

Safeguarding Policy

FONTENEBRO INTERNATIONAL SCHOOL

THE PROTECTION OF THE CHILD AND THE SAFEGUARDING OF ORDER

Publication Date: August 2023

1. POLITICAL STATEMENT AND PRINCIPLES

The spirit of Fontenebro International School is to allow children in the international mobile community to learn and develop, grow and realize their potential in a SAFE environment that is child-centered, stable, enriching and rich in learning opportunities.

This policy is available on the college website. Our fundamental protection principles are:

- The responsibility of the school to protect and promote the well-being of children is of the utmost importance.
- Safer children are more successful students.
- Policies will be reviewed at least annually, unless an incident or new legislation or guidance suggests the need for a mid-term review.
- The school operates within the Spanish legal framework, but uses UK best practices and guidance to develop its policies and procedures. The reference to UK laws, etc., is intended to help staff understand the context or expectations in relation to particular issues.

1.1 Declaration of child protection

We recognize our moral and legal responsibility to safeguard and promote the welfare of all students. We strive to provide a safe and nurturing environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, and governors.

Policy principles

- The well-being of the child is paramount.
- All children, regardless of their age, gender, ability, culture, race, language, religion or sexual identity, have the same rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest that a child is at risk of harm.
- Students and staff involved in child protection issues will receive appropriate support.

Objetives of this policy:

- Provide all staff with the necessary information to enable them to fulfill their child protection responsibilities.
- Demonstrate the school's commitment to child protection to students, parents and other partners.

Safeguarding legislation and guidance

The definition of safeguards is to recognize and act to protect any child who may be at risk, either physically or emotionally, and it is the responsibility of all ISP staff to report any concerns they may have to designated safeguards leaders (DSL).

2. ROLES AND RESPONSIBILITIES

Designated Protection Leaders (DSL) for child protection are:

Hugo Liz de Castro: h.liz@fontenebroschool.com (Head)

Eva Paredes: e.paredes@fontenebroschool.com (Counselor)

Beatriz Escrivá: b.escriva@fontenebroschool.com (Counselor)

Esther Egusquiza e.egusquiza@fontenebroschool.com (Counselor)

Rafael Alonso: r.alonso@fontenebroschool.com (Coordinator)

Natalia Galvis: n.galvis@fontenebroschool.com (Coordinator)

Cristina Béjar: c.bejar@fontenebroschool.com (Coordinator)

Julia García: j.garcia@fontenebroschool.com (Coordinator)

2.1 The Designated Protection Lider (DSL)

- Has the status and authority within the college to carry out the duties of the position, including the allocation of resources and the support and direction of other staff.
- Is properly trained, with regular updates.
- Acts as a source of support and expertise for the school community.
- Has a working knowledge of security procedures.
- Sensitizes staff through training courses and with the latest protection policies.
- Requests detailed written records of all concerns, ensuring that such records are stored appropriately, but kept separate from the student's general file.
- Refers cases of suspected abuse to child welfare or the police, as appropriate.
- Ensures that when a student leaves school, their child protection file is passed on to the new school (separate from the student's main file and ensures safe transit) and confirmation of receipt is obtained.

- Attend and/or participate in child protection conferences.
- Coordinates the school's contribution to child protection plans.
- Coordinates relevant information with legal agencies.
- Ensures that the child protection policy and procedures are reviewed and updated annually.
- Makes the child protection policy publicly available, on the school website or through other means.

3. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

Good practices include:

- Treat all students with respect.
- Set a good example by behaving appropriately.
- Involve students in decisions that affect them.
- Encourage positive, respectful, and safe behavior among students.
- Be a good listener.
- Be alert to changes in student behavior and signs of abuse, neglect, and exploitation.
- Recognize that challenging behavior can be an indicator of abuse.
- Read and understand the school's child protection policy, staff behavior policy, and guidance documents on broader protection issues.
- Be aware that personal and family circumstances and the lifestyle of some students carry an increased risk of abuse.
- Refer all concerns about the safety and well-being of a student to DSL or, if necessary, directly to the police or social service

3.1 Abuse of position trust

All school personnel are aware that inappropriate behavior towards students is unacceptable and that their conduct towards students must be above reproach. Staff understand that under the Sex Offences Act 2003, it is a crime for a person over the age of 18 to have a sexual relationship with a person under the age of 18, when that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under the age of 18 can be a crime.

3.2 Children who may be particularly vulnerable

Some children may be at higher risk for abuse. Many factors can contribute to increased risk, including prejudice and discrimination, isolation, social exclusion, communication problems, and the reluctance of some adults to accept that abuse may occur. To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Young caregivers.
- Affected by parental substance abuse, domestic violence, or parental mental health needs.
- Asylum seekers.
- Live away from home.
- Vulnerable to being harassed or involved in bullying.
- Live in temporary accommodation.
- Live transitory lifestyles.
- Living in chaotic and unsupported home situations.
- Vulnerable to discrimination and mistreatment based on race, ethnicity, religion, disability or sexuality.
- At risk of sexual exploitation.
- Spanish is not his vehicular language.
- At risk of female genital mutilation (FGM).
- At risk of forced marriage.
- At risk of falling into extremism.

This list provides examples of additional vulnerable groups and is not exhaustive. A special consideration includes the provision of information and protection resources in community languages and accessible formats for children with communication needs

3.3 Children with special educational needs and disabilities

Children with special educational needs and disabilities may face additional protection challenges. There may be additional barriers to recognizing abuse and neglect in this group of children, which may include:

- Assumptions that indicators of possible abuse, such as behavior, mood, and injuries, are related to the child's disability without further exploration;
- The possibility that children with special educational needs and disabilities are disproportionately affected by behaviors such as bullying, without showing any signs outwardly.
- Communication barriers and difficulties to overcome these barriers

Staff are trained to manage these additional barriers and ensure that this group of children is properly protected.

3.4 Absentee Children

Attendance, absence, and exclusion are closely monitored. Repeated absence of a child from school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorized absences and take appropriate action, including notifying the local authority, especially when children repeatedly miss class and / or are absent for periods during the school day. Staff should be alert to signs of children at risk of travel to conflict zones, female genital mutilation, and forced marriage.

3.5 Report if you have concerns about a schoolmate

Staff who are concerned about a colleague's behavior toward a student are certainly in a very difficult situation. They may be concerned that they misunderstood the situation and wonder if a report could endanger their colleague's career. All staff must remember that the well-being of the child is paramount. The school's whistleblowing code allows staff to raise concerns or allegations, initially confidentially and for a sensitive investigation to take place

All concerns about inappropriate practices or possible child abuse by colleagues must be reported to the principal.

Complaints about the principal should be reported to the person in charge of child protection designated for ISP schools: Miguel Ángel Garran.

Contact information: mgarran@ispschools.com

3.6 Allegations against staff

When a report is made against a staff member, our established procedures must be followed. Full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2016) and the Policy and Procedures for Allegations of Abuse Against School Staff.

Allegations regarding staff no longer working at the school, or historical allegations, will be reported to the police.

3.7 Staff training

It is important that all staff receive training that enables them to recognize possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. New staff will receive a briefing upon arrival, which includes the school's child protection policy and staff behavior policy, document and record information, and details for the DSL. All staff, including the DSL, the director (unless the director is the DSL) will receive training that is regularly updated. All staff will also receive updates on safeguards and child protection via email, electronic newsletters, website access, and staff meetings throughout the year.

4. SAFER RECRUITMENT

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the LSCB by carrying out the necessary checks and verifying the identity, qualifications and work history of the applicant.

At least one member of each hiring panel will have attended safer hiring training.

The college obtains written confirmation from supplying third party agencies or organizations that agency staff or others who may work at the college have been properly screened.

Teachers in training will be controlled by the school or by the training provider, from whom a written confirmation will be obtained.

The college will maintain a single central registry of the contracting controls carried out.

4.1 Volunteers

Normally, volunteers cannot work within Spanish schools, however, in cases where there is an exception, they will undergo controls in accordance with their work at the school, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been properly controlled be left unsupervised.

4.2 Contractors

The school verifies the identity of all contractors working on the site and requests child protection checks with prohibited list checks when required by legal guidance. Contractors who have not been screened will not be allowed to work unsupervised during the school day.

4.3 Site Security

Visitors to the school, including contractors, are asked to register and be issued a badge, confirming that they have permission to be on the site. Parents who are simply dropping off or picking up their children do not need to register. All visitors are expected to observe the school's health and safety regulations. The principal will exercise professional judgment in determining whether a visitor should be escorted or supervised while on the site.

4.4 Extended School activities and/or off-site

All extended and off-site activities are subject to a risk assessment to meet health and safety and security requirements. When extended school activities are provided and administered by the school, our own child protection policies and procedures apply. If other organizations provide services or activities on our site on behalf of our school, we will verify that they have the proper procedures in place, including more secure

recruitment procedures. When our students attend off-site activities, including day and residential visits and work-related activities, we will verify that there are effective child protection provisions.

4.5 Email system between school staff and students

Fontenebro International School has an email system between school staff and students that is securely monitored and allows students and parents to communicate with staff at any time, should they need to do so. No one from the staff should communicate through social media. WhatsApp communications should never be between students and staff.

5. CHILD PROTECTION PROCEDURES

5.1 Acknowledging the abuse

To ensure that our students are protected from harm, we need to understand what types of behavior constitute abuse and neglect.

Abuse and neglect are forms of mistreatment. Someone may abuse or neglect a child by inflicting harm, for example, hitting him, or by failing to act to prevent harm, for example, leaving a young child alone at home.

Abuse can be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out in Appendix One along with the indicators of abuse

5.2 Intimidation

While bullying between children is not a separate category of abuse and neglect, it is a very serious problem that can cause anxiety and distress. All incidents of bullying, including cyberbullying and bias-based bullying, must be reported and will be managed through our anti-bullying procedures which can be accessed through the appropriate Stage Coordinator.

5.3 Taking measures

Any child, in any family at any school could become a victim of abuse. Staff should always maintain a "this could happen" attitude. The key points for staff to remember to take action are:

- In an emergency, take the necessary steps to help the child, if necessary, call **112**.
- Report your concern to DSL as soon as possible, definitely at the end of the day.

- Don't start your own investigation.
- Share information only when necessary: do not discuss the matter with colleagues, friends or family.
- Complete a record of concerns.
- Seek support for yourself if you are distressed.

5.4 If you are concerned about the welfare of a student

There will be times when staff may suspect that a student may be at risk. The student's behavior may have changed, his artwork may be strange, he may write stories or poetry that reveal confusion or distress, or physical signs may have been noted. In these circumstances, the staff will try to give the student an opportunity to speak and ask if he or she is okay or can help in any way.

Staff should use the wellness concern form to record these initial concerns. If the student reveals that he is being harmed, the staff should follow the advice below. After an initial conversation with the student, if the staff member has concerns, they should discuss their concerns with DSL.

5.5 If a student reveals

It takes a lot of courage for a child to reveal that he is being abused. They may feel ashamed, especially if the abuse is sexual; your abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their fault. Sometimes they may not realize that what is happening is abusive.

If a student talks to a staff member about any risk to their safety or well-being, the staff member will, at the appropriate time, let the student know that to assist them they must pass the information to the DSL.

During their conversations with students, staff:

- Allow them to speak freely.
- Stay calm and don't overreact.
- Nod your head or words of comfort: "I am so sorry that this happened", "I want to help", "It is not your fault", "You are doing the right thing by talking to me".
- Don't be afraid of silences.
- Under no circumstances ask research questions, such as how many times this has happened, if it happens to siblings, or what the student's mother thinks about it.
- At the appropriate time, tell the student that to help him / her, the staff member must pass on the information and explain to whom and why.
- Do not automatically offer any physical touch for comfort.
- Avoid admonishing the child for not revealing it earlier. The child may interpret saying things like "I wish you told me this when it started" to mean that they have done something wrong.
- Tell the student what will happen next.
- Verbally report to DSL even if the child has promised to do it himself.
- Complete the Concern Registration Form and return it to DSL as soon as possible.
- Seek support if you feel distressed.

5.6 Notification to parents

The school will normally try to discuss any concerns about a student with their parents. This should be handled sensitively and the DSL will contact parents in the event of a concern, suspicion, or disclosure.

Our focus is the safety and well-being of the student. Therefore, if the school believes that notifying the parents could increase the risk to the child or aggravate the problem, it will first seek the advice of the children's social care and / or the police before contacting the parents.

5.7 Confidentiality and information exchange

All staff will understand that child protection issues ensure a high level of confidentiality, not only out of respect for the student and staff involved, but also to ensure that information released into the public domain does not compromise the evidence. Staff should only discuss concerns with DSL, principal / director, or chair of governors (depending on who is the subject of the concern). Then that person will decide who else needs to have the information and will disseminate it based on the need to know it. However, after a series of cases in which senior leaders in the school did not respond to concerns raised by staff, Keeping Children Safe in Education (2016) emphasizes that any staff member can communicate with the social care of children if you are worried about a child. Information on child protection will be stored and handled in accordance with the Data Protection Act 1998. The exchange of information is governed by the following principles. The information is:

- Necessary and proportionate.
- Relevant.
- Suitable.
- Accurate.
- Timely.
- Sure.

Information sharing decisions are recorded, whether the decision to share is made or not. Concern registration forms and other written information will be stored in a closed facility and any electronic information will be password protected and only available to relevant people.

Child protection information will be stored separately from the student's School file.

The DSL will normally obtain the consent of the student and / or parents to share confidential information within the school or with outside agencies. When there is a good reason to do so, DSL may share information without consent and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have the automatic right to see them. If a staff member receives a request from a student or parent to view child protection records, they will forward the request to the principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information can help protect a child.

5.8 Referral to child social care

DSL will make a referral to child social care if a student is believed to be suffering or at risk of significant harm. The student (subject to age and understanding) and parents will be informed that a referral is being made, unless doing so increases the risk to the child.

6. ABUSE AMONG PEERS

Children can be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures when necessary. However, there will be times when a student's behavior warrants a response under child protection rather than anti-bullying procedures.

Peer abuse can take many forms, including:

- Physical abuse such as biting, hitting, kicking or pulling hair.
- Sexually harmful/sexual abuse behavior such as inappropriate sexual language, physical contact, sexual assault.
- Texting including pressuring another person to send pictures or sex video content.
- Teen relationship abuse: defined as a pattern of actual or threatened acts of physical, sexual, or emotional abuse, perpetrated against a current or former partner.
- Initiation/Hazing: Used to induce newcomers to an organization, such as a sports team or school groups, by subjecting them to a series of potentially humiliating, embarrassing or abusive judgments that promote a bond between them.
- Prejudicial behavior: a range of behaviors that make someone feel powerless, worthless or excluded and that relate to prejudices around belonging, identity and equality, in particular prejudices related to disabilities, special educational needs, ethnic, cultural and religious background, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as "jokes" or "part of growing up." Different gender issues may prevail when it comes to peer abuse, for example girls being touched or sexually assaulted or boys subjected to initiation / hazing violence.

At our school, we take the following steps to minimize or prevent the risk of peer abuse.

- An open and honest environment where young people feel safe to share information about anything that bothers or worries them.
- Assemblies are used to provide a moral framework that describes acceptable behavior and emphasizes the effects of bullying.
- Mentoring periods are used to reinforce the message through stories, role plays, current affairs, and other appropriate activities.
- The staff will always strive to create an environment in which everyone feels safe and comfortable at school.
- We will ensure that the school is well supervised, especially in areas where children may be vulnerable.

All allegations of peer abuse should be relayed to DSL / DDSL immediately. They will then be investigated and treated as follows:

- **Gathering Information** Children, staff and witnesses will be discussed as soon as possible to gather relevant information quickly to understand the situation and assess whether there was an intent to cause harm.
- **Decide on the action:** if it is believed that a young person is at risk of suffering significant harm, they will be referred to child social care. The DSL will then work with the children's social care to decide next steps, which may include contacting the police.
- **Inform parents:** As with other concerns of abuse, the school will normally try to discuss concerns about a student with the parents. Our focus is on the safety and well-being of the student and therefore if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, it will first seek the advice of the children's social care and / or the police before contacting parents.

Supporting those involved

The support required for the student who has been injured will depend on his or her circumstance and the nature of the abuse. Support could include counseling, tutoring, support from family and friends, and / or support to improve relationships with peers or some restorative justice work. Support may also be required for the student who was hurt. We will try to understand why the student acted in this way and consider what support may be necessary to help the student and / or change behaviors. Once those needs have been met, the consequences of the harm caused or intended will be addressed.

6.1 Sexting

There is no accepted definition of "sexting," but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under the age of 18, via telephone, mobile or online. The UKCCIS council document refers to this as 'youth-produced sexual images'.

All incidents involving sexual images produced by youth will be responded to as follows:

- The incident will be referred to DSL immediately and DSL will conduct an initial review meeting with appropriate personnel. If appropriate, subsequent interviews will be conducted with the young people involved.
- Parents will be informed at an early stage and involved in the process, unless there is good reason to believe that parental involvement would put the youth at risk of harm.
- At any point in the process, if there is concern that a youth has been harmed or is at risk of harm, a referral to social services will be made.
- In some cases, it may be necessary to refer the matter to the police. Once a report is filed with the police, the report must be recorded and the police will investigate. This may include the seizure of devices and interviews with the youth involved.

7. SEXUAL EXPLOITATION OF CHILDREN

Sexual exploitation involves an individual or group of adults who take advantage of the vulnerability of an individual or groups of children or young people, and the victims can be boys or girls. Children and youth are often unknowingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.

Sexual exploitation is a serious crime and can have a lasting adverse impact on a child's physical and emotional health. It can also be related to child trafficking. The school includes the risks of sexual exploitation in the curriculum of PSHE and SRE.

A common characteristic of sexual exploitation is that the child often he does not recognize the coercive nature of the relationship and does not see himself as a victim. The child may initially resent what they perceive as staff interference, but staff must act on their concerns, as they would any other type of abuse. Indicators of sexual exploitation are known to all staff and all concerns are reported immediately to DSL.

7.1 Honor-based violence

Violence "based on honor" (HBV) includes crimes that have been committed to protect or defend the honor of the family and / or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing... All forms of HBV are abuse. Female genital mutilation is the collective name for a series of procedures that involve partial or total removal of the female external genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a crime under the Female Genital Mutilation Act 2003. The practice can cause severe pain and distress and long-term health consequences, including difficulties in childbirth. Female genital mutilation is carried out on girls of any age, from infants to older adolescents and adult women, so school personnel are trained to understand risk indicators. Many of these procedures are carried out abroad and staff should be especially alert to suspicions or concerns expressed by female students about going on vacation during the summer vacation period. A forced marriage is a marriage in which a woman (and sometimes a man) does not consent to marriage, but is forced into marriage. Coercion can include physical, psychological, financial, sexual, and emotional pressure. It can also involve violence and physical or sexual abuse. In England and Wales, the practice is an offense under the Antisocial Behavior, Crime and Police Act 2014. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in various cultures, the families of both spouses take a leading role in organizing the marriage, but the choice whether or not to accept the agreement remains with the future spouses. Children can marry at a very young age and well below the age of consent in England. School staff are trained and should be especially alert to suspicions or concerns raised by a student about transferring abroad and not being allowed to return to England.

7.2 Radicalization and Extremism

Extremism is defined as vocal or active opposition to democracy, the rule of law, individual freedom, and mutual respect and tolerance for different faiths and beliefs. Some children run the risk of being radicalized: adopting beliefs and engaging in harmful, criminal or dangerous activities. Islamic extremism is the most publicized form and schools must also remain vigilant against the risk of radicalization towards white supremacy extremism. School staff will receive training to help identify signs of extremism. The curriculum provides opportunities for pupils to discuss religious, ethnic and cultural issues and the school follows the advice of the DfE Promoting Core British Values as part of SMCS (Spiritual, Moral, Social and Cultural Education) in schools (2014).

7.3 Private host agreements

Occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under 16 years of age or under 18 if the child is disabled. By law, a parent, private foster caregiver, or others involved in making a private foster care arrangement must notify children of private foster care. When a staff member realizes that a student may be in an arrangement they will bring it up to DSL and the school must notify the local authority of the circumstances.

7.4 Children in custody

The most common reason children remain in custody is due to abuse or neglect. The school ensures that staff have the skills and understanding necessary to keep children in care safe. The appropriate staff have information about the legal status of the child in care and the care arrangements, including the level of authority delegated to the caregiver by the authority caring for the child. The designated child care teacher and DSL have details of the child's social worker and the name and contact details of the virtual director of the local authority for children in custody.

7.5 Work experience

The school has detailed procedures in place to protect students undertaking work experience, including arrangements to verify individuals providing placements and supervising students in work experience that they are in accordance with the Keeping Children Safe in Education guidelines (2016).

7.6 Children staying with host families

The school can arrange for students to stay with a host family during an exchange trip or sports tour. Some foreign students may reside with host families during the school term and we will make these arrangements safe and appropriate. In such circumstances, all persons over 16 years of age who are in the house will be required to submit to the corresponding police controls

8.INTERPRETATION

In this policy, the term "senior manager" means a school principal, principal, and their designated alternates.

This policy applies to all schools and other work settings within the Association. This policy applies to all companies, which are wholly owned subsidiaries of International Schools Partnership Services Limited, a company registered in England, with registration number 08652527, and the terms "Association" and "Company" should be construed accordingly, depending on the employing company.

The registered office of all companies is:

One Fleet Place, Londres, EC4M 7WS.

Any queries related to the application of this policy should be directed to the Director of Operations at:

33 Cavendish Square, Londres, W1G 0PW.

9. POLICY TRACKER

Appendix one

Four categories of abuse

Physical Abuse

Physical abuse is a form of abuse that can involve hitting, shaking, throwing, poisoning, burning or scalding, choking, suffocating, or causing physical harm to a child. Physical harm can also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, a disease in a child (this used to be called Munchausen syndrome by proxy, but is now more commonly known as manufactured or induced disease).

Emotional Abuse

Emotional abuse is the persistent emotional abuse of a child that causes serious and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or does not love him, that he is inadequate, or that you value him only to the extent that he meets the needs of another person. It may include not giving the child a chance to express his views, deliberately silencing him, or "making fun" of what he says or how he communicates. May present inappropriate age or developmental expectations that are placed on children. These may include interactions that are beyond a child's developmental capacity, as well as overprotective and limited exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing someone else's abuse. It can involve serious bullying (including cyberbullying), causing children to feel frightened or in danger frequently, or exploitation or corruption of children. Some level of emotional abuse is involved in all types of child abuse, although it can occur on its own.

Sexual Abuse

Sexual abuse involves forcing or inciting a child or youth to engage in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetrative assault (for example, rape or oral sex) or blunt acts such as masturbation, kissing, rubbing, and touching outside of clothing. They can also include non-contact activities, such as engaging children in sexual watching or imagery, viewing sexual activities, encouraging children to behave in a sexually inappropriate manner, or grooming a child in preparation for abuse (including through Internet). Sexual abuse is not solely perpetrated by adult men. Women can also commit acts of sexual abuse, just like other children.

Negligence

Neglect is the persistent inability to meet a child's basic physical and / or psychological needs, which is likely to result in a serious impairment of the child's health or development. Neglect can occur during pregnancy as a result of substance abuse by the mother. Once a child is born, neglect can mean that a parent or caregiver does not:

- Provide adequate food, clothing and shelter (including exclusion from home or neglect)
- Protect a child from physical and emotional harm or danger
- Ensuring adequate supervision (including the use of inappropriate caregivers)
- Ensure access to appropriate medical care or treatment. It can also include neglect or failure to respond to a child's basic emotional needs.

Abuse Indicators

Physical signs define some types of abuse, for example bruising, bleeding, or broken bones as a result of physical or sexual abuse, or injuries sustained while a child has been properly supervised. Identifying physical signs is tricky as children can go to great lengths to hide their injuries, often because they feel ashamed or embarrassed, or because their abuser has threatened more violence or trauma if they "count." It is also quite difficult for anyone with no medical training to classify injuries as accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the variety of indicators of abusive behavior and report any concerns to the designated Protection Leader. It is the responsibility of the staff to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused, neglected, or exploited may:

- Have bruises, bleeding, burns, fractures, or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in hot weather.
- Worry about changing for PE or swimming.
- Appear sloppy and unkempt.

- Change your eating habits.
- Has trouble making or keeping friends.
- Appear fearful.
- Being reckless about your own safety or that of others.
- Self-harm.
- They miss school frequently, are late, or leave school part of the day.
- Show signs of not wanting to go home.
- Show a change in behavior, from calm to aggressive, or carefree or withdrawn.
- Defy authority.
- Disinterest in their school work.
- Being constantly tired or worried.
- Be wary of physical contact.
- Being involved in, or particularly knowledgeable about, drugs or alcohol.
- Showing sexual knowledge or behavior beyond what is normally expected for their age.
- Acquire gifts such as money or a mobile phone from new "friends."

Individual indicators in isolation will rarely provide conclusive evidence of abuse. They should be viewed as part of a puzzle, and every little piece of information will help DSL decide how to proceed

