupils. This colleague will have sufficient training in mental health and safeguarding to enable them to carry out their role effectively.
- **Early identification of vulnerability** to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that **pupils can report** and share concerns as outlined in Section 11: Reporting Concerns.
- Ensure that staff follow the **reporting process** outlined in Section 11: Reporting Concerns and illustrated in *Appendix 2,* to notify the DSL, Deputy DSLs, or other safeguarding team members, like the SENDCo. This allows them to identify any additional vulnerabilities and consider appropriate support.
- Staff ensuring the **immediate health and safety** of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the pupil is at risk of immediate harm.
- The DSLs deciding if the case can be handled internally or needs other agencies to be involved (Section 14 Multi-Agency Working).
- Communicating and working with the **pupil and parents/carers** to ensure that interventions are in the best interests of the pupil.
- DSLs will liaise with staff to ensure **reasonable adjustments** are made and develop ways to enable positive educational outcomes.
- Only appropriately trained professionals attempting to make a diagnosis of a mental health problem. **Specialist advice** will be accessed through targeted services or through the locality Primary Mental Health Specialists.

19 Responding to allegations of abuse made against professionals

This section should be read in conjunction with the Low-Level Concerns Policy and Whistleblowing Policy.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues, visitors, volunteers and contractors must be reported directly to the Head Teacher who will follow guidance in Keeping Children Safe in Education (Part 4).
- If the concern relates to Head Teacher, it should be reported to the Chief Executive of Trust in Learning (Academies) who will liaise with the Local Authority Designated Officer (LADO) and decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

19.1 Low Level Concerns

This section should be read in conjunction with the Low-Level Concerns Policy, the Staff Code of Conduct and Keeping Children Safe in Education (Part 4).

A low-level concern is not insignificant: this process should be used in events where a concern about professional conduct does not meet the harm threshold set out at the beginning of this section.

Filton Avenue Primary School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

- Reports should be made in accordance with the procedures outlined in the Low-level Concerns Policy.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of concerns raised.
- In response, the DSL will review and correct any deficits in the setting's safeguarding system.

20 Online Safety

This section should be read in conjunction with the Online Safety Policy

Online safety is a key part of TILA's overall safeguarding approach. The DSL leads efforts to ensure effective interventions, collaborating with colleagues from Central IT for technical support.

Filton Avenue Primary School is dedicated to tackling online safety issues related to content, contact, conduct, and commerce by:

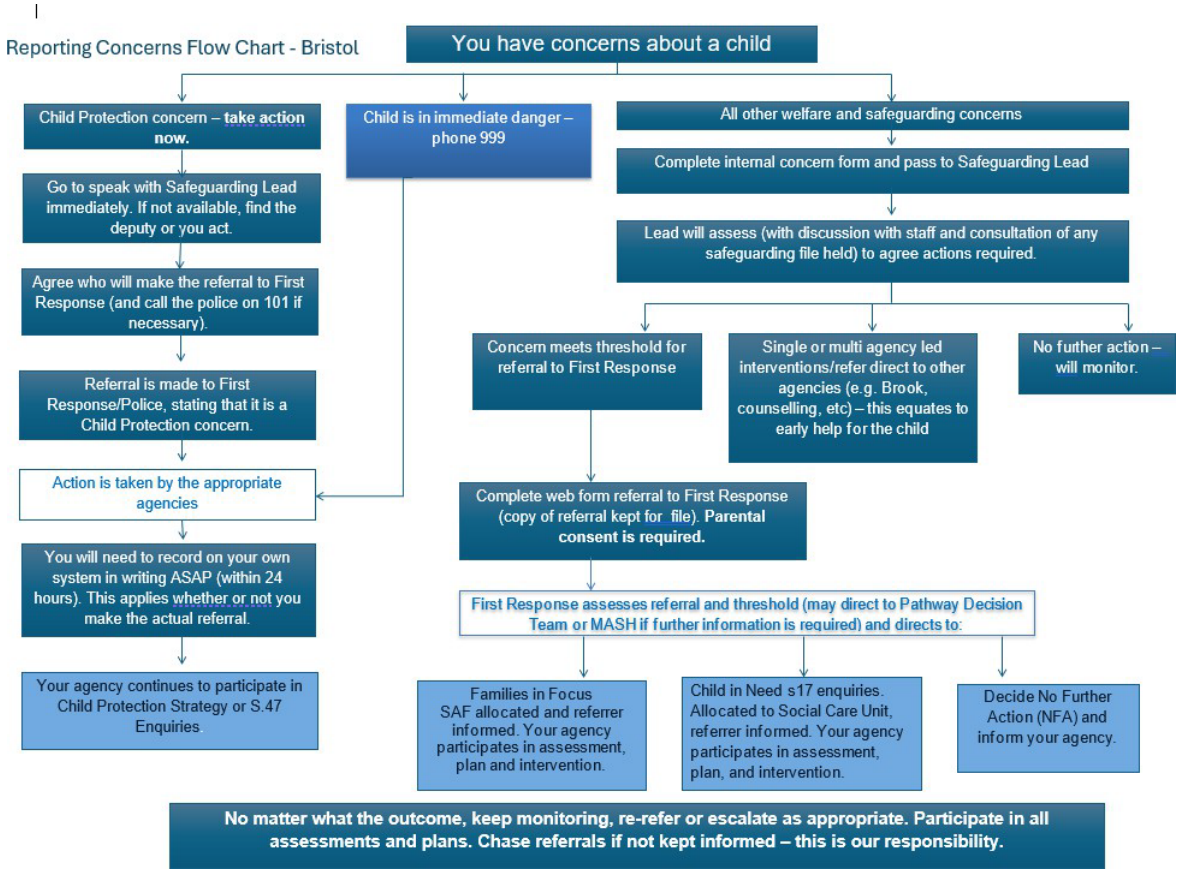
- Including online safety in relevant policies and procedures.
- Incorporating online safety into staff safeguarding training and the curriculum for learners.
- Recognising that child-on-child abuse can occur through mobile and smart technology between individuals and groups. Such incidents are handled according to our process for responding to child-on-child harm (Section 17).
- Provision of education via remote learning complying with current governmental advice (Safeguarding and remote education during coronavirus (COVID-19) and Providing remote education: guidance for schools)
- Annually reviewing the effectiveness of filtering and monitoring systems, information security, and access management, following digital and technology standards for schools and colleges (Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance).

Appendix 1: School Information

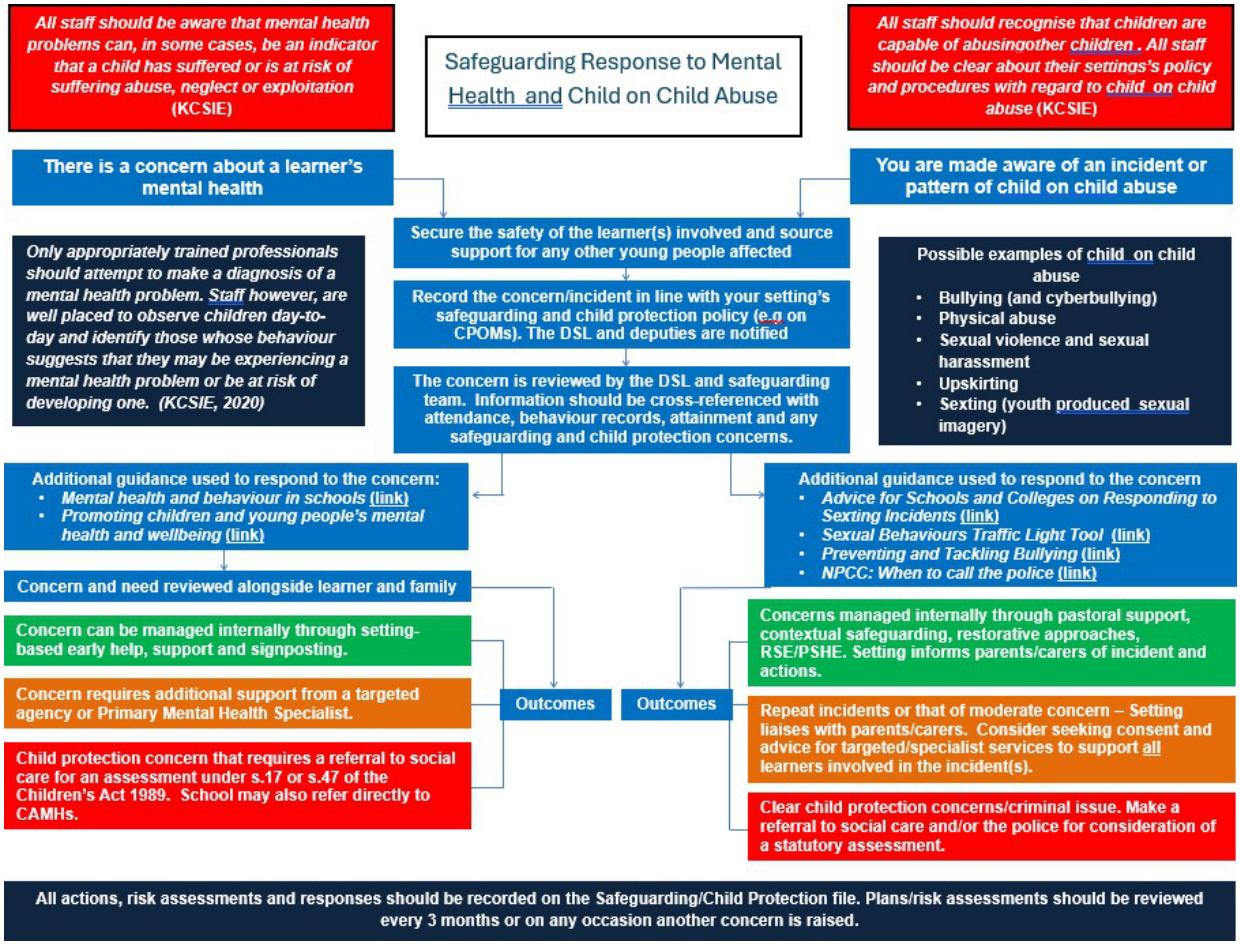
SCHOOL: Filton Avenue Primary School

Key contact	Name	Email
Headteacher	Dan Rodeck	drodeck@filtonavenue.com
Designated Safeguarding Lead	Sarah Stefanini	sstefanini@filtonavenue.com
Deputy Designated Safeguarding Leads	Sam Crane	scrane@filtonavenue.com
Chief Executive	Sue Elliott	selliott@tila.school
Named Safeguarding Lead on the Trust Board	Anne Rutherford	arutherford@gov.tila.school

Appendix 2: Bristol Reporting Concerns Flowchart



Bristol Response to Mental Health and Child on Child Abuse



Appendix 3: Multi-agency contacts

If you have concerns about a child/young person in Bristol …

If a child is at immediate risk call the POLICE	**POLICE** 999	
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	**FIRST RESPONSE** - 0117 9036444	
Out of Hours Referrals	**EMERGENCY DUTY TEAM** - 01454 615 165	
Mental Health Crisis (24 hours, 7 days a week)	**Bristol Mental Health** - 0300 555 0334	
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form	**FIRST RESPONSE Online form** https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response	
To raise concerns and ask for advice about radicalisation (also contact First Response).	**PREVENT DUTY** - 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	**Lighthouse Safeguarding Unit (Avon and Somerset police)** 01278 649228 LighthouseBristol@avonandsomerset.police.uk	
For advice and guidance about whether to make a referral	**Families in Focus (Targeted Support)**-	
South 0117 9037770	**East Central** 0117 3576460	**North** 0117 3521499

If you have concerns about a professional working with a child…

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	**Local Authority Designated Officer - (LADO)** T: 0117 9037795 KBSP LADO notification form

For information, advice and guidance in relation to safeguarding policy and procedures.

Safeguarding in Education Team T: 01179222532 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 01179222533	**East Central Advisor** Jess Curtis jessica.curtis@bristol.gov.uk 0117 9222710	**North Advisor** Elisabeth Clark elisabeth.clark@bristol.gov.uk 01179222534

Child sexual exploitation & child criminal exploitation	**Operation Topaz (Avon and Somerset Police)** **https://www.avonandsomerset.police.uk/forms/vul**	
Safer Options Team - Education inclusion managers		
South Ingrid.Hooper@bristol.gov.uk	**East Central** Calum.Paton@bristol.gov.uk	**North** Ross.Moody@bristol.gov.uk
Report a Child Missing from Education	**Bristol City Council – Education Welfare** https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	**Forced Marriage Unit** T: (0) 20 7008 0151 E: fmu@fco.gov.uk	
Online Safety Advice	**Professional Online Safeguarding Helpline** T: 0344 381 4772 E: helpline@saferinternet.org.uk	
Reporting online abuse and grooming	**Child Exploitation and Online Protection command** https://www.ceop.police.uk/ceop-reporting/	
FGM advice	**NSPCC FGM Helpline** T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
Domestic Abuse support (Bristol)	**Directorate of local and national services** **https://www.bristol.gov.uk/crime-emergencies/abuse-violence**	
Young Carers – advice and support.	**Carers Support Centre** T: 0117 958 9980 W:https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** T: 0800 028 0285 E: help@nspcc.org.uk	
Child and Adolescent Mental health (CAMHS) **Primary Mental Health Specialists (advice) Child and Adolescent Mental Health**		
South 0117 3408121	**East Central** 0117 3408600	**North** 0117 3546800
Avon and Wiltshire Mental Health Partnership NHS Trust 24/7 crisis line: 0800 953 1919		
Advice around harmful sexualised behaviour.	**Be Safe** 0117 3408700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe	
	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course	

Other Local Authorities Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	**Access and Reponses Team** **T: 01454 866000** - Monday to Thursday 9.00 – 5.00, 4.30 on Friday **E: accessandresponse@southglos.gov.uk** **W**: Access and Response Teams (ART) | South Gloucestershire Council (southglos.gov.uk)	**Emergency Duty Team** **01454 615165**
North Somerset	**Single Point of Access** **T: 01275 888 808 –**Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm **W**: Children, young people and families | North Somerset Council (n-somerset.gov.uk)	
Bath and North East Somerset (BANES)	**Children's Social Work Services** **T: 01225 396312 or 01225 396313** Mon-Thurs 8:30am to 5pm, Friday 08:30-4:30pm **E: ChildCare_Duty@bathnes.gov.uk** **W:**Report a concern about a child | Bath and North East Somerset Council (bathnes.gov.uk)	

Appendix 4: Dealing with a disclosure of abuse

What to do when a pupil tells me about abuse, neglect or exploitation they have suffered:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the pupil. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the pupil know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the pupil to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Check that you have understood correctly what the pupil is trying to tell you.
- Praise the pupil for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator.
- Be aware that the pupil may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the pupil again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the pupil's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer - Record

Appendix 5: Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties are in Keeping Children Safe in Education Annex B and access to local guidance can be found in Appendix 2 of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, **Filton Avenue Primary School** may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with Section 12: Sharing Information.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Filton Avenue Primary School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the child or peer group are at risk of CSE, **Filton Avenue Primary School** will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with Bristol's Violence Reduction Unit - Safer Options. The Safer Options Education Inclusion Managers can advise and support settings to manage risk. Targeted support maybe available to disrupt learners from getting involved with criminality.
- Avon and Somerset Police share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national information sharing scheme where education settings are notified when the police are called to an incident of domestic abuse. This scheme enables **Filton Avenue Primary School** to take proactive action and make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, professionals are **not permitted** to share information without first seeking consent from Avon and Somerset police in case this will put victims and children at further risk of harm. The only exception to this when information is shared with new education setting

(part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education).

Filton Avenue Primary School will follow Bristol's Local Safeguarding Partnership's procedures when receiving and managing information through Operation Encompass. Our setting will promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Further information can be accessed through the local authority websites.

Female Genital Mutilation

Mandatory reporting duty:
This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. Are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. Observe physical signs which appear to show that an act of FGM has been carried out

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Travel:
National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- The setting will complete an FGM Referral Risk assessment (available on the Keeping Bristol Safe Partnership website or through South Gloucestershire Children's Partnership) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the pupil's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety

- **Annex D of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.**

- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, the school settings should alert - **Child Exploitation and Online Protection command (CEOP)**

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of 'Offensive Weapons in Education Settings'.

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Head Teacher/Principal it is recommended that consultation with the Safer Options Education Inclusion Manger is made so as not to further put the child at further risk of harm if they are excluded.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.
- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. DSL's and other senior leaders should familiarise themselves with the revised 'Prevent duty guidance: for England and Wales', especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Where there is a concern about radicalisation of a pupil, Prevent referrals must be made through the Prevent Referral form found at: https://www.bristolsafeguardingineducation.org/local-safeguarding-services/

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) 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 (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

The setting will support learners who are young carers to appropriate support. To find out what is available locally visit the local authority website.

The Carers Support Centre can undertake an assessment of need and provide bespoke support. For further information and to make a referral visit the Carers Support Centre website.

Appendix 6: Types of abuse and neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch https://tacklechildabuse.campaign.gov.uk/

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

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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