



TRELLECH PRIMARY SCHOOL

SAFEGUARDING POLICY

Date: Oct 2020

Adopted by : Governing Body

Review Date: Nov 2021

Safeguarding Policy Trellech Primary School

Working with Monmouthshire CC

The policy provides a framework which ensures that policies and practices within the Council are consistent and in line with Monmouthshire's stated values, and which must underpin all work with children, young people, and adults at risk.

The intention of this policy is to support quality service delivery, promote good practice, and ensure services are delivered in a way that children, young people and adults at risk

2. PRINCIPLES OF THE POLICY

This policy is underpinned by the Council's vision to build sustainable and resilient communities and the 4 wellbeing objectives:

- To develop opportunities for communities and businesses to ensure a well-connected and thriving county;
- Maximise the benefits of the natural and built environment for the well-being of current and future generations;
- Maximise the potential in our communities to improve wellbeing for people throughout the course of their life;
- Provide children and young people with the best possible start in life to help them achieve better outcomes.

There is an expectation that all of the workforce, Councillors and partners share an objective to help keep children, young people and adults at risk safe by contributing to:

- Creating and maintaining a safe environment;
- Identifying where there are concerns and taking action to address them in partnership with other agencies;
- Prevent unsuitable people from working with children, young people and adults at risk;
- Ensure the whole workforce understands safeguarding and their accountabilities and responsibilities;

Promote safe practice and challenge poor and unsafe practice

Main Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

At Trellech Primary School we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our pupils to take and make decisions for themselves.

Our teaching of Digital Citizenship and online safety, RSE (Relationships and Sexuality Education) and personal, social and health education and citizenship, (as part of the Health and Wellbeing Area of the Curriculum For Wales) and the SEAL (Social and Emotional Aspects of Learning) initiative, help to develop appropriate attitudes in our children and make them aware of the impact of their decisions on others. We also teach learners how to recognise different risks in different situations, and how to behave in response to them.

Aim

All staff at Trellech Primary School recognise that in any potential child abuse case, the child's welfare is the most important consideration.

Its aims are:

- to raise the awareness of all staff responsibility in their '**duty to report**' a child at risk of abuse, neglect and/ or harm;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection.

Purpose

Trellech Primary School believe that a child should NEVER experience abuse of any kind. We have a responsibility to promote the welfare of all children and to keep them safe. We are committed to practice in a way that protects them.

1.1 **Trellech Primary School** fully recognises the contribution it makes to safeguarding adults and children at risk.

There are three main elements to our policy:-

- a. Prevention;
- b. Procedures for identifying and reporting cases, or suspected cases of adults and children at risk.
- c. Support to those who may have experienced abuse or harm.

1.2 This policy applies to all staff and volunteers working in **Trellech Primary School**. It is recognised that staff who come into contact with adults and children can often be the first point of disclosure of abuse or harm. This first point of contact is an important part of the protection process and it is essential that all staff are aware of and implement the procedures as noted in this policy.

Prevention

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard adults and children at **Trellech Primary School**.

We will therefore:-

- a. Establish and maintain an ethos where children and adults feel secure, are encouraged to talk and share their concerns and will be listened to;
- b. Ensure that those attending this setting/using this service know that all staff and volunteers in this setting can be approached if they are worried or concerned about matters that concern them or their family members or friends.
- c. Include in the ethos of the setting that people have the right to be safe from abuse and to know that they can turn to staff for help;

Procedures

3.1 As a school we will we follow the **Wales Safeguarding Procedures 2019** <https://safeguarding.wales/> and also policies, protocols and guidance documents that have been endorsed by Gwent Safeguarding <https://www.gwentsafeguarding.org.uk/en/Children/Protocols-and-Procedures/Protocols-and-Procedures.aspx> and in conjunction with Monmouthshire's Safeguarding Policy.

3.2 Trellech Primary School will:-

- a. Ensure it has a named designated senior member of staff (DSL) who has undertaken the appropriate training in line with agreed national and local requirements. This setting/service will also nominate a named deputy who will be the central contact at times when the designated person is absent. In the unlikely event that both are absent or unavailable the most senior person will act as a contact point for other staff.
- b. Recognise the role of designated person and arrange support and training. The setting/service will look to the SEWSCB, GWASB and to the local authority for guidance and support in all child protection matters and concerns for adults at risk.
- c. Ensure that all members of staff, including permanent, part time and adult volunteers, (and school governors/management boards) knows:-
 - The name and contact details of both the designated and deputy person responsible for child protection and concerns for adults at risk;

- That it is the named designated person and/or their deputy who have the responsibility for making referrals for children/adults at risk within timescales, by completing the agreed multi-agency form.
 - That the designated person and deputy will seek advice from the Designated Officer and or Social Services Duty Team if necessary when a referral is being considered; if in doubt a referral must be sent.
- d. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to an adult or child who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the setting/service.
 - e. Ensure that adults, children and carer have a clear understanding of the responsibility placed on the setting/service and its staff for safeguarding adults and children by setting out their obligations in relevant service/setting information.
 - f. Provide training for all staff so that they:-
 - i) Understand their personal responsibility;
 - ii) Are cognisant of agreed local procedures
 - iii) Understand the need to be vigilant in identifying suspected cases of abuse;
 - iv) Know how to support an adult or child who discloses abuse, particularly the do's and don'ts.
 - g. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding children and adults at risk including attendance at child protection/case conferences and subsequent meetings and support these with the submission of written reports.
 - h. Keep written records of concerns about adults and children at risk (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
 - i. Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted sensitively and securely.
 - j. Ensure that all recruitment and selection procedures follow all national and local guidance. The setting/service will seek advice and guidance from the appropriate Human Resources on recruitment and selection.
 - k. Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required but will be required to write an annual report to the governing body on the school's child protection activities.
 - l. creating and maintaining positive relationships and ensuring we deal effectively with any negative issues including bullying that may arise
 - m. ensuring we have effective complaints and whistleblowing measures in place
 - n. ensuring we provide a safe physical environment for our children, staff and volunteers by applying health and safety measures in accordance with the law and regulatory guidance

The named person in our school who is the Designated Safeguarding Person (DSP) is the Head teacher, **Mrs Karen Christofi**. In her absence, all matters should be referred to Deputy Head teacher **Mrs Kate Peacock** or ALNCo **Mrs Claire Cotton**.

If an allegation is directly concerning the Head Teacher, the Chair of Governors will deal with the issues. At Trellech Primary School this is **Mrs Liz Thomas**.

Governors with responsibility for Safeguarding are Mrs Liz Thomas and Mrs Pam Lloyd.

Supporting children and adults at risk of abuse

4.1 At **Trellech Primary School** we recognise that those who are at risk, suffer abuse or witness violence are often affected in adverse ways, some may be deeply troubled by these events.

4.2 At **Trellech Primary School** we will endeavour to be patient and supportive to those at risk of harm or abuse.

Prevent

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have “due regard to the need to prevent people being drawn into terrorism.” In complying with the duties we ensure all staff understand the risk and build the capabilities to deal with it.

Prevent training took place for all staff, with new staff completing update training. Senior staff members (**Mrs Karen Christofi or Mrs Kate Peacock**) must be informed of any concerns or disclosures and these will be referred immediately.

The school’s named co-ordinator (Head Teacher, Mrs Karen Christofi) works with the Local Safeguarding Children’s Board (LSCB), Social Services department and the designated LA Senior Manager for Child Protection (Mrs Heather Heaney) and Head of Children’s Services (Mrs Jane Rodgers). The interest of the child is of paramount importance.

Operation Encompass

Operation Encompass was launched across Monmouthshire schools on 4th March 2019 as part of a Gwent wide initiative to address limitations in the early sharing of information between Police and schools. Its vision is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

If you have a concern about someone in your household or family presenting a risk of harm to others, you can discuss at school – we are here to listen and support.

Education Welfare Service will continue to forward Operation Encompass notifications to School Designated Safeguarding Leads.

Operation Encompass does not replace or supersede existing protocols, or singularly address child welfare. The process should always be followed in conjunction with current safeguarding procedures and practitioner guidelines, it is designed to reinforce safeguarding and ensure children's well-being is of paramount importance.

Information for all staff/volunteers

5.1 What to do if a child or adult tells you they have been abused or harmed

A person may confide in any member of staff/volunteer. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the person when they are freely recalling events. Limit any questions to clarifying your understanding of what the person is saying. Any questions should be framed in an open manner so not to lead the person;
- You must report orally to the **Designated Person Safeguarding (DSP) or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the setting/service;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the Designated Safeguarding Lead. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the person's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the person it is an important one in the child protection process.
- Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age/understanding related ways to the person as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared can be the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting the person, contributing to an assessment or supporting safeguarding plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others.
- If an allegation of abuse is made against a member of staff/volunteer this must be reported to the Designated Person for Safeguarding (DSP).
- Where the allegation is against a member of staff you should refer to Children's/Adult Services in the same way as for all allegations of abuse.

Confidentiality

6.1 A person may only feel confident to confide in a member of staff/volunteer if they feel that the information will not be divulged to anyone else. However we all have a responsibility to share relevant information about the protection of children and adults with the designated statutory agencies when a person is experiencing harm or abuse.

It is important that each member of staff/volunteer deals with this sensitively and explains to the person that they must inform the appropriate people who can help them, but they will only tell those who need to know in order to be able to help. Staff should reassure the person and tell them that their situation will not be common knowledge within the setting/service (i.e. not discussed with other staff) Staff/volunteers need to be aware that it may well have taken significant courage on the part of the person to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Training

The setting/service will be cognisant of national and local training requirements and guidance, which will include SEWSCB and GWASB guidance, advice and training opportunities.

7.1 The service/setting will ensure that the Designated Safeguarding Person (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local

requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be given.

7.2 All staff/ volunteers will be regularly updated during the year as appropriate from the designated lead, but will receive specific awareness raising training within a 2-year period.

The Designated Safeguarding Person at this setting is:-

Karen Christofi, Headteacher

The Deputy Designated Safeguarding Person at this setting is:-

Kate Peacock, Deputy Headteacher

When reporting a concern to Children's Services, the contact details are:

Duty Social Worker, Monmouthshire County Council:

01291 635669

Out of Hours and Bank Holidays Emergency Duty Team:

0800 328 4432

In an emergency:

Dial 999

REMEMBER:

- ❖ Immediate action is important, please do not delay sharing any safeguarding concerns with the DSP/safeguarding lead or deputy. There will be a DSP/safeguarding lead on the school site at all times
- ❖ It is especially important to continue to work closely with other agencies and professionals that support the child and their family.
- ❖ If staff and volunteers have concerns about a staff member or volunteer who may pose a safeguarding risk to children, this must be reported immediately to the DSP or deputy. If the concern relates to the DSP please contact heatherheaney@monmouthshire.gov.uk Tel 01633 644392
- ❖ We continue to work with the local authority and other workers to identify and support vulnerable learners.
- ❖ If you are a pupil or a parent or carer of a child, school continues to be there to support you if you are concerned about harm or abuse. Please speak with the Head teacher or class teacher and share your concerns, we are here for you.

The Designated Lead Officer for Safeguarding in Education is Heather Heaney
heatherheaney@monmouthshire.gov.uk

Useful links for parents and carers

Stay Safe. Stay Learning. Online safety guidance for parents and carers [Parents and carers](#)

<https://hwb.gov.wales/zones/online-safety/key-information/>

Gwent Safeguarding <https://www.gwentsafeguarding.org.uk/en/Children/Parents-and-Carers/Parents-and-Carers.aspx>

Report Harmful Content

Keeping Learners Safe-Welsh Government Guidance

<https://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>

***Addendum**

Education Welfare Service will continue to forward Operation Encompass notifications to School Designated Safeguarding Persons during periods of forced school closure.

Covid-19 update – we are aware that during this period of uncertainty where there may be forced periods of lockdown or family self-isolation, there are increased risks for those living at home with someone who has abusive behaviours. It may be more difficult to report

concerns. Whether safeguarding concerns are identified regarding a pupil attending the school site, through blended learning approaches or through contact between school staff and pupils – the school continues to have a legal duty to report all safeguarding concerns. Please report any concerns you may have to school staff, safeguarding and supporting children during these challenging times continues to be a priority.

In support of learners during periods of 'distance or blended learning', all teaching staff continue to monitor activity of all pupils. Engagement levels and 'check in' are closely monitored and where there is a noticeable absence in engagement, a support network will be provided for families who are finding things challenging at home. This will be through regular phone calls from school for support and guidance, and where necessary, support services will be signposted.

For identified 'vulnerable learners', additional phone calls are made to ensure families feel supported and are able to manage emotional wellbeing of learners as well as academic tasks.

Where safeguarding concerns are identified, **the school continues to have a legal duty to report all safeguarding concerns** and staff are asked to report this to the DSP (Karen Christofi) or Deputy DSP (Kate Peacock/ Claire Cotton) immediately.

Online Safety and Distance Learning

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system has been disrupted but remains of central importance. During this period, we recognise children are likely to spend more time online to support distance learning/ blended learning. There are many benefits to staying connected, however, increased time spent online may also increase the risk of encountering online safety issues.

School staff continually promote online safety with pupils in their care, and will help learners to develop a responsible attitude to system use, communications and publishing. Key messages are reinforced and pupils are encouraged to share any concerns they may have (please see Online Safety Policy).

If staff are worried that a child or young person has been harmed or is at risk of harm the DSP must be informed as soon as possible. If for any reason you cannot contact the DSP, contact Children's Services and report your concerns. If you think a child or young person is in immediate danger then contact the police on 999.

Live streaming of lessons and teacher input may be used as a practical and appropriate approach in **exceptional circumstances**, particularly in support of learner engagement and well-being. However, this should only be used with great care, and with all appropriate safeguards in place, including co-attendance by a senior staff member, which protect both the learner and the teacher. The WG guidance outlined in **Live-streaming safeguarding principles and practice for education practitioners** to ensure teachers and learners are appropriately protected and safeguarded.

Appendix 1

Safeguarding in Education

Roles and Responsibilities in Schools

(a) The role of the Governing Body in Maintained Schools in Monmouthshire

Governing bodies of maintained schools, governing bodies (Corporations) of FE institutions, and proprietors of independent schools in Monmouthshire should ensure that their respective organisations:

- Have effective child protection policies and procedures in place that are:
 - In accordance with local authority guidance and locally agreed interagency procedures;
 - Inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.);
 - Reviewed at least annually;
 - Made available to parents or carers on request;
 - Provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs.

- Operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including relevant DBS checks.

- Ensure that the head teacher/principal and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training.

- Give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities.

- Ensure that the governing body/proprietor remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention.

- Ensure that the designated senior person (DSP) for child protection, the designated governor, and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the Safeguarding Children Board and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

(See 'Keeping Learners Safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002')

(b) Additional responsibilities of community Focussed Schools, Pre and Post School Learning and Out of Hours Learning Providers in Monmouthshire.

The governing body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of the premises, or a transfer of control agreement has been made. Governing bodies can enter into transfer of control agreements in order to share control of the school premises with another body, or transfer control to it. The other body, known as the "controlling body", will control the occupation and use of the premises during the times specified in the agreement.

Transferring control of the premises to local community groups, sports associations, and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the governing body must confirm that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

(c) Responsibilities of Head teachers

Head teachers and principals of all schools should ensure that all staff (including supply teachers and volunteers):

- Are aware of child protection policies and procedures adopted by the governing body or proprietor are fully implemented and followed by all staff;
- Can access sufficient resources and time to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;

- Understand the procedures for safeguarding children, and feel able to, raise concerns about poor or unsafe practice, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Welsh Government Procedures for Whistleblowing in Schools and Model Policy;
- As part of their induction, are given a written statement about the school's policy and procedures, and the name and contact details of the DSP for child protection when they start work in a new establishment.

(d) Role of the Designated Person in Schools

The designated senior person for safeguarding in a school fulfils an essential role in developing and implementing policies that help to safeguard adults and children from all forms of abuse and create a safe environment. Refer to Keeping Learners Safe

Each setting should identify a Designated Senior Person (DSP) with lead responsibility for managing adult and child protection and safeguarding issues and cases.

The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies.

The role involves providing advice and support to other staff, making referrals to, and liaising and working with, other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all adult/child protection issues in the establishment.

The DSP must be a senior officer at the setting or part of the senior leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of other staff members, but it is important that a senior member of staff takes responsibility for this area of work.

In many schools and settings a single designated person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a designated person for each part or site. In large organisations, or those with a large number of adult/child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

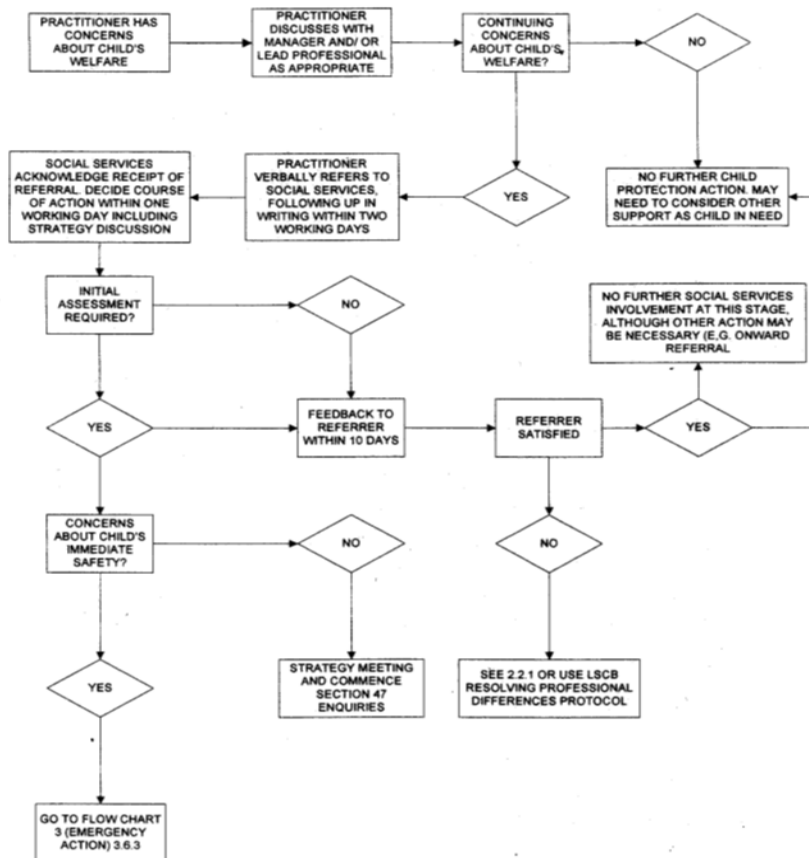
The DSP does not have to be an expert in the area of adult/child protection but will take responsibility for the establishment's adult/child protection practice, policy, procedures and professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

Appendix 2

Referral Process - Children

All Wales Child Protection Procedures 2008

3.2.5 Flowchart 1: referral



Appendix 3 – Defintions

A Child

The [Social Services and Well-being \(Wales\) Act 2014](#) and accompanying Guidance define a 'child' as a person who is aged under 18.

A Child At Risk

S.130 (4) of the [Social Services and Well-being \(Wales\) Act 2014](#) defines a **child at risk** as a child who:

1. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
2. Has needs for care and support (whether or not the authority is meeting any of those needs).

It is important to note:

- The use of the term 'at risk' means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who *also* require actions to secure their safety in the future;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

Definitions of Abuse

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 caregiver fabricates or induces illness in a child whom they are looking after.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Financial Abuse

Financial or material abuse is any theft or misuse of a person's money, property or resources by a person in a position of, or expectation of, trust to a vulnerable person. Common forms of financial abuse are misuse by others of a vulnerable adult's state benefits or undue pressure to change wills. Financial/material abuse may also be perpetrated by one vulnerable adult upon another.

Risk from other actual or potential harm to a child or young person may also result from:

- [Criminal exploitation such as county lines \(CCE\)](#)
- [Child sexual exploitation](#)
- [Radicalisation](#)
- [Female genital mutilation](#)
- [Modern slavery](#)

Appendix 4

Relevant Legislation and Contact Details

These procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are held by the Head Teacher and centrally on our school server.

Central to all procedures for child abuse is a case conference. The following people and agencies must be invited to attend:

- Social Services
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

Clinical or Educational psychologist

Consultant Psychiatrist (if hospital is concerned)

Senior Educational Welfare Officer

Head Teacher or designated teacher/ Head Teacher from siblings' school

Community worker if appropriate

Housing Department

County Council Chief Executive/Clerk's Department

Recognised voluntary organisations

Emergency duty team (Social Service)

Sexual abuse cases are investigated by the Police. Social Services can be present to assist the Police when interviewing a child.