

BALES COLLEGE

SAFEGUARDING POLICY



July 2018

Overview

- This policy is consistent with the requirements of 'Keeping Children Safe in Education' HMG Sept 2016, and 'Working together to safeguard children' HMG March 2015
- It is also consistent with 'The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage' HMG June 2014 and 'Multi-agency practice guidelines; Female Genital Mutilation' HMG Nov 2014
- This policy complies with Regulation 3 paragraphs 7(a) and (b)) of the Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard.
- **it is also consistent with" CTSA 2015", Section 26 (Prevent Duty)**
- Bales College Policy on Safeguarding is in accordance with the Westminster Safeguarding Children Board, whose contact details are:
 - Referral and Assessment Team Children's Services Team: 0207 641 4000
 - LADO - The Safeguarding in Employment Manager is Jane Foster - 0207 641 6108
Email: jfoster1@westminster.gov.uk
 - Westminster Prevent Team; Mark Chalmers Kiran Malik
MChalmers@westminster.gov.uk 0207 641 6032

Other contact details

- NSPCC - Call Childline 0800 1111
- FGM - Call Childline 0800 1111
 - If you are concerned about the immediate safety of a child, you should call 999 and ask for the police.
- Anti-Terrorism Hotline 0800 789 321

Applies to

- the whole school including before and after school activities and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor, pupils on placement, and volunteers working in the school. This includes, as stated below, designating a practitioner to take lead responsibility for safeguarding children and liaising with the local authority children's agencies as appropriate.
- Always remember that any member of staff can contact the above if they are concerned about the safety of a child and that it is not necessary to gain parental consent first.

Designated Person (DP) and Contact Details

Our 'designated persons' with 'status and authority' to take responsibility for child protection matters are:

- Mr Mark Yearsley the Designated Person (DP): Assistant Principal
- Miss Sharon Teji is the Deputy Designated Person (DDP): Business and Law Teacher
- Ms Maria Skoutaridou is also a trained Safeguarding Person
- The above can be contacted by telephone during school hours on: 02089605899, out of hours on 07968117359
- The email contact is: myearsley@balescollege.co.uk
- Any non-CP pastoral concerns should be reported to the Assistant Principal:
Mr Mark Yearsley: myearsley@balescollege.co.uk
- Concerns could also be raised with Mr Ben Moore one of the school Directors

Related Documents:

- Appendix A – CONCERN FORM
- Appendix B – PASTORAL REPORT FORM: For info of any note, not necessarily immediate CP Concern.
- Appendix C – What is Child Abuse?
- Bales College Whistleblowing Policy 2018
- Keeping Children Safe in Education Sept 2018: Part One & Annex A
- Bales College e-safety policy 2018
- Bales College Capability Procedure 2018
- Keeping Children Safe in Education Sept 2018: Part Four Allegations of abuse made against teachers and other staff also the section relating to peer on peer abuse (Part 5 p62)

Availability:

- This policy is made available to parents, staff and pupils via the School website www.balescollege.co.uk, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- Mr M Yearsley will take lead responsibility for dealing with child protection issues.
- The Principal and Senior Management will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- Through the Bales College Safeguarding Audit produced annually each September



Signed:

Principal and Proprietor

Date: July 2018

Part 1; Safeguarding information for all staff

Purpose

At Bales College we are committed to the protection and safety of the children and we expect everyone working within the setting to take responsibility for following these procedures. The purpose of this policy is to provide staff, volunteers and Proprietor with the guidance they need and to inform parents and guardians how we will safeguard their children whilst they are in our care.

This policy applies to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School. The health, safety and welfare of all our children are of paramount importance to all the adults who work or volunteer in our school. These include the school's reporting arrangements whereby contact with the appropriate welfare agency is made immediately and never later than 24 hours of a disclosure or suspicion of abuse.

We develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse. We support pupils who have been abused in accordance with their agreed child protection plan and ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children. **It is the responsibility of the school to refer, not to investigate or attempt to resolve allegations of abuse. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.**

Context

Our children have the right to respect and protection, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our school. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress. All pupils should care for and support each other. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.

Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.

School Responsibilities

Bales College ensures that all staff, teaching, support staff (including temporary, supply staff and volunteers) where appropriate, will:

- inform children that there are adults in the school whom they can approach if they are worried about any problems;
- include opportunities in the PSHE and citizenship curriculum for children to develop the skills they need to recognise, seek support and stay safe from abuse;
- ensure all policies and procedures are applied with due common sense and sensitivity;
- ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus and that parents are offered a copy of the policy on request;
- develop effective links with Children's Social Care and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences;
- liaise with other agencies that support pupils through normal referral routes and the CAF process;

- where there are students at the school who are 'looked after' or who have recently left the looked after system the school will allocate designated teacher who will promote their educational achievement. This will comply with the Children and Social Work Act 2017 sections 4-6.
- be responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motivation and intentions;
- work, and be seen to work in an open and transparent way and should be given guidance to help them achieve this, ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil;
- be aware that they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child safe from harm;
- know the name of the designated person for child protection and understand their responsibilities to safeguard and protect children;
- keep a sufficient record of any significant complaint, conversation or event;
- be aware of the responsibilities on Preventing Radicalisation and especially those under the Counter-Terrorism and Security Act 2015. We will assess the risk of our students being drawn into terrorism and apply our procedures appropriately
- the school will also ensure that appropriate training is given to staff and students and specifically that the DP will attend WRAP training.
- Where appropriate we will make a referral to the Channel programme
- have received a copy of the schools Safeguarding Policy, be aware of the internal referral process within the school and report any matters of concern to the Designated Safeguarding Officer (DP) and
- be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity in the school will be subjected to all reasonable vetting procedures and DBS Enhanced disclosure.

We explicitly require staff to report to the DP or the Local Authority any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm and the school will guarantee as far as is possible immunity from retribution or disciplinary action for staff for "whistleblowing" in good faith. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

If staff members have a suspicion that a pupil is being physically, emotionally or sexually abused or suffering other forms of abuse, they should bring this to the immediate attention of the Designated Member of Staff. Suspicious bruising or other injury should be mentioned at once so that information can be gathered and appropriate action taken.

The management of safeguarding

1. The Role of the Designated Person (DP)

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

The designated officer for child protection concerns (all cases which concern a staff member),

Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

Police (cases where a crime may have been committed).

Liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

The College will also ensure that appropriate training is given to staff and students and specifically that the DP will attend WRAP training. Specific training on Prevent will be given to all staff twice per year and this will include an overview of the latest guidance. Staff will also be required to read and sign that they have read KCSIE September 2018 Part 1 & Annex A as well as the Bales College Safeguarding Policy 2018.

Staff will also be required to take part in online Safeguarding training and online training in e-safety. A record of this will be kept with staff training documentation.

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.

Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

Providing and appropriate training programme through each year for all staff and ensuring that staff read and sign for KCSIE 2018 Part 1 & Annex A

Ensuring an annual Prevention Risk assessment is completed

Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible.

Report to the Local Authority (LA) information about a child missing from education – See Keeping children safe in education Sept 2016: Annex A: Further information on a child missing from education

It is Bales College's policy, when deciding whether to make a referral, following an allegation or suspicion of abuse, the Principal and the other Designated Person do not make their own decision over what appear to be borderline cases, but rather the doubts and concerns are to be discussed with the LADO. What may appear minor at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus Bales College will not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

2. Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. This type of abuse should not be passed off as 'banter' or 'part of growing up'. Staff must take all allegations seriously and treat them in the same way as other allegations of abuse (see Keeping Children Safe in Education Sept 2018 part 5 page 62).

3. Staff Code of Conduct

Our school has a Code of Conduct provided to all staff and volunteers who are expected to adhere to a professional code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Assistant Principal and parents on the same day. Bales College has in place a Physical Intervention (Use of Reasonable Force) Policy which complies with DfE and Local Authority guidance.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Assistant Principal should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures. For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. These may include: 1:1 tutoring or coaching, pupil counselling, engaging in inappropriate electronic communication with a pupil and so on. In a 1:1 situation, the door should be left open.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of Bales College. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Assistant Principal. Visits/telephone calls, texts or emails by pupils to the homes/ personal addresses of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Assistant Principal and or the pupil's parents. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Assistant Principal. Staff are discouraged from disclosing their personal telephone numbers, email address and so on to pupils.

4. Safeguarding Education

As a school we will educate and encourage pupils to keep safe through a school ethos and curriculum which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. We aim to create a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. We recognise the contribution the school can make in helping keep children safe. We do this through the teaching of self-safeguarding skills and the encouragement of responsible attitudes from childhood into adult life through workshops, external speakers. Our teaching of PSHE and citizenship helps to develop appropriate attitudes in our children and it makes them aware of the impact of their decisions on others.

Students are educated through PSHE and through themed assemblies about the need to keep safe on-line and the dangers in having an on-line presence.

Integral to this, is our policy concerning Social, Moral, Spiritual and Cultural (SMSC) education. We also teach them how to recognise different risks in different situations, and how to behave in response to them. We teach them how they can keep themselves safe and who to ask for help if their safety is threatened. The outcomes we want our pupils to achieve are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

5. Safety in the school

No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to our school premises is controlled by access through the gate. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Assistant Principal or School Office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police with a view to alerting other local schools through appropriate systems. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school organised activities with the prior consent of the school and then only in designated areas. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School. The volunteer will assist in the care of a small group of children but the sole responsibility for the personal care of pupils will be the staff member.

Our Safeguarding Procedures

Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect:

We will

- Take the child seriously
- Listen carefully and record their concerns
- Tell the child they have done the right thing by telling us
- Clarify if necessary
- Make an accurate record as soon as possible on a CONCERN FORM.
- Inform the Designated Person without delay

We will NOT

- Promise confidentiality
- Investigate
- Ask leading questions
- Repeatedly question/ask the child to repeat the disclosure over and over

Additionally staff must be aware that in cases which may involve forced marriage the issue of confidentiality must be handled differently. It is not appropriate for example to seek the involvement of family or friends as this may incur significant additional risks to the young person. (The Right to Choose p16)

It is not the role of adults in our school to investigate or resolve allegations of abuse. Once an adult has clarified that a concern is present, cease questioning the child and pass the information on to the Designated Person without delay. Adults must not think 'I can protect this child better on my own.' Adults working with a child often know something which no one else knows. Our staff will share anything they know with the DP.

The following procedures are also part of the child protection process of our school.

We:

- Follow-up unexplained absences of any child with a telephone call and/or email from the School on the morning of the first day of absence;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register;
- **Children missing from education; we will notify Local Authority if a child has been absent for a continuous period of 10 school days or more. Detailed records are kept of attendance and patterns of absence or extensive absence will be identified and discussed at SLT and with parents.**
- notify the Local Authority when a child moves to a new school at any point during their time at Bales College;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer;
- Be especially aware of the warning signs of Forced marriage or FGM and report concerns to the DP. (The Right to Choose p13) ('Multi-agency practice guidelines; Female Genital Mutilation' p16-17)
- **Please be aware that if you are worried about a child under 18 who is at risk of FGM or who you think has had FGM we have a legal obligation to share this information with social care or the police. Your concern must be discussed with the DP so we can decide on the next course of action.**

If the allegation concerns the Principal the person receiving the allegation should immediately inform the DP, who will also inform the LADO without notifying the Principal. In the case of serious harm, the police are informed from the outset.

In response to an allegation staff suspension should not be automatic. The decision as to whether or not to suspend should be made on a case by case basis. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons. Please remember, however, that this in no way rules out suspension. If the designated person believes suspension is the correct way to minimise risk to pupils then it is the correct course of action.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

The school complies with the Independent Safeguarding Authority (ISA) legislation whereby it is an offence to:

- under the Vetting and Barring Legislation to knowingly employ (or take on as a volunteer), in an ISA regulated activity, someone who is barred from such activity. (NB this is in effect not a new requirement: it broadly replaces an offence under protection of children legislation which had existed since 2000);
- not refer to the ISA details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The school reports to the Independent Safeguarding Authority (ISA) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone: 01325 953 795), immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the person is considered unsuitable to work with children.

In the above context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. We also recognise the importance that reports include as much evidence as possible. We also ensure that 'Compromise Agreements' never apply in this connection. We also appreciate that failure to make a report constitutes an offence and that the school may be removed from the DfE register of independent schools.

Contacts

Bales College Designated Member of Staff for CP: Mark Yearsley

myearsley@balescollege.co.uk

T: 0208 960 5899

M : 07968117359

Westminster Safeguarding Children Board contact details:

- Referral and Assessment Team - 0207 641 4000
- LADO –Jane Foster – 0207 641 6108
- Westminster Prevent Team; Mark Chalmers Kiran Malik
MChalmers@westminster.gov.uk 0207 641 6032
- For out of borough referrals see individual borough websites (where student lives)
- Anti-Terrorism Hotline 0800 789 321

Ofsted Helpline: 0300 123 1231

Fax: 0300 123 3159

Email: enquiries@ofsted.gov.uk

Disclosure and Barring Service (DBS) Referrals: 01325 953 795 PO Box 181, Darlington, DL1 9FA.

New guidance which includes specific duties and responsibilities for staff can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Appendices

Appendix A



BALES COLLEGE: CONCERN FORM

Child's Name:	Class:
Date:	Person Reporting:
Description of Incident	
DP Signature: Date:	Action Taken:

Appendix B

BALES COLLEGE PASTORAL REPORT FORM

Date: _____

Student: _____

Staff: _____

Issues discussed

Actions

Follow up or further action

Shared with

Name

Date

Signed

Student

Staff

Appendix C

Definitions

What is Child Abuse?

The following definitions are taken from *Working Together to Safeguard Children (2015)* HM Government

Children in Need

Children who are unlikely to reach or maintain a satisfactory level of health or development will be significantly impaired, without provision of services.

Significant Harm

This is the threshold justifying compulsory intervention for the protection of children.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

Vulnerable Groups

Children who may be more vulnerable to being harmed may include: babies and younger children, disabled children, children who are isolated, children who are already thought of as a problem (e.g. children in care, secure accommodation and children with emotional/behavioural difficulties). In the context of Bales College this could also mean students who are isolated because of their level of English.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This also includes those students who may deliberately harm themselves and Female Genital Mutilation (FGM).

Emotional abuse

Emotional abuse 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 the 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. It 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.

Child on child sexual violence and sexual harassment

This type of abuse is often more common and insidious and **all** victims should be reassured that they are being taken seriously. A victim should never be given the impression that they are creating a problem by reporting and their concerns should never be passed off as 'banter' or 'normal part of growing up'. This type of abuse may involve physical acts as well as online abuse.

Prevent

Prevent is one strand of Contest, the government's national counter terrorism strategy. Prevent seeks to safeguard vulnerable individuals at risk of radicalisation, and to stop them becoming terrorists or supporting terrorists. Prevent works across all forms of extremism, including far Right, Far left, Environmental, Al Qaeda or Daesh.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, or may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and pornography, 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.

Children with Special Educational Needs

Children with SEN and disabilities can face additional safeguarding challenges, this policy recognises that additional barriers may exist when working with these young people.

Abuse of Trust

It is an offence under the 'Sexual Offences Act 2003' for a member of staff to have a sexual relationship with a child under 18, where that person is in a position of trust, even if the relationship is consensual. This applies where the young person is in full time education and the staff member works in the same establishment, even if the adult does not teach them. If the young person is over 18 it may result in 'gross misconduct' by the member of staff.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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) and
- ensure access to appropriate medical care or treatment.

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

Child Exploitation and E-safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Bales College will ensure that we have in place appropriate measures such as internet security filtering. We will ensure that staff are aware of how not to compromise their position of trust in or outside the setting and are aware of the dangers associated with social networking sites. Please see our 'e-safety policy'.

Abuse can also cover the following which are part of 'Keeping Children safe in Education' Sept 2018 and are covered in staff training;

- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **Children missing in education**
- **Domestic violence**
- **Children involvement in gangs**
- **Child sexual exploitation**
- **So called Honour based violence**

Some of the following signs might be indicators of abuse or neglect:

- **Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;**
- **Children with clothes which are ill-fitting and/or dirty;**
- **Children with consistently poor hygiene;**
- **Children who make strong efforts to avoid specific family members or friends, without an obvious reason;**

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movement