

# Gladstone Primary Academy

## Behaviour Policy

*This policy applies to all staff and children from EYFS to Year 6 (including Nurture Provision)*



Chair of Governors: Mrs Christine Bartley

Headteacher: Mrs Elaine Preston

*Policy update: February 2016*

*Policy update: November 2016 (in accordance with Keeping Children Safe in Education Sept 2016)*

Gladstone Primary School is At Gladstone we want children to feel safe and so we encourage consideration for others as a key rule. We want them to enjoy a pleasant, stimulating atmosphere so that all children can learn effectively and be happy.

We hope that we can encourage a good standard of discipline, principally by focusing on rewarding good behaviour and excellent work. Children must feel part of the community of the school and be encouraged to adopt a positive role within it. The class teacher is the most important person in fostering and promoting this sense of community. ***Teachers set the 'tone' of classroom interaction and have a responsibility for the pastoral care of all children.***

This policy is placed within the context of Department of Education (DfE) guidance in *'Ensuring good behaviour in schools: A summary for head teachers, governing bodies, teachers, parents and pupils'* (DfE 2012) and *Keeping Children Safe in Education (Sept 2016)*

This policy has been developed to provide guidance and support for teachers and it is expected that all staff will adhere to the procedures set out in the policy.

### **Stages in the Pastoral System**

CLASS TEACHER / Key Worker  
Educational Associate  
Learning Mentor  
Home/ School Link Worker

#### **Phase Leader**

FS Leader  
Y1 / 2 Phase Leader  
Y3/4 Phase Leader  
5/6 Phase Leader

#### **Senior Leadership Team**

SENCo/ Assistant Headteacher  
Deputy Headteacher  
Headteacher

### **How to achieve this Positive Ethos ?**

There is a general consensus and that one of the most important principles of classroom management is creating a positive ethos and delivering lessons which help secure good standards of behaviour.

Some of the clearest messages are that teachers should:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both the classroom and the lessons to keep pupils interested and minimise the opportunities for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupil's abilities pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them. Examples would include the appearance of the window cleaner or a wasp in the middle of a lesson;
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils;
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, **criticising the behaviour and not a person**, using private rather than public reprimands wherever possible, being fair and consistent, and avoiding sarcasm and idle threats; give the child the opportunity to say what they would do 'next time' if they are in the same situation.
- Making sparing and consistent use of punishment. This includes avoiding whole group punishment which pupils see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous! This breeds resentment.
- Analyse their own classroom management performance and learn from it. This is the most important message of all.

## **Circle Time**

### **What is circle time ?**

Circle Time is, as its name suggests, a time when the teacher and the class get together in a Circle in order to carry out certain activities. At Gladstone we use it at least once a week to develop the following: -

- communication
- listening
- co - operation
- sharing
- affirmation of self and others
- understanding of self
- understanding of others
- self - esteem / self - image

- individual confidence & security
- a sense of belonging

We therefore view it in various ways as part of a Personal and Social Education Programme, as a means of facilitating improved learning and behaviour through the development of self - concept. It should also provide opportunities for children to engage in reflection, and part of it or all of it reflect our weekly assembly theme.

### **Teaching and Learning Policy**

We use the principles of ALPS – Accelerated Learning – within the school and this encourages teachers to ‘start positively’ and to stay positive with the children. It rewards good behaviour through token draws, brain box prizes and by giving children affirmations. There are a whole series of strategies that help children to develop an improved self image through RAP – Recognition, Affirmation and Praise. Aspects of the 5 Rs help that children take responsibility for their own learning behaviour. (See the Teaching, Thinking and Learning Policy for full details)

### **‘Partnership with Parents’**

We believe that when parents and staff work together children respond well and good standards of behaviour are achieved. We employ two full time Home / School Worker who provide an additional link between home and school should problems arise. Should there be a need then our HSLWs can also put the parent in touch with other agencies who can give appropriate advice. We also have a Learning Mentor who is responsible for helping to remove barriers to learning and support children who may have difficulties. He runs individual and group sessions to confront problems that children are experiencing. He also may work intensively with children on a one to one basis in order to remove ‘barriers to learning!’ Both staff work hard to be available to parents, children and staff. If there is an issue then staff can discuss individual children with the HSLWs or LM who can provide support. The HSLWs also hold drop in sessions for parents who may need additional support with their children.

Gladstone Primary School will support the Pupils by

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring that child protection is included in the curriculum to help pupils stay safe, recognise when they do not feel safe, identify who they can talk to and where they can get help from;
- ensuring access to a number of appropriate adults to approach if they are in difficulties;
- building confidence, resilience and independence;

- encouraging development of self-esteem and assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding

### **Role of Educational Associates, Learning Mentor and School Counsellors.**

The Teaching Assistants have a key role with teachers in establishing and maintaining a positive and successful learning environment. They provide additional support for children with difficulties and give feedback and praise to the children in all classes they are attached to. They will also have responsibility for a number of individuals who have IEPs as a result of a behaviour issues. Several of our TAs run Nurture Group sessions which support children who fall into this category: they also deal 'one to one' when incidents occur in order to give time out to children as necessary. Our Learning Mentor and School Counsellors work with children at a individual level to support them with any needs they may have. All staff will often liaise with parents to keep them informed of progress.

### **Nurture Provision**

For some children, we recognise that they may need early intervention to support their behaviour when they first join our school in the EYFS/ KS1. Our Nurture Group runs 4 mornings a week by a qualified Nurture teacher. This is a small group which works on a modified curriculum with lots of emphasis on positive behaviour; team work, rules, engagement. The children can be in the group for up to 4 terms and are chosen through consultation with parents and the Nurture team. Their progress is tracked using an assessment called the Boxall Profile. This has a limited number of places so children may have to wait to access this provision.

We also run KS2 Nurture groups. These are run by several trained Teaching Assistants and the Learning Mentor. These groups focus on; Anger management, Confidence, Teamwork and individual tailored interventions. Again these children are chosen through a consultation with the parents, SLT and the Nurture team.

### **Reward Systems**

#### **Star Pupil Certificates**

Silver Star Pupil certificates are awarded to 1 child per class each week. Children receive their certificates on Friday in assembly, their names and photographs are displayed on a special PowerPoint Presentation. Teachers give a short description of the child's achievements. Once every half term teachers choose a child to receive a Golden Award for hard work and good behaviour.

*Praise Postcards*

Praise Postcards are awarded to children for excellent work, attitude and progress etc. The children should be sent to the Headteacher or Deputy Head and the postcards sent through the post as a special 'well done'.

*Stickers.*

A wide range of stickers are used throughout the school to reward children for a wide range of things – good work, attitude, reaching targets, homework etc.

*Brain Boxes*

Brain Boxes are given out for outstanding work and achievement from all staff.

*Headteacher's Award.*

These certificate are only given out for the most outstanding achievement - this may be something that the child has done out of school as well as in school. These are awarded by the Headteacher.

**Teampoints**

With the Teampoints system we emphasise fact that through doing well as an individual is important it also has an impact on the whole 'team' of class, and therefore benefits the whole school community. We emphasise the fact that:

*'On our own we're great: Together we're awesome!'*

**Teams**

In Key Stage 2 we operate a team system named after the famous people in Stoke-on-Trent. These are Cooper, Matthews, Bennett and Brindley.

Teachers can give points to children for good work, good behaviour, helpfulness, etc. Teampoints though often given out for individual work we emphasise that they are a collective thing and are used to emphasise good work that is done as part of a group e.g. the best table / group

Points are recorded in the child's own teampoint chart. The charts are split into groups of 10 to ensure that the 'steps' to achieving their certificates is quite small – this is particularly helpful for the younger children and the SEN children. Teampoint certificates are presented for 100, 200, 300, 400 and 600 Teampoints, and a special prize awarded on Prize Day to the child who achieves the most points throughout the year. The certificates are presented to the children at Monday Assembly.

Points are also recorded on class charts. The total points for each team are collected and displayed on the board in the hall.

### 3. **Year Group Awards**

We believe that it is good to have a certain amount of variety of rewards in Year Groups so that there is something new for the children year on year.

These systems are used by everyone involved with the Year Group

FS	Stickers / Brain Boxes
Den	Stickers / Brain Boxes
Years 1 & 2	Raffle Tickets
Year 3	Token Draws
Year 4	Token Draws/Team points
Year 5	Token Draws/Team points
Year 6	Token Draws/Team points

As well as having half termly token draws for each Year Group each class / set Year Groups can have a weekly token draw for a Brain box Prize.

*However positive we may be there will be a need to apply sanctions when children break school rules. Remember in the first instance the discipline of each child is the prime responsibility of the class teacher. It is in their long term interest to set high standards of discipline in their own class.*

### SANCTIONS

*We use a variety of sanctions across the school.*

Verbal Rebuke	(See initial guidance)
Extra Work	(Which may be sent home with a note to parents explaining why this has been necessary.)
Loss of privileges	(Play times/ Golden Time/Treats/Special Roles in School)

*Refer to Phase Leaders*

Should poor behaviour persist then consultation should occur with Senior Leaders.

### Reasonable Adjustments

**Sections in BOLD are Reasonable Adjustments which are made to individual sanctions to support the VERY FEW children who are recognised as having a Special Educational Need. The Reasonable Adjustments will be made by the SLT in consultation with the parents of the children involved. Although a child may have Special Educational Needs, some of these Reasonable Adjustments may not be applicable to the child in question. This is why the SLT will make individual judgements on how the policy will be applied and may seek advice from external SEN specialists. The Reasonable Adjustments will not apply to children who do not have a recognised Special Educational Need. Consistent poor behaviour is not a Special Educational Need.**

**However regardless of whatever the need of the child is, the sanction given, the Reasonable Adjustment made or the behaviour displayed; the ethos of the policy should be followed by all using it and the sanctions given should be fair and should reflect the severity of the behaviour displayed. A Special Educational Need is not an excuse for continued poor behaviour which impacts on the education, safety and welfare of other pupils. It should also not be a risk to the safety of the individual pupil, the other pupils or the adults within the setting.**

**For further guidance on Reasonable Adjustments and Special Educational Needs please speak to the school SENCo.**

### The Detention System

#### Morning and Afternoon Break Detentions:

Break time detentions are supervised by teaching staff. Children are spoken to and asked to reflect on their behaviour during this time. These incidents are logged centrally in the behaviour book. This is monitored by the SLT. **For some children, they may need to ‘let off steam’ for 10 minutes after the main school have had their playtime.**

#### Lunchtime Detentions:

These follow consultation with Senior Leadership Team for more serious incidents. These are held every Friday lunchtime. Parents are informed by letter which are sent through the post. Children are asked to write a letter of apology and the school rules. **For some children it may be more suitable that if they do receive a lunchtime detention, that they do the detention on the same day as it is sanctioned. This will be judged by the SLT in accordance to the child’s individual needs.**

#### Isolation of Pupil during Play times and Lunchtimes

Sometimes pupils can be asked to stay ‘off’ the yard for a specified amount of time, particularly is this is where there is a concern with regard to play/lunch time behaviour or bullying. **Some children may be asked to stay on specific designated yards. We recognise that this may be away from their peer group so they will be able to choose 1 buddy to support them. The child will only be allowed out if and when the supervising adult on duty is ready.**

#### Isolation of Pupil during Lesson Times

Where there is an issue with regard to behaviour in lessons pupils can sometimes be asked to work in isolation, particularly if the behaviour is disrupting the work of other children. This will usually be around by the area of the SLT offices. The child will be expected to complete the work which their class are doing. **For some children it may be more suitable that they work in another classroom.**

#### After School Detentions

(Consultation with parents, Head, Deputy or Assistant Head). The HT MUST be involved in this process. Children stay at school until 4.30pm. Children who receive an after school detention MUST be collected by an appropriate adult after the detention.



### **Logging Incidents.**

All the above are logged in the Behaviour File which is kept in the Deputy Head's office along with Bullying and Racism incident logs.

Consideration should be given to the following:

- Consultation with parents & decision whether a home/school diary should be implemented.

### **Alternative Provision**

On rare occasions it may be necessary for the school to organise for a child to be taught in alternative provision at eg, Inspire. Here children will be supported with their motional and social behaviours. This can range from a one day placement to a two week placement and is at the discretion of the Headteacher.

### **Further steps in consultation with Headteacher**

There may be a need to consider whether an Educational Psychologist should be involved or whether parents should refer their child to their GP. Our SENCo and Home School Link Workers often refer children to access support from a variety of agencies. The school works very closely with any agencies eg, CAHMS who are able to support the behaviour of the children.

### **Further Sanctions**

Should all these strategies fail to moderate behaviour it may be considered necessary to exclude a child, in consultation with the Governors. This can be for a Temporary Fixed Term Exclusion of up to 5 days or in very serious cases it may prove necessary to exclude permanently. A child can receive up to 45 days of fixed term exclusions in anyone year before it could possibly become an automatic permanent exclusion. For advice on the processes around exclusions please contact the school office for guidance.

**Depending on the severity of the behaviour some of the above steps may have to by-passed.**

### **Alternative Provision**

The school currently accesses 2 alternative provisions which support school with children who are finding it difficult to follow the school's expectations. These are **Encore**- based in Longton and run by the Discovery Academy and **Inspire**- based in Chell and run by Watermill Special School.

These provisions can provide support in a number of ways including; verbal consultations, 2 day placements for timeout, 10 day placements for disruptive children who need their cycle of behaviour broken, or longer placements for children who have had to receive an exclusion.

### **Allegations of Abuse against Other Pupils.**

- Gladstone Primary School believe that all pupils have a right to attend school and learn in a safe environment, free from harm by adults or other pupils.
- We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy.
- Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

To be considered a safeguarding allegation against a pupil, it is likely that some of the following features will be found:-

The allegation:-

- is made against a pupil in relation to their behaviour towards a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil and their actions;
- indicates that children/young people outside the school may be affected by this pupil.

Examples of a safeguarding allegation against a pupil could include (but are not limited to):-

- Physical Abuse – for example, violence (particularly pre-planned;) or forcing others to use drugs or alcohol;
- Emotional Abuse – for example, blackmail or extortion, threats and intimidation;
- Sexual Abuse – for example, indecent exposure, indecent touching or serious sexual assault, forcing others to watch pornography or take part in sexting;
- Sexual Exploitation – for example, encouraging other children to attend inappropriate parties; encouraging, photographing or filming other children performing sexual or indecent acts.
- Where pupils are involved in gang activity, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people.

### **Minimising the risk of safeguarding concerns presented by a pupil.**

- On occasion, a pupil may present a safeguarding risk to other pupils.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

- The DSL may contact the Locality Social Worker or other relevant agency to discuss the case. It is possible that Children's Social Care are already aware of Safeguarding Concerns around this young person.
- The DSL will follow through the outcomes of the discussion and make any referrals necessary, keeping a record of the concern, the discussion and any outcome in the files of both pupils.
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be undertaken and an individual risk management plan will be put in place to ensure that other pupils are kept safe and that the pupil concerned does not become a target for malicious allegations.
- The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.

### **Incidents**

Do report persistent disruptive behaviour to the Phase Leaders or Headteacher / Deputy / Assistant Headteacher

- Inform Deputy /Head/AHT of any serious incident occurring in the school day which could result in a visit from parents
- Should persistent misbehaviour mean you need to remove a child from class then send him/her to your neighbouring classroom (with a yellow cards: 5 minutes time out). For more serious incidents the child should be sent out for the rest of the lesson (red card). However, if the incident is serious then consider whether the child should be sent to the Phase Leader/ Deputy/Head/AHT
- Never leave a child who has been disruptive outside a classroom.
- Never send a child who has been disruptive to another class or down to the offices alone
- In the event of a child running out of school, do not chase him/her as he/she may panic and run into danger. (refer to Missing Child Policy)
- Inform Deputy/Head/AHT who will inform the parents and inform the Police if necessary
- Lunchtime incidents will be dealt with by Lunchtime or Senior Supervisors and staff will be informed. For serious / repeat incidents dinner staff should inform a member of Senior Leadership Team. Members of the Senior Leadership Team monitor the playground from 12.45 onwards at lunch time.

Where a child has been through these sanctions and there has been little progress, then parents should be contacted and meeting arranged with a member of the Senior Leadership team. To support the child and as a result of this meeting further behaviour strategies may be put into place.

It is important to use the pastoral system in order that the children see that there is an increasing seriousness should they be sent to Phase Leaders.

However, if there is a serious incident then you will need to use your judgement as to whether it is necessary to go straight to the Deputy or Headteacher.

### **Use of Restraint**

In extreme circumstances some pupils' behaviour may lead to the need for them having to be restrained using a recognised MAPA hold. Several members of staff throughout the school are trained by qualified assessors in this technique. Please see the Touch and Restraint Policy for full details.

### **Bullying and Racial Incidents**

Any suspicion of 'bullying' or 'racist' behaviour by children should be dealt with promptly and be within the guidelines laid down in our school Anti – Bullying Policy and Racial Incidents Policies.

Remember incidents should be logged centrally in the behaviour file in the office.

### **Monitoring Behaviour/Class Work**

If there have been repeated behaviour problems or insufficient progress in class work parents will be notified by the class teacher.

Support from parents should be sought and it is crucial that information be passed between teacher and parent.

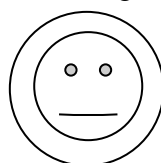
### **Methods of Monitoring Behaviour**

1. Parents may be invited to come in each week for a verbal report on the child's by a key member of staff who has been supporting the child.
2. Behaviour chart
  - a) Teacher & child decide on targets and then the child fills in the appropriate face for that day after a discussion with the teacher.

Good Work



Average



Poor



- b) A Behaviour diary begins with a discussion with child to decide on targets and rewards and then the child fills it in at the end of the day as well as monitoring by SLT. **It is vital that the staff working with the child fills these in at the end of each lesson.**
- c) The diary will be sent home each night for the parents/cares to monitor and comment on. **It must be returned the following day.**

Each child has also to report to a member of the Senior Management on a daily basis before home time where progress will be reviewed

N.B. In discussion with parents it is important to gain their support in backing the teacher with a range of rewards and punishments agreed at the interview. It is also important that they apply these rewards and punishments consistently.

### **Monitoring at Lunchtime**

During the lunchtime children are given 'privileged' jobs to encourage good behaviour. The Lunchtime Supervisors also have stickers which they use to praise attitudes and good behaviour.

Lunchtime Supervisors report any incidents verbally to Class Teachers and Phase Leaders. Senior Management monitor the yard from 12.45 and deal with incidents as they arise. Should there be repeated poor behaviour then Senior Management will work with member of staff to decide on punishment.

- Detention
- Taking off the yard for a period of time
- A letter may be sent home to inform parents that there have been problems
- Ultimately sending home at lunchtime for a 'chill out' period in consultation with the parents.

### **Parental Support**

As noted Parental Support regarding a child's behaviour is vital. All parents / carers sign the Home / School Agreement and agree to support the school's Behaviour Policy. We really value the support from working closely with parents and carers. However, if an occasion arises where parents/carers will not allow staff to follow the procedures set out in this policy the sanction the Governing Body will be informed and the matter will automatically proceed to the next level. E.g. If a parent refuses to allow a child to complete an after school detention, then the Headteacher will have no alternative other than to look towards alternative provision or fixed term exclusion. If parents are not in agreement with sanctions applied by the school they are then advised to follow the school's Complaints Procedure – available on the school web-site.

## **Complaints**

If you wish to complain against any sanction which has been applied to your child's behaviour please follow the Complaints Procedure which is set out in a separate policy. This can be found on the school website or a hard copy can be obtained from the school office.

If your child receives an exclusion and you feel that this is unfair, then the appeals procedure is set out at the bottom of the exclusion letter which you have received.

All complaints must be made within 5 working days of the initial incident.

## **Monitoring Behaviour**

Governors will receive reports on progress and attainment of behaviour standards as part of the regular cycle of review. Governors come in to school termly to monitor safeguarding and this includes behaviour.

Records of behaviour incidents are kept and these are analysed termly and reported to Governors.

## **APPENDIX 2 - Categories of Abuse**

1. Abuse and neglect are forms of maltreatment. Someone may abuse or neglect a child by inflicting harm, by failing to act to prevent harm or by failing to meet a child's basic needs. Children may be abused within the family or in an institutional or community setting; by those known to them or by strangers; and increasingly, via the internet. They may be abused by an adult or adults or another child or children.
2. **EMOTIONAL ABUSE**
  - 2.1. Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.
  - 2.2. Some level of emotional abuse is involved in all types of maltreatment, although it may also occur alone.
  - 2.3. Emotional abuse may involve:-
    - making a child feel worthless, unloved, inadequate, or valued only insofar as they meet the needs of another;
    - inappropriate age or developmental expectations;
    - overprotection and limitation of exploration, learning and social interaction;
    - seeing or hearing the ill treatment of another, e.g. domestic abuse;

- high criticism and low warmth;
- serious bullying (including cyberbullying;)
- exploitation or corruption

### 3. **NEGLECT**

- 3.1. 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.
- 3.2. Neglect may occur during pregnancy as a result of maternal substance misuse.
- 3.3. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 3.4. Once a child is born, it may involve a parent or carer failing to:-
- provide adequate food, clothing and shelter (including exclusion from home or abandonment;)
  - protect a child from physical and emotional harm or danger;
  - ensure adequate supervision, (including the use of inadequate care givers;)
  - provide access to appropriate medical care or treatment.

### 4. **PHYSICAL ABUSE**

- 4.1. Physical abuse is deliberately hurting a child, causing physical harm and injuries such as bruises, broken bones, burns or cuts.
- 4.2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- 4.3. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.

### 5. **SEXUAL ABUSE**

- 5.1. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- 5.2. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts.
- 5.3. They may include non-contact activities, such as involving children in looking at or in the production of sexual images including on the internet, watching sexual

activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

5.4. Sexual Exploitation is also sexual abuse – see **appendix 4** (specific safeguarding issues.)



