

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018



CHILD PROTECTION POLICY



Governing Body Approval

Policy approved by:

_____ (NAME)
_____ (SIGNATURE)
_____ (GOVERNOR POSITION)
_____ (DATE)

Ref: Child Protection/REF NO/November 2017

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Purpose of Policy

A. Named staff/personnel with specific responsibility for Safeguarding

Academic Year	Designated Senior Person & 'Back-Up' or Deputy DSL	Nominated Governor
2017-18	Mrs Nicola Yorke-Robinson – DSL Senior Mrs Claire Juriansz – 2 nd DSL Mrs D Fielding DSL	Mrs Maxine Conroy

B. Training for Designated Staff in School (DSLs should refresh their training every 2 years)

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
N Yorke-Robinson	March 2016	LCC
C Juriansz	July 2016	LCC
H Nolan	July 2016	Phil Threlfall
D Fielding	July 2016	Phil Threlfall

C. Whole School Child Protection Training (all staff should receive induction and an update every 3 years)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All Staff	2010	Fr O'Carroll / P Thompson
All Staff	2012 - 2013	P Thompson
All Staff	2015-16	N Yorke-Robinson C Juriansz

D. Review dates for this policy

Review Date	Changes made	By whom
November 2016	Whole-scale re-write and update of CP policy	N Yorke-Robinson
September 2017	Update Policy	N Yorke-Robinson

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

1. Introduction

A range of documents, circulars and guidance for good practice, governs Child Protection work at Blessed Trinity RC College. Key documents which inform this policy are:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- 'Safeguarding Children & Safer Recruitment in Education DCFS (2007) – replaces former DCFS Guidance and makes clear roles and responsibilities of education professionals, establishments and organisations
- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (2014)
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015)
- Child Protection Information Pack (Lancashire LA Child Protection Service, 2004)
- What To Do If You're Worried A Child Is Being Abused (Department of Health et al, 2003)
- Salford Diocese Child Protection Commission Policies and Procedures
- Keeping Children Safe in Education 2016
- The Counter-Terrorism and Security Act 2015 s.26.

The Designated Senior Person (DSL) for Child Protection is the Associate Deputy Headteacher Mrs Nicola Yorke-Robinson and the 2nd DSL is Mrs Claire Juriansz. Mrs Donna Fielding also has responsibility for safeguarding as DSL and will represent BTRCC. In their absence the Acting Headteacher, Mr Philip Thompson will assume Child Protection duties. Should Mrs Yorke-Robinson, Mrs Juriansz, Mrs Fielding and Mr Thompson all be absent the matter should then be referred to a member of the Senior Leadership Team or the most senior member of staff available.

The named governor for Child Protection 2017 - 2018 is Mrs Maxine Conroy

2. Aims and objectives

BTRCC fully recognises the contribution it can make to protect children, and to support pupils in school and strives to promote the welfare, health, safety and guidance of all our pupils in accordance with the school's Mission Statement where the Catholic traditions of learning, truth, justice, respect and community are promoted. Consequently, the overall aim of this policy is to safeguard and promote the welfare of the children in our care using the three elements of:

- i. Prevention – by creating a positive Christian atmosphere and by the teaching and pastoral support given to all pupils
- ii. Protection – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- iii. Support – by giving support to pupils, parents and school staff and to those children who may have been abused

In situations where child abuse is suspected, our paramount responsibility is to the child.

This policy applies to all pupils, staff, parents, governors and volunteers in the school.

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

3. School commitment

BTRCC acknowledges that high self-esteem, confidence, peer-support and clear lines of communication with trusted adults helps all children, and especially those at risk of, or suffering from, abuse.

We will achieve this by:

- Establishing and maintaining an ethos where children feel secure; their viewpoints are valued and they are encouraged to talk and are listened to
- Ensuring that pupils know that there are adults in the school whom they can approach if they are worried or in difficulty – for example Form Tutors, Year Leaders, Subject teachers, TA's, and Senior Management
- Including in the curriculum activities and opportunities for PHSE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse
- Including in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to children and parenting skills, for example in Health and Social Care, RE and Science schemes of work
- Continuing to develop awareness in all staff of the need for Child Protection (particular care should be taken with children with disabilities and SEN) and their responsibilities in identifying abuse, ensuring the staff's skills and expertise are up to date
- Ensuring that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Following guidelines introduced in Keeping Children Safe in Education 2016 a trained DSL will be on site during the school day should a member of staff feel the need to discuss an issue of concern. Staff should discuss safeguarding arrangements with the DSL when organising out of school/out of term activities.

4. Framework

BTRCC does not operate in isolation. Child Protection is the responsibility of all adults and especially those working with children.

Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour. (*Working Together to Safeguard Children 2016*).

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

www.lancashire.gov.uk/safeguardingchildrenboard will provide more information on the role of the LSCB

5. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

Role of the Designated Senior Lead (Child Protection):

- To ensure all staff know that Mrs N Yorke-Robinson, Mrs C Juriansz and Mrs Fielding are responsible for Child Protection Issues
- To act vigilantly in cases of suspected child abuse and to refer all such cases promptly to the local Children's Social Care or the Police's Public Protection Unit in line with all LSCB procedures
- To maintain and update as necessary the Child Protection Monitoring List to include 'Children Looked After' (those in care)
- To organise regular training on Child Protection within school e.g. Pastoral Staff
- To ensure that all staff know about and that all pastoral Year Leaders have access to LSCB Guidelines
- To co-ordinate action where child abuse is suspected
- To annually review the School Policy on Child Protection
- To attend Case Conferences or nominate an appropriate member of staff to attend on her behalf
- To maintain records of Case Conferences and other sensitive information in a secure, confidential file and to disseminate information about the child only on a 'need to know' basis
- To retain records for the requisite period of time
- To raise staff awareness and confidence on Child Protection Procedures and to ensure new staff and those on Initial Teacher Training Placements are aware of issues and procedures through the school's Induction Programme
- To raise parental awareness and confidence on Child Protection by informing them of such matters as Bullying and On-line Protection, through CPD or Literature
- To raise pupil awareness and confidence on Child Protection through the Pastoral system and personalised learning and support
- To keep up to date with current practice by participating in training / CPD opportunities whenever possible
- To keep the designated Governor informed of matters concerning Child Protection
- To ensure the Single Central Register is updated when appropriate and countersigned when it is updated.

Role of the named governor responsible for Child Protection:

- Liaison with the Head Teacher and DSL/2nd DSL to ensure that the School has a child protection policy and procedures in place
- Liaison, where appropriate, with the Head Teacher and DSL/2nd DSL with regard to allegations of child abuse (giving due regard to confidentiality)
- That an annual item is placed on the Governor's agenda to report on changes to child protection policy/procedures and the number of incidents/cases (giving due regard to confidentiality)
 - To liaise with the DSL/2nd DSL to ensure suitable training is undertaken by the DSL/2nd DSL and that suitable training is presented to other staff

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

- Monitoring of procedures relating to certification from Criminal record checks which are carried out by the Disclosure and Barring Service (DBS), which used to be the Criminal Records Bureau (CRB). CRB checks are now called DBS checks.
- Ensure attendance at specific child protection training for Named Governors.
- To check the Single Central register is updated when appropriate.

6 School procedures

Where it is believed that a child is suffering from, or is at risk of significant harm, BTRCC will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board (2016) and Document A1 in the CP Information Pack - 'Handling Concerns About the Welfare or Safety of A Child in School'.

In addition:

- Staff are informed about child protection through Staff Induction, Staff Training, Staff Meetings, Pastoral Meetings and YL/Form Tutor Meetings or individually on a 'need to know' basis
- Staff are informed about the Whole School Policy on Child Protection through training and its availability on the School website
- Parents are informed about the school's duties and responsibilities under Child Protection procedures in a statement issued in the School Prospectus (See Appendix 1) and through the School's website.
- Staff with concerns about Child Protection matters must report these immediately to the Designated Senior Person/2nd DSL. Staff should make it clear to pupils that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES OR DISCLOSURES**. Allegations of child abuse must always be given the highest priority and referred immediately to Mrs Yorke-Robinson, Mrs Juriansz or Mrs Fielding. This should also be provided in writing. The DSL will then decide on the appropriate course of action based on LSCB guidance, informing the Acting Headteacher, Mr P Thompson.
- Blessed Trinity RC College will make arrangements for a DSL to be available to discuss Child Protection concerns during school hours.
- Outside school hours staff should be aware of how to make a referral to CSC as outlined in paragraph 28 of Keeping Children Safe in Education 2016. Information on how to make a disclosure will be provided to staff.
- **Allegations made against school staff**. Teachers must protect themselves especially when meeting on a one-to-one basis with pupils and all staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Headteacher so that LSCB and Salford Diocesan procedures can be followed. If the allegation is against the Headteacher, it should be taken directly to the Deputy Headteacher and through her to the Chair of Governors.
- **Allegations made against other pupils**. Staff should recognise that children are capable of abusing their peers. These are most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. All allegations of abuse should be reported school policy.

7 Training and support

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

BTRCC will ensure that the Designated Senior Person/2nd DSL, and the nominated governor for Child Protection attend training relevant to their role at intervals of not longer than 2 years. The Designated Senior Person/2nd DSL will also attend Multi Agency Child Protection training within this timescale.'

All staff will receive mandatory Child Protection update training every three years. Staff will receive update training annually and other training will be available on a voluntary basis should staff require this.

8. Professional confidentiality

Confidentiality is an issue which is discussed in school and should be fully understood by all those working with children, particularly in the context of child protection.

Checks on staff working directly with pupils or in settings in school which may facilitate access to them, will be made through the CRB (Criminal Records Bureau) and/or the DBS (Disclosure and Barring Service), to ensure they have no criminal convictions or other significant factors in their past history which would render them unsuitable. It may also be necessary to carry out checks on unpaid staff such as governors, volunteers and parent helpers. The Headteacher will ensure that references are taken up and that all such personnel are closely supervised with a clear understanding of their role and responsibilities.

Dealing with Disclosures of Abuse

If a child chooses to tell a member of staff about possible abuse, there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the pupil is saying
- question normally without pressurising
- do not put words into a child's mouth – no leading questions – but note the main points carefully
- keep a full record – date, time, what the child said etc. (ideally using the BTRCC Child Protection Concerns Notification Form – Appendix 2).
- reassure the child and let him/her know they were right to inform you
- tell the pupil this information will have to be passed on. Staff should make it clear to pupils that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES OR DISCLOSURES.**
- immediately inform the Designated Senior Lead (Mrs Yorke-Robinson, Mrs Juriansz or Mrs Fielding)

(For advice on 'Talking and Listening to Children' see Appendix 3)

9. Information Sharing:

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. Records and monitoring

Well kept records are essential to good Child Protection practice. BTRCC is clear about the need to record any concerns about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Child Protection records are to be kept in secure, confidential files, which are separate from a pupil's school records. It is important to recognise that parents are to give their consent for **certain** referrals to be made via the 'Common Assessment Framework (CAF) forms'.

Year Leaders / Pastoral Staff keep records on:

- poor attendance and punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well-being
- concerns about bullying
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations

Any referral to Social Services by telephone must be confirmed with a 'Common Assessment Framework (CAF) form' within a specified time and a copy of this held in school. A note must be made of the Duty Social Worker and the time at which the call is made.

11. Child protection conferences

Reports from school may be needed for Child Protection Case Conferences or the criminal/civil courts. These should be factual (no opinions), non-judgemental (no assumptions), clear, accurate and relevant. Conferences should be attended by a DSL.

12. Supporting pupils at risk

BTRCC recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

Ref: Child Protection/REF NO/November 2017

Approved by Governors: November 2017

Reviewer: N Yorke-Robinson/November 2018

- a) good relationships and care
- b) the curriculum to encourage self-esteem and self- motivation
- c) the school ethos which promotes a Christian, positive, supportive and secure environment and one which gives all pupils and adults a sense of being respected and valued
- d) the implementation of the school Behaviour Management Policy
- e) a consistent approach which recognises and separates the cause of behaviour from that which the child displays
- f) regular liaison with other professionals and agencies who support the pupils and their families
- g) a commitment to develop positive, supportive relationships with parents, whenever it is the child's interests to do so
- h) the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school e.g. Behaviour, Bullying, SEN, Equality etc.

BTRCC recognises that statistically children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with profound disabilities and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

This policy will be monitored on an on-going basis and reviewed annually by the Designated Senior Person/2nd DSL.

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

Appendix 1

Information for parents / carers published in the school prospectus:

'SAFEGUARDING

Blessed Trinity RC College is committed to safeguarding and promoting the health and welfare of all pupils. All staff will be vigilant to protect the children in our care. Any cause for concern will be immediately reported to the designated person for Child Protection. The school policy and Lancashire Safeguarding Children Board procedures will be followed. A full version of the School's Safeguarding Policy is available on request.'

Appendix 2

Indicators of Harm

Physical Abuse

Physical Abuse may involve hitting shaking, throwing poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical Harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including on-line bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- *provide adequate food, clothing and shelter (including exclusion from home or abandonment);*
- *protect a child from physical and emotional harm and danger;*
- *ensure adequate supervision (including the use of inadequate caregivers); or*
- *ensure access to appropriate medical care or treatment*

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Preventing Radicalisation:

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Prevent duty came into force on July 1st 2015.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. Channel forms a key part of the Prevent strategy, and is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. The panel must be chaired by the local authority. Panels assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate, and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to keeping Children safe in education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015. BTRCC will fully comply with any requirements of a Channel panel should it be necessary.

Female Genital Mutilation

It is recognised that if a teacher in the course of their work in their profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the Police.

Ref: Child Protection/REF NO/November 2017
Approved by Governors: November 2017
Reviewer: N Yorke-Robinson/November 2018

Appendix 3

Advise on 'Talking and Listening to Children' (taken from Lancashire County Council Safeguarding Unit):

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok
- Make a careful record of what was said (see *Recording*).

You should *NEVER*

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Person).

Children with communication difficulties, or who use alternative / augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';

Ref: Child Protection/REF NO/November 2017

Approved by Governors: November 2017

Reviewer: N Yorke-Robinson/November 2018

- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Person /Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.