

# Safeguarding

St Joseph's College Safeguarding policy supplement

Information for Staff, Students, Parents and Carers on Safeguarding.



# DESIGNATED SAFEGUARDING TEAM

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At St Joseph's College, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our students in line with our Catholic and Lasallian values. These form the basis of the ethos of the whole school and in everything that we do.

This policy aims to provide all members of staff, children and young people and their families with a clear and secure framework for ensuring that all children in St Joseph's College are protected from harm, both while at school and when off the school's premises.

We believe that students have a right to learn in a supportive, caring, and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. To fulfil this responsibility, every member of staff is instructed to take a "Child Centred" approach, always considering what is in the best interests of the child.

Our school will ensure that all children are safeguarded by actively encouraging members of staff to work together proactively with children and families who may need help, and for this to happen as soon as possible so that children are protected from any further emotional and physical harm.

# Our Key Aims:

-  All our students are safe and protected from harm.
-  All staff are aware of their statutory responsibilities with respect to safeguarding, and appropriate action is taken in a timely manner to safeguard and promote children's welfare.
-  All staff are provided with the training to recognise and report safeguarding issues. This will enable them to identify children who may benefit from early help, to work with children and their families to bring about positive change, and how to take appropriate action to safeguard children when necessary.
-  All our policies, procedures and practices are designed regarding Early Help and Child Protection Policy, ensuring compliance and consistency across the school environment.
-  We seek opportunities to work together with those voluntary and statutory services who share our commitment to providing early help for children and families.
-  All children are made aware of the risks they may face both inside and outside of school, and what they can do to keep themselves and others safe.
-  Parents/Carers are provided with access to information that gives them awareness of the risks their children may face both inside and outside of school, and what they can do to help them keep their children safe.
-  Staff, students, governors, visitors, volunteers, and parents are aware of the expected behaviours and the College's legal responsibilities in relation to the safeguarding and promoting the welfare of all our students.

We believe that Safeguarding is everyone's responsibility and as such St Joseph's aims to create the safest environment within which every student can strive and reach their potential. We recognise the importance of us ensuring our students know how to seek support, feel that they will be listened to, and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers, and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

At St Joseph's College, we follow and adhere to the Croydon Safeguarding Children Partnership policies and procedures Board procedures and a direct link to their website is below:

[www.croydonlcsb.org.uk](http://www.croydonlcsb.org.uk)

Any concerns or support sought will be via the Multi Agency Safeguarding Hub (MASH). They will work with us in an integrated way to improve outcomes for our students and their families.

Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment – and that we all feel safe in our environment.

If you, or your child, are concerned about something, please log this on CPOMS (staff) or for external or student referrals please contact us via [safeguarding@sjc.ac](mailto:safeguarding@sjc.ac) and one of our Safeguarding team will be in touch.

Please note the information will remain confidential but if there are concerns in relation to the safety of the child, we will have to refer it to MASH.

Anyone (parent/carer/young person/teacher) can make a MASH referral if they have a concern about a young person – it does not have to be a DSL or a member of the Safeguarding team.

# If you have an urgent concern about a child that needs an immediate response, please contact your borough's MASH

## **Croydon MASH:**

0208 255 2888 (Monday to Friday 9am to 5pm) or the Emergency Duty Team on 0208 726 6400 outside of these hours.

## **Lambeth MASH:**

0207 926 3100 (Monday to Friday, 9am to 5pm)

0207 926 5555 (Monday to Friday, 5pm to 9am, weekends and public holidays)

Email [helpandprotection@lambeth.gov.uk](mailto:helpandprotection@lambeth.gov.uk)

## **Bromley MASH:**

(Mon-Fri, 8:30am-5pm): 020 8461 7373 / 7379

Out of hours/weekends/public holidays: 0300 303 8671

Email Bromley Children and Families Hub (C&F Hub) [mash@bromley.gov.uk](mailto:mash@bromley.gov.uk)

## **Southwark MASH:**

Tel: 0207 525 1921 – (Monday to Friday 9am – 5pm)

Tel: 0207 525 5000 – (Out of hours)

## **Lewisham MASH:**

For urgent child protection referrals contact the MASH on 020 8314 6660 and ask to speak with a duty Social Worker.

# CHILD ON CHILD ABUSE

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

Everyone has the right to learn and work in a school community free from discrimination or harassment and where, fundamentally, they feel safe. St Joseph's College prides itself on a robust behaviour policy that aims to eliminate Child on Child abuse. The low levels of reported child on child abuse incidences appear to start as problems outside the school gate or online at home or in the community. However, we recognise that the stresses placed on those that are bullied can have a detrimental effect on making progress. All of this can have far-reaching effects on their emotional health, well-being, attendance, educational successes, and subsequent life chances.

The Safeguarding and Pastoral team works with staff, students, and parents to create an inclusive learning community and it is one where any form of child on child abuse is not tolerated. Staff work alongside the Pastoral and Safeguarding team to encourage students to tell us about incidents of bullying, so we can effectively offer support to those experiencing the bullying and to ensure those carrying out the bullying stop.

## TYPES OF ABUSE

There are many forms of abuse that can occur between children and the following list is not exhaustive:

### **Bullying - physical, name calling, homophobic etc.**

Bullying in whatever form is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Young people who bully and those who are bullied can have long term problems.

To be considered as bullying, the behaviour must be aggressive and include:

-  An imbalance of power: young people who bully use their power, such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
-  Repetition: bullying behaviours happen more than once or have the potential to happen more than once.

Details of our anti-bullying strategies and procedures can be found in our Whole College Safeguarding and Behaviour Policies.

### **Physical abuse**

Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action to take or sanctions to introduce.

### **Cyberbullying**

The rapid development of, and widespread access to, technology has provided a medium for cyberbullying, which can occur in or outside the College. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. Cyberbullying involves the use of mobile devices, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram, Twitter etc. to harass, threaten or intimidate someone.

Cyberbullying can fall into criminal behaviour under the Malicious Communications Act 1988 (Section 1) which states that a person who sends electronic communications which are “indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim” would be deemed to have committed an offence. The Communications Act 2003 (Section 127) further supports this and states that a person is guilty of an offence if he/she sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or if for the purpose of causing annoyance, inconvenience or needless anxiety to another he/she sends a message by means of a public electronic communications network knowing that the message is false.

If the behaviour involves the taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the College will have no option but to involve the Police to investigate these allegations.

### **Bullying which occurs outside the College**

We will follow the procedures outlined in the Whole College Safeguarding and Behaviour Policies and our disciplinary powers to address the conduct of pupils when they are not on the College premises and are not under the lawful control or charge of a member of college staff. This may include bullying incidents occurring anywhere off the academy premises, such as on public transport, off site during lunchtimes, during the evening at weekends or during the school holidays.

Where abuse outside of the college is reported, we will investigate and take appropriate action. We will also consider whether it is appropriate to notify the Police if we believe an offence has taken place.

## Sharing nude and semi-nude images (formerly known as sexting)

Sharing of nude or semi-nude images is when someone sends or receives a sexually explicit text, image or video via the internet or mobile device. This includes sending 'nude/semi-nude pics' or 'rude pics' or 'nude/semi-nude selfies.'" Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure at college is a last resort, and they may have already tried to resolve the issue themselves. When an incident involving the inappropriate sharing of images via the internet or mobile device comes to the college's attention, we will follow the guidance as set out in the UK Council for Internet Safety (UKCIS) publication outlined below. In all cases, staff will be required to confiscate any devices to preserve any evidence and hand them to the Police for inspection. See DfE advice on searching, screening and confiscation.

When considering appropriate action regarding the sharing of inappropriate images, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving our pupils and the sharing of nude and semi-nude images will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the UKCIS document 'Sharing nudes and semi-nudes - Advice for education settings working with children and young people' which also includes advice on responding to incidents and safeguarding children and young people. Copies of this document are held in the DSL/DDSL and Pastoral offices.

The UKCIS advice outlines how to respond to an incident of nudes and semi-nudes being shared including:

-  Risk assessing situations.
-  Safeguarding and supporting children and young people.
-  Handling devices and images.
-  Recording incidents, including the role of other agencies.
-  Informing parents and carers.

The types of incidents which this advice covers are:

-  A person under the age of 18 creates and shares nudes and semi-nudes of themselves with a child under the age of 18.
-  A person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a child under the age of 18.
-  A person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school or sports team etc. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older or established members of the organisation or 'gang' because they have all experienced this as part of a 'rite of passage'. Many rituals involve humiliation, embarrassment, abuse and harassment.

### **Prejudiced-based and discriminatory bullying/behaviour**

The term prejudiced-based or discriminatory bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices related to disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. Abuse can occur online and offline and is never acceptable.

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is now a criminal offence.

### **Child on child sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Children's sexual behaviours exist on a

wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour and we have trained members on the safeguarding team to triage these behaviours.

If staff have any concerns about a child's welfare, they should act on them immediately. Staff in this academy will follow the academy's Child Protection Policy and procedures and speak to the DSL or DDSL. In the absence of the DSL/DDSL staff should alert a member of the Safeguarding team.

In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

-  Make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up.
-  Challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and other private areas of the body.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case-by-case basis with the DSL/DDSL taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

## **We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.**

All staff have been made aware that even if there are no reports in our college, it does not mean it is not happening it may be the case that it is just not being reported. If staff have any concerns regarding such abuse, they must speak to the DSL/DDSL as soon as possible.

We will ensure that pupils are aware of the NSPCC and Childline dedicated helplines (NSPCC report abuse in education – **0800 136 663 and Childline 0800 1111**) for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance.

### **Decisions about what action to take will consider:**

-  The wishes of the victim in terms of how they want to proceed.
-  The nature of the incident – might a crime have been committed?
-  The ages of the children involved.
-  Any power imbalance between the children for example, if one child is much older, more mature, or more confident. Does the victim have a disability, learning difficulty or other health related issues.

-  Whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator.
-  That sexual violence and sexual harassment can take place within intimate personal relationships between children.
-  Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

**Some situations, however, are statutorily clear:**

-  A child under the age of 13 can never consent to any sexual activity.
-  The age of consent is 16.
-  Sexual intercourse without consent is rape.
-  Rape, assault by penetration and sexual assault are defined in law.
-  Creating and sharing sexual photos and videos of under-18s is illegal. This includes children making and sharing sexual images and videos of themselves.

## ONLINE SAFETY

New technologies inspire children to be creative, communicate and learn. However, while the internet is a great resource, it is important that children and young people are protected from the risks they may encounter. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. At St Joseph's we have developed an effective approach to online safety to ensure we protect and educate our community in their use of technology and establishes mechanisms so we can identify, intervene, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

-  Content: being exposed to illegal, inappropriate, or harmful material.
-  Contact: being subjected to harmful online interaction with other users; and
-  Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

### WHAT CAN YOU DO AS A PARENT/CARER TO KEEP YOUR CHILD SAFE ONLINE?

With technology changing on what can seem like a weekly basis, often our young people are more up to date than we are; it can be daunting to know what to do to keep them using the internet safely. An easy way to ensure you know what your child is doing online and to make sure they know how to stay safe is to get them to take you through the steps they would follow to do three things on every app they use.

## DO THEY KNOW HOW TO:

-  Block someone they don't want as a 'friend'?
-  Change their privacy settings? (And then check their settings are appropriately secure)
-  Report something or someone that makes them feel uncomfortable/offensive?

Should you ever have any concerns about your child's online activity, please get in touch with us, we will be able to offer help and support and signpost to other resources and agencies where appropriate.

## ADDITIONAL RESOURCES

CEOP -Child Exploitation and Online Protection provides up to date information and a way to report concerns:

[www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

ThinkUKnow is an excellent resource, regularly updated and available in a range of age-appropriate levels to support all young people, parents, and professionals:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

# CHILD EXPLOITATION

Every year thousands of children are the victims of modern-day slavery. These children may have been forced to cross international borders, have been groomed into 'county lines' drug trafficking or have faced exploitation in their own communities. Child exploitation involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in some form of usually illegal activity which may or may not include sexual activities (Child Sexual Exploitation).

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If you are concerned about your Son, Daughter or young person please contact the safeguarding team at school for advice by emailing [safeguarding@sjc.ac](mailto:safeguarding@sjc.ac) or calling 020 8761 1426 and request to speak with the DSL or DDSL, call 101, or 999 if it is an emergency, and explore advice given – the links below are good places to start:

[www.childrensociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines](http://www.childrensociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines)

[www.barnardos.org.uk/what-we-do/protecting-children/cse](http://www.barnardos.org.uk/what-we-do/protecting-children/cse)

[www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/)

## COUNTY LINES

County lines are illegal drug dealing networks between large urban centres, small towns, and rural locations. Children and young people are coerced, using intimidation, blackmail and violence, to transport and sell drugs, cash and weapons across the country via dedicated mobile phone lines which may be referred to as "deal lines".

Children and young people are at risk if they become caught in county lines networks. To reduce the risk to themselves, the dealers use people they think others will not suspect.

Any child or young person on the periphery of drug use, taking drugs, or otherwise encountering drugs, is vulnerable.

Sometimes gangs establish a secure base in the home of a vulnerable person, forcing their cooperation through violence or exploiting a drug dependency. Leaders or dealers can enter relationships with vulnerable young females, which can also lead to sexual exploitation or domestic abuse. Young people can have drugs or money stolen and become indebted, forcing them to continue to cooperate to pay the money back.

If you have any suspicions regarding drug taking or the potential for county lines you should contact the police on 101 (or 999 if you feel someone is in imminent danger) and alert the school safeguarding team immediately.

## GANGS, YOUTH VIOLENCE AND KNIFE CRIME

Gangs and youth violence are a growing problem across the country. Membership of gangs and associated youth violence can have a devastating impact on children and young people and their families.

### DEFINITION OF A GANG

A gang is relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group and engage in a range of criminal activity and violence. They may also identify with or lay claim over territory, have some form of identifying structure feature, and/or conflict with other, similar gangs.

### VULNERABLE GROUPS

-  Chaotic home life where children are not priority.
-  Poor supervision from an early age.
-  Issues within home (e.g., domestic abuse, mental ill health).
-  Familial history of offending.
-  Children with additional needs.
-  Poor engagement with education.
-  Poor self-image / self-worth.
-  Looked after children.
-  Children who have been permanently excluded from school.

### REASONS FOR JOINING A GANG

-  gangs provide a sense of belonging and purpose.

-  to get respect / status or power.
-  for protection.
-  recruited by other gang members and are pressured to join.
-  boredom.
-  poverty.
-  feeling they will not find a better life or good job.
-  financial gain (legal or otherwise).

## SPOTTING THE SIGNS

-  aggression and / or non-compliance.
-  difficulty concentrating.
-  difficulty developing relationships.
-  reduction in attendance and /or attainment / missing episodes.
-  low self-esteem, depression, or anxiety.
-  self-harm.
-  substance misuse.
-  change in behaviour and appearance.
-  unexplained possessions.
-  refusal to enter certain areas.
-  new nickname or starts to use tags/graffiti on books/possessions.

## WHAT YOU CAN DO

-  Create an environment based on equality and informed choice – provide information to allow pupils to make informed choices. It is well established that success in learning is one of the most powerful indicators in the prevention of youth crime.
-  Check young people have safe relationships – in their family, with their peers and with your staff. Create the environment where it's ok to talk even about the most difficult things.
-  Contextual approach – be aware of the risks to children and young people in your local area in relation to gangs and youth violence.
-  Spot the signs & know what to do – use the checklists above, your safeguarding procedures and be confident in raising gang and youth violence as a possibility.
-  Take action – and keep taking action until you know they're safe.

# PHYSICAL CHASTISEMENT

## PHYSICAL CHASTISEMENT – CLARIFICATION FOR PARENTS

The laws surrounding smacking, slapping, or hitting a child are often in the news. You may already know that it is illegal for a teacher to smack or hit a child, but are you clear on whether you as a parent can do this?

## SMACKING YOUR OWN CHILD

It is not illegal for a parent to hit their child if the 'smack' amounts to 'reasonable punishment'. There is, therefore, a difference between punishment and what can feasibly be termed 'abuse'. Unreasonable punishment is classed as a smack that leaves a mark on the child, or the use of an implement to hit the child, such as a belt or cane. A parent can give another person consent to use reasonable punishment on their child, such as a babysitter or grandparent.

## CRIMINAL OFFENCES

So where do you draw the line between assault – a criminal offence – and reasonable punishment? And what happens if the discipline is seen as Child Cruelty in criminal legal terms? Common assault is chargeable by the Crown Prosecution Service if it amounts to scratches, minor bruising, grazes, red skin, a black eye, or superficial cuts.

Actual bodily harm could be a broken or lost tooth, broken nose, minor cuts (more than merely superficial), a loss of consciousness, serious bruising, or minor bone fractures, as well as emotional damage that amounts to a psychiatric injury.

Grievous bodily harm requires a compound fracture, injuries that cause a substantial amount of blood loss (requiring a transfusion), a visual disfigurement, injuries that result in permanent disability, or 'wounding' that breaks both the inner and outer layers of the skin. Again, this could include psychiatric injury.

Grievous bodily harm with intent is the most serious (before attempted murder) and carries a maximum sentence of life imprisonment. This would be the right charge if a parent wounded their child with intent, unlawfully, maliciously, and intentionally, or caused grievous bodily harm to another person.

## WILL SMACKING EVER BE BANNED?

The NSPCC and other children's charities have been rigorously campaigning for a total ban on smacking. This has not yet come in to force and is unlikely to do so for the foreseeable future. It would also be very hard to enforce within private homes and reinforces recent government criticism about the 'nanny state'. Views are divided, but critics of the current

law say that it violates the rights of a child not to have recourse to having suffered an assault.

How to discipline without smacking – some suggestions will be more appropriate for one age group than another

-  Give love and warmth as much as possible.
-  Have clear simple rules and limits.
-  Be a good role model.
-  Praise good behaviour so it will increase.
-  Ignore behaviour you don't want repeated.
-  Criticise behaviours, not your child.
-  Reward good behaviour with hugs and kisses
-  Distract younger children.
-  Use humour.
-  Allow children some control, joint decisions, choices.
-  If a punishment is necessary, the removal of privileges, 'time out' or natural consequences are better.

If you'd like further information on this topic, this is good place to start...

[www.childlawadvice.org.uk/information-pages/the-law-on-smacking-children](http://www.childlawadvice.org.uk/information-pages/the-law-on-smacking-children)

## CHILD PROTECTION

All Child Protection concerns need to be acted on immediately. If you are concerned that a child may be at risk or is suffering abuse, you should tell one of the Designated Safeguarding Team at St Joseph's College.

All Adults, including the designated safeguarding staff, have a duty of care by law to refer all known or suspected cases of abuse to the relevant agencies including social services or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g., The WPA, CAMHS, Brook or School Nursing Team, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. They should then report the concern via their own agency's procedures.

Where the disclosure is made by a child attending an alternative provision, the referral should be recorded and referred to the On-Site Senior Designated Person and a formal notification made to the College DSL/DDSL where the student is on role for information or appropriate action to be taken. Any records made should be kept securely on the student's CPOMS file.

# RECOGNISING CONCERNS, SIGNS & INDICATORS OF ABUSE

## PHYSICAL ABUSE

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning, and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

## EMOTIONAL ABUSE

Emotional Abuse is where a child's need for love, security, recognition, and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening, or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them.

Symptoms that indicate emotional abuse include:

-  Excessively clingy or attention seeking.
-  Very low self-esteem or excessive self-criticism.
-  Withdrawn behaviour or fearfulness.
-  Lack of appropriate boundaries with strangers; too eager to please.
-  Eating disorders or self-harm

## SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative or viewing pornographic material including using the internet. Indicators of sexual abuse include allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

## NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs that can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

**STATUTORY GUIDANCE FROM THE DFE:**

Keeping Children Safe in Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read and understand at least part one of the guidance.

If you have any  
concerns log it on  
**CPOMS**, if you do not  
have access to CPOMS  
please email  
**SAFEGUARDING@SJC.AC**