

Hanley and Upton Educational Trust

Safeguarding Children Policy

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Hanley and Upton Educational Trust

Safeguarding Trustee: Kate Taylor Chair of Trustees: Jeff Robinson

Hanley Castle High School:

Safeguarding Governor: Beulah Pope

Designated Safeguarding Lead: Sarah Anderson-Kirby
Deputy Safeguarding Leads: Sam Cook and Lindsey Cooke
Prevent Single Point of Contact (SPOC): Sarah Anderson-Kirby

Hanley Swan, St. Gabriel's with St. Mary's CofE Primary School

Safeguarding Governor: Alison Smith and Hilary Aldous

Designated Safeguarding Lead: Adrian Pratley

Deputy Safeguarding Lead/s: Paul Bundy

Prevent Single Point of Contact (SPOC): Adrian Pratley

Kempsey Primary School

Safeguarding Governor: Jonathan Wallis

Designated Safeguarding Lead: Bryony Baynes

Deputy Safeguarding Lead: David Willetts

Prevent Single Point of Contact (SPOC): Bryony Baynes

Next review date: September 2019

1. Introduction

- 1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' September 2018.
- 1.2. The Hanley and Upton Educational Trust fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children.
- 1.3. Our policy applies to all staff, members, trustees, governors and volunteers working in the Trust.
- 1.4. There will be a Safeguarding Children Policy covering the HUET with each school making amendments to meet local circumstances.
- 1.5. There are five main elements to our policy:
 - Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
 - Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
 - Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
 - Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help plan;
 - Establishing a safe environment in which children can learn and develop.
- 1.5 We recognise that because of the day to day contact with children, academy staff are well placed to identify concerns early and to observe the outward signs of abuse. The schools within the Trust will therefore:
 - Establish and maintain an environment where children feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to;
 - Ensure children know that there are adults in the school whom they can approach if they are worried:
 - Include opportunities in the curriculum, specifically through PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.
- 1.6 We seek to ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect children from harm. To this end we will:
 - Ensure there are systems in place for children to express their views and give feedback e.g. through school/class councils, safety questionnaires, participation in anti-bullying and e-safety events;
 - Ensure that the child's thoughts/wishes and feelings are sought and recorded on all referrals.

2 Definitions

- 2.1 The terms "children" and "child" refer to anyone under the age of 18.
- 2.2 For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:
 - Protecting pupils from maltreatment.
 - Preventing the impairment of pupils' health or development.

- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.
- 2.3 For the purposes of this policy, the term "harmful sexual behaviour" includes, but is not limited to, the following actions:
 - Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults
- 2.4 In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2017), and for the purposes of this policy, the term "'sexual harassment" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 2.5 For the purpose of this policy, the term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 2.6 The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

3 Legal Framework

3.1 This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- [Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) Regulations 2009

Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'

- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- 3.2 Other relevant school policies include:
 - Child Sexual Exploitation (CSE) Policy
 - Children Missing Education Policy
 - Extremism and Anti-Radicalisation Policy
 - Allegations of Abuse Against Staff Policy
 - Behavioural Policy
 - Whistleblowing Policy
 - Anti-Bullying Policy
 - Exclusion Policy

4 Procedures

- 4.1 We will follow the procedures set out by the <u>Worcestershire Safeguarding Children Board</u> (WSCB) and take account of guidance issued by the Department for Education (DfE).
- 4.2 The Multi-Academy Trust will ensure that it has a nominated Trustee who has received the appropriate training and is responsible for safeguarding children.
- 4.3 The individual schools will:
 - Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
 - Ensure it has at least one member of staff who will act in the absence of the DSL (deputy DSL);
 - Ensure it has a nominated governor/trustee who will take leadership responsibility for the school's/HUET's safeguarding arrangements.
 - Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the relevant DSL and any deputies in their place(s) of work and understands their role;
 - Ensure that the relevant DSL and/or a deputy DSL is always available to speak to during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;
 - Ensure all staff and volunteers understand their responsibilities in being alert to the signs
 of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM),
 Child Sexual Exploitation (CSE), Children Missing Education (CME) and Radicalisation
 and Extremism (Prevent) and Sexual Violence & Harassment, and maintain an attitude
 of 'it could happen here';
 - Ensure all staff and volunteers understand their responsibility for referring any concerns to the relevant DSL, deputy DSL or other members of the senior leadership team in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon;
 - Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and publishing its policy on the school website;
 - Operate a lettings policy which ensures the suitability of adults working with children on school sites at any time;
 - Ensure that community users organising activities for children are aware of, and understand the need for compliance with the school's child protection guidelines and procedures;
 - Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;

- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines;
- Be aware of and follow procedures set out by the DfE and the WSCB where an allegation of abuse is made against a member of staff or volunteer, including making a referral to the Local Authority Designated Officer (LADO);
- Ensure that a referral is made to the DBS and/or Teaching Regulation Agency and Leadership if a person in regulated activity has been dismissed or suspended or removed from regulated activity where a harm criteria is met, or would have been had they not resigned;
- Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.

In addition to the responsibilities listed above, with regard to 14-19 off-site provision, the schools will:

- Ensure that any off-site provider is on the list of approved providers, currently maintained by the Local Authority;
- Ensure it has a nominated member of staff who manages young people accessing offsite provision;
- Ensure that there is an out-of-hours contact for young people receiving their provision away from Hanley Castle High School;
- Ensure that appropriate staff have relevant contact details of staff at off-site provision;
- Ensure that relevant information is shared with any off-site learning provider;
- Be aware of the advice of the Worcestershire 14-19Safeguarding guidance regarding managing the allegations pertaining to off-site provision;
- Ensure due regard to advice for home schools (Worcestershire 14-19 Home School Guidance) relating to safeguarding of young people accessing transport as part of their off-site provision.
- 4.4 Our procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

5. Training

- 5.1 When staff join our Trust they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy including its Appendices and the school's safeguarding response to children who go missing from education, the pupil behaviour policy, part 1 of Keeping Children Safe in Education (and Annex A for school leaders and those who work directly with children), the school's code of conduct and told who the relevant DSL is, who acts in their absence and what this role includes;
- 5.2 All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice. Staff working across the HUET will receive an induction programme within each school that they work.
- 5.3 All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the relevant DSL and deputy/ies and informed of the school's procedures in reporting concerns.
- 5.4 All staff will receive training in child protection and safe working practice, updated every three years, in line with <u>WSCB training strategy</u>. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM, Prevent, on-line safety and peer on peer abuse, including sexting and sexual violence and sexual

- harassment. Training will also include how to record and report abuse both within school and to Children's Social Care.
- 5.5 In addition, staff will receive safeguarding and child protection updates as required, but at least annually.
- 5.6 Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the relevant DSL and deputy/ies will update their knowledge and skills via WSCB newsletters, briefings, network meetings and seminars, at regular intervals, at least annually.
- 5.7 Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation (WRAP training), xual Violence and Sexual Harassment, Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.

6. Responsibilities

The Board of Trustees and Local Governing Bodies will nominate at least one member to take leadership responsibility for safeguarding children who will liaise with the relevant DSL(s) and or relevant Headteacher(s) in matters relating to safeguarding. The Headteacher will also appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).

6.1 It will ensure that:

- The DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
- The DSL and deputy DSL role is explicit in the role holder's job description;
- Safeguarding policies and procedures are in place, available to parents on the school website or by other means and reviewed at least annually;
- Safeguarding responses are put in place in cases where children go missing from education;
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education;
- Termly reports on the effectiveness of the school's safeguarding procedures are presented the Board of Trustees and local governing body;
- Any returns requested by the LA/WSCB (e.g.s175/157 audit, CSE audit) are completed in a timely manner to enable the WSCB to meet its statutory duties;
- Any weaknesses brought to its attention relating to safeguarding are remedied without delay;
- It complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.

6.2 The relevant Headteacher will ensure that:

- The Safeguarding policies and procedures are fully implemented and followed by all staff;
- Sufficient funding, support, time and resources are allocated to enable the relevant DSL and other staff to discharge their responsibilities with regard to child protection;
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures;
- All allegations of abuse are reported to the LADO in a timely manner.
- They provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the Keeping Children Safe in Education (KCSIE)

(2018) guidance, Behavioural Policy, the safeguarding response to children who go missing from education, online safety training, and the identity of the DSL and any deputies.

- 6.3 The relevant DSL will co-ordinate action on safeguarding and promoting the welfare of children within the each school setting. The DSL is responsible for:
 - Organising child protection induction training for all newly appointed staff, whole staff training, refreshed at least every 3 years with annual updates as required;
 - Providing a mechanism to ensure that all staff understand and are able to discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education;
 - Organising annual training for all staff, members, trustees and governors addressing current concerns and developments in the safeguarding of children and young people;
 - Undertaking, in conjunction with the Headteacher and Safeguarding Governor, an annual audit of safeguarding procedures, using the County safeguarding checklist or similar;
 - Making use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;
 - Referring a child to the Family Front Door, when there are concerns about possible abuse and neglect;
 - Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
 - Liaising with the Headteacher to ensure he/she is of all child protection issues, especially ongoing enquiries un section 47 of the Children's Act 1989 and police investigations;
 - Liaising with other staff (for example pastoral support staff, school nurses or counsellors, IT technicians or e-safety coordinators, SENCOs and Looked After Children Coordinators) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
 - Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
 - Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked/ password protected locations;
 - Ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings, both between and across phases, within and out of county and that a receipt is obtained;
 - Notifying the key worker if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
 - Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
 - Developing effective links with relevant agencies and other professionals and cooperating as required with their enquiries regarding safeguarding matters including cooperation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
 - Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible;
 - Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values.
 - Act as a source of support, advice and expertise for all staff.
 - Hold the details of the LA personal advisor and liaise with them as necessary

7 Early help

- 7.1 Early help means providing support as soon as a problem emerges, at any point in a child's life.
- 7.2 Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
 - Are disabled and have specific additional needs.
 - Have SEND (whether or not they have a statutory EHC plan).
 - Are young carers.
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - Are frequently missing/going missing from care or from home.
 - Misuse drugs or alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
 - Are returned home to their family from care.
 - Show early signs of abuse and/or neglect.
 - Are at risk of being radicalised or exploited.
 - Are privately fostered.
- 7.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- 7.4 All staff will be made aware of the local early help process and understand their role in it.
- 7.5 The relevant DSL will take the lead where early help is appropriate.

8. Procedures for Managing Concerns

- 8.1 Our schools adhere to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children Board (WSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCB Levels of Need Guidance.
- 8.2 Every member of staff, including volunteers working with children at our schools, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
- 8.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the relevant DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

- 8.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 8.5 The relevant Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the relevant DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff or Children's Social Care.
- 8.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1 for pro-forma).
- 8.7 Following receipt of any information raising concern, the relevant DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 8.8 All referrals will be made in line with <u>local procedures</u> as detailed on the <u>Worcestershire</u> website.
- 8.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the relevant DSL and/or the relevant Headteacher. Concerns should always lead to help for the child at some point.
- 8.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the relevant designated senior person, their deputy and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.
- 8.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the relevant Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

9 Peer on peer abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same <u>safeguarding children procedures</u> will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse, must not pass it off as 'banter', 'or just having a laugh' or 'part of growing up'.

We will ensure, through training that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues. Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. Staff, and particularly the

relevant DSL, should always consider the context in which such incidents and/or behaviours occur.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2018 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

Support for the victims of abuse will be in line with support outlined in the school's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

Peer on Peer Sexual Abuse

Sexual harassment

- 9.1. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:
 - · Sexual comments.
 - Sexual "jokes" and taunting.
 - Physical behaviour, such as deliberately brushing against another pupil.
 - Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

9.2. Sexual violence refers to the three following offences:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Harmful sexual behaviours

- 9.3. The term harmful sexual behaviour is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
 - Using sexually explicit words and phrases.

- · Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Inappropriate touching.
- · Sexual violence or threats.
- 9.4. Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not).

A preventative approach

- 9.5. In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- 9.6. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
 - Healthy relationships
 - Respectful behaviour
 - · Gender roles, stereotyping and equality
 - · Body confidence and self-esteem
 - · Prejudiced behaviour
 - That sexual violence and sexual harassment is always wrong
 - · Addressing cultures of sexual harassment
- 9.7. Pupils are allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

- 9.8. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".
- 9.9. All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 9.10 All staff will be made aware of the heightened vulnerability of pupils including those with SEND, pupils who are from ethnic backgrounds and pupils who are LAC and PLAC. These pupils are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to these pupils and will always explore indicators further.
- 9.11. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 9.12. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

- 9.13. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS (Children's Social Care Services).
- 9.14. Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

9.15. If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

- 9.16. Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The relevant DSL will be aware of the local process for referrals to both CSCS and the police.
- 9.17. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.
- 9.18. The school has a close relationship with the local police force and the relevant DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

- 9.19. Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.
- 9.20. If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.
- 9.21. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the relevant DSL.

Managing disclosures

- 9.22. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.23. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the relevant DSL.
- 9.24. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.
- 9.25. All staff will be trained to handle disclosures. Effective safeguarding practice includes:
 - Never promising confidentiality at the initial stage.
 - Only sharing the report with those necessary for its progression.
 - Explaining to the victim what the next steps will be and who the report will be passed to.
 - Recognising that the person the child chose to disclose the information to is in a position of trust.
 - Being clear about boundaries and how the report will be progressed.
 - Not asking leading questions and only prompting the child with open questions.

- Waiting until the end of the disclosure to immediately write a thorough summary. If notes
 must be taken during the disclosure, it is important to still remain engaged and not
 appear distracted.
- Only recording the facts as the child presents them not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the relevant DSL or a deputy as one of the staff members).
- Informing the relevant DSL or deputy as soon as possible after the disclosure if they
 could not be involved in the disclosure.
- 9.26. The relevant DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

- 9.27 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- 9.28. The relevant DSL will consider the following when making confidentiality decisions:
 - Parents will be informed unless it will place the victim at greater risk.
 - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
 - Rape, assault by penetration and sexual assaults are crimes reports containing any such crimes will be passed to the police.
- 9.29. The relevant DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

- 9.30. There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.
- 9.31. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

- 9.32. The relevant DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.
- 9.33. Risk assessments will consider:
 - · The victim.
 - The alleged perpetrator.
 - Other children at the school, especially any actions that are appropriate to protect them.
- 9.34. Risk assessments will be recorded (either on paper or electronically) and kept under review.

Taking action following a disclosure

- 9.35. The relevant DSL or a deputy will decide the school's initial response, taking into consideration:
 - · The victim's wishes.
 - · The nature of the incident.
 - The ages and developmental stages of the children involved.
 - Any power imbalance between the children.
 - Whether the incident is a one-off or part of a pattern.
 - · Any ongoing risks.
 - Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
 - · The best interests of the child.
 - That sexual violence and sexual harassment are always unacceptable and will not be tolerated.
- 9.36. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.
- 9.37. For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.
- 9.38. For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.
- 9.39. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

- 9.40. The decision of when to inform the alleged perpetrator of a report will be made on a caseby-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.
- 9.41. There are four likely outcomes when managing reports of sexual violence or sexual harassment:
 - 1. Managing internally
 - 2. Providing early help
 - 3. Referral to CSCS
 - 4. Reporting to the police
- 9.42. Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.
- 9.43. The following situations are statutorily clear and do not allow for contrary decisions:
 - A child under the age of 13 can never consent to sexual activity.
 - The age of consent is 16.
 - Sexual intercourse without consent is rape.
 - Rape, assault by penetration and sexual assault are defined in law.
 - Creating and sharing sexual photos and videos of children under 18 is illegal including children making and sending images and videos of themselves.

Managing internally

9.44. In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

9.45. The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS

- 9.46. If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.
- 9.47. The school will not wait for the outcome of an investigation before protecting the victim and other children.
- 9.48. The relevant DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.
- 9.49. If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.
- 9.50. If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

- 9.51. Reports of rape, assault by penetration or sexual assault will be passed on to the police even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.
- 9.52. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.
- 9.53. The relevant DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.
- 9.54. The relevant DSL will be aware of local arrangements and specialist units that investigate child abuse.
- 9.55. In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

- 9.56. Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.
- 9.57. The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.
- 9.58. The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.
- 9.59. Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

- 9.60. The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.
- 9.61. The relevant DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

- 9.62. Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- 9.63. The school will support the victim and perpetrator to remain protected from bullying and harassment (including online).
- 9.64. Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.
- 9.65. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

- 9.66. Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
 - · The terminology the school uses to describe the victim
 - The age and developmental stage of the victim
 - · The needs and wishes of the victim
 - · Whether the victim wishes to continue in their normal routine
 - The victim will not be made to feel ashamed about making a report
 - · What a proportionate response looks like
- 9.67. Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.
- 9.68. Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.
- 9.69. The school will provide a physical space for victims to withdraw to.
- 9.70. Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.
- 9.71. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- 9.72. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered this will only be considered at the request of the victim and following discussion with their parents.
- 9.73. If the victim does move to another school, the relevant DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

9.74. When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.
- 9.75. When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.
- 9.76. If the alleged perpetrator moves to another school (for any reason), the relevant DSL will inform the destination school of any ongoing support needs and transfer the child protection file.
- 9.77. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

- 9.78. Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.
- 9.79. The school will make such decisions on a case-by-case basis, with the relevant DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.
- 9.80. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.
- 9.81. Disciplinary action and support can take place at the same time.
- 9.82. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

- 9.83. Once the relevant DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
- 9.84. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- 9.85. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- 9.86. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- 9.87. Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

9.88. In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

- 9.89. In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- 9.90. The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- 9.91. Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The relevant DSL or a deputy will attend such meetings, with agencies invited as necessary.
- 9.92. Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

- 9.93. Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- 9.94. It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 9.95. The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 9.96. As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

10 Special Educational Needs and Disability (SEND)

- 10.1 We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionally impacted by behaviours such as bullying without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- 10.2 We will always consider extra pastoral support for children with SEND to address these additional challenges.

11 Alternative provision

- 11.1. The school will remain responsible for a pupil's welfare during their time at an alternative provider.
- 11.2. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

12 Work experience

12.1. When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

13 Homestay exchange visits

School-arranged homestays in UK

- 13.1. Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- 13.2. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- 13.3. Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.
- 13.4. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

- 13.5. The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- 13.6. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- 13.7. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.
- 13.8. Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

13.9. Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

14 Child Sexual Exploitation (CSE)

- 14.1 We recognise that CSE is a form of child sexual abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.
- 14.2 Each school addresses the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.
- 14.3 All staff, volunteers and governors are made aware of the indicators of sexual exploitation, the fact that the victim may have been sexually exploited even if the sexual activity appears consensual and that it does not always involve physical contact but can occur through the use of technology. All concerns are reported immediately to the relevant DSL.

'Honour Based' Violence and Female Genital Mutilation (FGM)

14.4 We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the relevant DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

14.5 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers (persons employed or engaged to carry out teaching work). Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

Radicalisation and Extremism

- 14.6 We recognise that children are vulnerable to extremist ideology and radicalisation. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We will ensure that:
 - Through training, staff, volunteers and governors have an understanding of what
 radicalisation and extremism is, why we need to be vigilant in school and how to respond
 when concerns arise.
 - There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
 - The relevant DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
 - The relevant DSL will make referrals in accordance with <u>WSCB procedures</u> and will represent our school at Channel meetings as required.
 - Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - We will use relevant information, tools and resources to help our staff and parents recognise and address extremism and radicalisation in young people, for example the <u>Educate Against Hate</u> website

15. Information Sharing & Confidentiality

- 15.1 We recognise that all matters relating to child protection are confidential.
- 15.2 The relevant Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.
- 15.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 15.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

16. Communication with Parents

- 16.1 We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.
- 16.2 We will always undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child or an adult at further risk of harm or would impede a criminal investigation.
- 16.3 We will ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children and their duty to co-operate with other agencies in this respect.

17. Record Keeping

- 17.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns will be recorded using the school's safeguarding children recording system.
- 17.2 All records of a child protection nature will be passed to the relevant DSL including case conference or core group minutes, child protection plans and written records of any concerns. Child protection records are kept securely under lock and key or password protected, with only appropriate persons having access to them.
- 17.3 Any referrals made to other agencies, including referrals to Children's Social Care, will be copied prior to sending and stored in the child's child protection file.
- 17.4 The relevant DSL will maintain and regularly audit the school's child protection records and ensure that each stand-alone file includes a chronology of significant events and that information and contact details are accurate and up-to-date.
- 17.4 The relevant DSL will transfer the child protection record in a safe and timely manner when a child moves school, ensuring receipt of transfer is obtained.
- 17.5 The relevant DSL may copy child protection records generated by the school prior to transfer and retain for as long as is necessary (normally d.o.b. + 25 years), where there is justification for believing that the records may be required as evidence of the school's involvement with the child for statutory purposes (e.g. court cases or serious case reviews). When the records are no longer required, they will be securely disposed of.

18. Supporting Children

- 18.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.
- 18.2 We acknowledge that school may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- 18.3 We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.
- 18.4 The schools will endeavour to support all children by:
 - Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
 - Promoting a positive, supportive and secure environment giving pupils a sense of being valued:
 - A consistently applied school behaviour policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
 - Liaising with other agencies that support the pupil such as Children's Social Care Services, Child and Adult Mental Health Service (CAMHS), Educational Psychology Service and those agencies involved in the safeguarding of children;
 - The use of Early Help Services, through the Family Front Door, when appropriate;
 - Notifying Children's Social Care Services immediately there is a significant concern;
 - Providing continuing support to a child about whom there have been concerns who
 leaves the school by ensuring that appropriate information is forwarded under
 confidential cover to the child's new setting.

19. Supporting and Supervision of Staff

19.1 We recognise that staff working in the Trust who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

- 19.2 We will support such staff by providing an opportunity to talk through their anxieties with the relevant DSL and to seek further support such as counselling or regular supervision, as appropriate.
- 19.3 We will enable supervision for the relevant DSL through network meetings, direct consultation with the Safeguarding in Education Adviser or Consultant Social Workers in order to promote best practice and challenge unsatisfactory or poor practice.
- 19.4 In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with children, they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

20. Safer Recruitment and Selection of Staff

- 20.1 The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs. The DfE's <u>DBS Workforce Guides</u> will be consulted when determining whether a position fits the child workforce criteria.
- 20.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.
- 20.3 References are requested and scrutinised for all candidates prior to interview and any discrepancies or concerns are raised and discussed during interview, including for any volunteers and internal candidates. References are always requested directly from the referee and verified as being from a senior person with appropriate authority; electronic references are checked to ensure they originate from a legitimate source. Where specific questions have not been answered satisfactorily or insufficient information is provided, the referee will be contacted directly for further clarification. Where references are not forthcoming, despite reminders, the candidate will be asked to provide an alternative referee.
- 20.4 All staff working within our Trust who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.
- 20.5 All teachers working within our Trust have been checked using the <u>Teacher Services</u> website to ensure they have been awarded QTS, they have completed their teacher induction and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions e.g. management posts.
- 20.6 The school seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.
- 20.7 Our Members, Trustees, Governors are subject to an enhanced DBS check with barred list check and have been checked to ensure they are not disqualified from holding office under a section 128 direction.
- 20.8 Multi-academy trust (MAT) staff Every school in a MAT needs to maintain a single central record of recruitment checks for audit purposes. Where the MAT employs staff who are not assigned to an individual school, these employees must be recorded on the SCR at Hanley Castle High School, along with all others employed by the MAT and trustees.
- 20.9 MAT teaching staff where teaching staff work in more than one school across the MAT, they should be recorded on the SCR for one school. This should be the school where they spend the most teaching time or the one against which they are recorded for pay and other purposes. For other schools where the member of staff operates, there should be a reference on the SCR to the fact that their record is held at 'XX school'.

- 20.10Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.
- 20.11 Volunteers who are not working in regulated activity, will be supervised at all times. A risk assessment will be undertaken to help decide whether or not an enhanced DBS check, without barred list check, is required.

21 Allegations against staff

Officer (LADO).

- 21.1 We acknowledge that a pupil may make an allegation against a member of staff or volunteer
- 21.1 If such an allegation is made, which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, namely a member of staff has:
 - Behaved in such a way that has harmed a child, or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved towards a child or children in a way that indicates he or she would pose a risk
 of harm if they work regularly or closely with children
 then the member of staff receiving the allegation will immediately inform the relevant
 DSL and the Headteacher, unless the allegation concerns the Headteacher, in which
 case the Chair of Governors will be informed immediately. Where the Headteacher is the
 sole proprietor, the allegation will be reported directly to the Local Authority Designated
- 21.2 The relevant Headteacher (or Chair of Governors) on all such occasions will discuss the content of the allegation with LA's Senior Adviser for Safeguarding Children in Education or the LADO, prior to undertaking any investigation.
- 21.3 Each school will follow the DfE, <u>West Midlands Safeguarding Children</u> and <u>LA procedures</u> for managing allegations against staff, a copy of which is available in school.
- 21.4 Where an allegation is substantiated and the individual is dismissed or resigns, the school will consider referring the matter to the Teaching Regulation Authority (TRA) for consideration for a prohibition order.
- 21.5 If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to the CSCS
- 21.6 The case manager will be guided by the LADO in all matters relating to the case, including suspension, sharing of information and any follow up investigation.

22 Whistleblowing

- 22.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 22.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.
- 22.3 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).
- 22.4 Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the <u>NSPCC whistleblowing helpline</u>.

23 Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

23.1 We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

23.2 We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's complaints procedures are readily available.

24 Positive Physical Intervention / Use of reasonable force

- 24.1 Our policy on positive handling is set out in our behaviour/behaviour management/positive handling policies and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.
- 24.2 We acknowledge that when applying reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, it is important to recognise their additional vulnerability and make every effort to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 24.3 We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.
- 24.4 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, or equivalent.
- 24.5 All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures.
- 24.6 We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.
- 24.7 We recognise that the adoption of a 'no contact' policy could leave staff unable to fully support and protect our pupils.

25 Abuse of Position of Trust

- 25.1 We recognise that as adults working in the school, we are in a relationship of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- 25.2 We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.
- 25.3 We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

26 Looked after children and previously looked after children

- 26.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills, knowledge and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the relevant DSL have details of the child's social worker and the name and contact details of the Local Authority's Virtual Head for children in care and previously looked after children.
- 26.2 We recognise that a previously looked after child potentially remains vulnerable and therefore ensure that all staff have the skills, knowledge and understanding to keep previously looked after children safe.

- 26.3 Our designated teacher for looked after children and previously looked after children has the appropriate training and the relevant qualifications and experience of working with this group of children.
- 26.4 The relevant DSL will obtain details of the local authority Personal Adviser appointed to guide and support each care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.
- 26.5 The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

27 Children Missing Education (CME)

- 27.1 We recognise that a child going missing from education is a potential indicator of abuse or neglect.
- 27.2 Our procedures for dealing with children that go missing from education are based on the Local Authority and WSCB procedures. Staff are made aware of these procedures at induction and through our Attendance Policy. We will make every attempt to obtain more than one emergency contact number for each child registered at the school to ensure we are able to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. We will ensure that we inform the local authority when removing a child from the school role at standard and non-standard transition points in line with the DfE guidance on Children Missing Education.
- 27.3 We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
- 27.4 We will ensure that we report children missing education to the LA CME officer, in line with statutory requirements.

Admissions register

- 27.5 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the relevant school, or when the school has been notified that the pupil will first be attending.
- 27.6 The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 27.7 The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.
- 27.8 Two emergency contact details will be held for each pupil where possible.
- 27.9 Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.
- 27.10 If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
 - The full name of the parent with whom the pupil will live
 - The new address
 - The date from when the pupil will live at that address
- 27.11 If a parent notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school
- 27.12 Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
- 27.13 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
 - Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 27.14 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 27.15 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
 - The full name of the pupil
 - The full name and address of any parent with whom the pupil lives
 - At least one telephone number of the parent with whom the pupil lives
 - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- 27.16 The school will work with the LA to establish methods of making returns for pupils back into the school.
- 27.17 The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.
- 27.18 The school will also highlight any other necessary contextual information including safeguarding concerns.

28 Racist Incidents

28.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school.

29 Radicalisation and Extremism

- 29.1 We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political and extreme religious views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the students; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.
- 29.2 We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 29.3 We seek to protect children and young people against the messages of all violent extremisim including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

30. Homelessness

- 30.1. The relevant DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
- 30.2. Indicators that a family may be at risk of homelessness include the following:
 - Household debt
 - Rent arrears
 - Domestic abuse
 - · Anti-social behaviour
 - Any mention of a family moving home because "they have to"
- 30.3. Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.
- 30.4. For 16- and 17-year-olds, homelessness may not be family-based and referrals to children's services will be made as necessary where concerns are raised.

31. Child Criminal Exploitation - County Lines

- 31.1. County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Typically, the gang exploits young or vulnerable people to store and/or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a cross over between CSE and County Lines and young people are sometimes required to offer sex in order to pay off perceived debts
- 31.2. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.
- 31.3. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the relevant DSL.
- 31.4. Concerns about young people being possibly involved should be passed to the relevant DSL who will refer to Police and the Family Front Door

32. Domestic Abuse

32.1. We recognise that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as well as

in the context of their home life. We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like, for example by using the <u>WSCB</u> <u>Healthy Relationships – a whole school approach</u> and resources from the <u>WCC Domestic</u> Abuse and Sexual Violence website.

33. Modern Slavery

33.1. The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'. Staff need to be aware of this duty and inform the relevant DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The relevant DSL will then contact the NCA.

34. Contextual safeguarding

- 34.1. Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the relevant DSL and their deputy(s), will always consider the context of incidents this is known as contextual safeguarding.
- 34.2. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- 34.3. The school will provide as much contextual information as possible when making referrals to CSCS.

35 Anti-Bullying

- 35.1 Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, sexting, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in school.
- 35.2 We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Family Front Door or to the Police.

36 E-safety

- 36.1 The relevant DSL understands the unique risks associated with online safety and has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- 36.2 The relevant DSL is able to recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND children to stay safe online.
- 36.3 All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.
- 36.4 Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, governors and parents).
- 36.5 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- 36.6 We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

36.7 We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

37 Photography and use of images (including hand held devices)

- 37.1 The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.
- 37.2 For this reason consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).
- 37.3 Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

38 Staff/pupil relationships

38.1 The school's provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

39 Health & Safety

- 39.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.
- 39.2 Risk Assessments are undertaken and reviewed regularly, for example in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour and risk to and from children displaying harmful behaviour.

40 Safe Environment

- 40.1 The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.
- 40.2 The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.
- 40.3 Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

41 Private fostering arrangements

- 41.1 A private fostering arrangement occurs when someone other than a parent or a 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 the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.
- 41.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

- 41.3 Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.
- 41.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible.
- 41.5 Where the school becomes aware of a privately fostering arrangement, they will notify the LA as soon as possible to allow the LA to conduct the necessary checks.

42 Challenge and Escalation

- 42.1 We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.
- 42.2 As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.
- 42.3 We are aware of the <u>WSCB escalation procedures</u> for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

43. Monitoring and Evaluation

- 43.1 Our Safeguarding Children policy and procedures will be monitored and evaluated by:
 - Completion of the annual safeguarding audit;
 - Completion and return to the LA/WSCB of the annual safeguarding report to the Governing Body. This report is to be also sent to the HUET Board of Trustees;
 - · Pupil surveys and questionnaires;
 - Discussions with children and staff;
 - Scrutiny of data and risk assessments;
 - Scrutiny of the school's single central record of recruitment checks;
 - Scrutiny of Governing Body minutes;
 - Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
 - Supervision of staff involved in child protection;
 - Case file audits undertaken by the DSL and the WSCB.

44 Other Relevant Policies

- 44.1 The Governing Bodies' statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.
- 44.2 The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies in the schools within the Trust, for instance:
 - Staff Behaviour / Staff Code of Conduct
 - Allegations of Abuse against Teachers and other Staff
 - Complaints Procedure
 - Behaviour Management
 - · Anti-Bullying, including cyber-bullying
 - Positive Physical Intervention
 - Special Educational Needs

- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Intimate Care
- Sex and Relationships Education
- Safe and Appropriate Use of Images
- Equal Opportunities
- E-safety and Acceptable Internet Use
- Whistleblowing (Confidential Reporting)
- Preventing Extremism and Radicalisation

The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

Contacts

| | Headteacher | Tel: | |
|----------|------------------------------------|---------------------------------------|--|
| | 201 | Email: | |
| | DSL | Tel: | |
| | | Email: | |
| Internal | Deputy DSL | Tel: | |
| | | Email: | |
| | Chair of Governors | Tel: | |
| | | Email: | |
| | Safeguarding Governor | Tel: | |
| | | Email: | |
| | Children's Services Family Front | Tel: 01905 822666 | |
| | Door (FFD) | Email: | |
| | | childrensteam@worcestershire.gov.uk | |
| | Emergency Duty Team (EDT) – | Tel: 01905 768020 | |
| | out of office hours | Email: | |
| | Community Social Work Team | Tel: 01905 846057 | |
| | Local Authority Designated Officer | Tel: 01905 846221 | |
| | (LADO) James Hancock & James | Email:lado@worcestershire.gov.uk | |
| External | Borland | | |
| | Education Adviser – | Tel: 01905 844436 | |
| | Safeguarding: | Email:dhannibal@worcestershire.gov.u | |
| | Denise Hannibal | k | |
| | Police – Prevent Team: | Tel: 01386 591835 | |
| | DS Stuart Clark | Email: | |
| | | stuart.clark@westmercia.pnn.police.uk | |
| | Ofsted | Tel:0300 123 1231 | |
| | Childline | Tel: 0800 1111 | |
| | Women's Aid (24hr. Helpline) | Tel: 0800 980 3331 | |
| | West Mercia Rape and Sexual | Tel: 01905 724514 | |
| | Abuse Support Centre | | |
| | | | |

| | Sally Mills | Tel: 07714 210687 |
|--------------|----------------------------|---|
| | Independent Safeguarding | Email: |
| | Consultant | sallymillsconsultant@btinternet.com |
| Training and | Chris and Eve Johnston | Tel: 07970 340846 |
| Independent | Create Safer Organisations | Email: createsafeorgs@btinternet.com |
| Support | (CSO) | |
| | Alison Newman | Tel: 01905 678176 |
| | Babcock Prime | Email: |
| | | Alison.Newman2@babcockinternational.com |

Community Social Workers

To contact your Community Social Worker for any general queries relating to safeguarding, but any specific advice relating to a child or family **must now go through the Family Front Door**.

- Call the Family Front Door on 01905 822666. Press an option which will allow you to speak to someone. You will speak to an Initial Screening and Contact Officer. If you or they believe that the child is at risk of significant harm, you will be directed accordingly, and the following points do not apply.
- 2. If you would like advice from a Social Worker, the ISCO will offer you an appointment slot, either that same day or at a later date which suits you. The Social Worker that you will speak to will be a community Social Worker.

Team Manager - Rob Kyle 01905 845991 / 07703 097988

Team Support Officer – Kirsty Gardner 01905 846842

Malvern - Alice Gillett 01905 845414 / 07771 994866 (Monday, Tuesday, Wednesday) agillett@worcestershire.gov.uk

Sarah Muliette 07711 388650

(Thursdays and Fridays, every other Monday) <u>smuliette@worcestershire.gov.uk</u>

APPENDIX 1

FORM 1

Logging a Concern about a Child's Safety and Welfare – all staff and visitors

| Pupil's name: | d.o.b. | Yr. gp. | | | |
|---|-----------|---------|--|--|--|
| Date: | Time: | | | | |
| Name: | | | | | |
| Print | Signature | | | | |
| Position: | | | | | |
| Note the reason(s) for recording the incident. | | | | | |
| Details of concern/incident - record the who/what/where/when factually (continue on reverse of sheet if necessary): | | | | | |
| Any other relevant information (witnesses, immediate action taken) | | | | | |
| Action taken | | | | | |
| Reporting staff signature | | | | | |
| DSL – Response/Outcome | | | | | |
| DSL signature | | Date | | | |

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

| Continuation Sheet | |
|--|---------|
| Incident /Concern; other relevant information; Action Taken; Outcome | |
| PUPIL NAME: | |
| | |
| DATE | DETAILS |
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| Signature | |
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Recognition & Identification of Abuse

Definitions taken from Working Together to Safeguard Children 2018, Appendix A

What is abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Indicators of Abuse

Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below may be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

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 only 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 capability, 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 cyber-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.

Emotional abuse is difficult to:

- define
- identify/recognise
- prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is
 for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and
 developmental delay are again likely to be present
- Babies feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- Toddler/Pre-School head banging, rocking, bad temper, 'violent', clingy. From overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills
- School age Wetting and soiling, relationship difficulties, poor performance at school, nonattendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- Adolescent depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement

 Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

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), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms which are:

- Medical the withholding of medical care including health and dental.
- Emotional lack of emotional warmth, touch and nurture
- Nutritional either through lack of access to a proper diet which can affect in their development.
- Educational failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical failure to meet the child's physical needs
- Lack of supervision and guidance meaning the child is in dangerous situations without the ability to risk assess the danger.¹

Common Concerns:

With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:

- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

School staff need to consider both acts of *commission* (where a parent/carer deliberately neglects the child) and acts of *omission* (where a parent's failure to act is causing the neglect). This is a key consideration with regard to school attendance where parents are not ensuring their child attend school regularly.

Many of the signs of neglect are visible. However school staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a pupil is being neglected. Children spend considerable time in school so staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

Here are some signs of possible neglect:

Physical signs:

Constant hunger

¹ Source: Horwath, J (2007): Child neglect: identification and assessment: Palgrave Macmillan

- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important
 not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be
 required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet
- Being too hot or too cold red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn.
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

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.

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead <u>without delay</u> so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
 - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference:

- Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.

Bruising:

- Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
- Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.

· Other injuries:

- Bite marks may be evident from an impression of teeth
- Small circular burns on the skin suggest cigarette burns
- Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
- Red lines occur with ligature injuries
- Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
- Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
- Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
- Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

- · Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

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. They may 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school or through other activities.

Characteristics of child sexual abuse:

 It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;

- Grooming the child people who abuse children take care to choose a vulnerable child and
 often spend time making them dependent. This can be done in person or via the internet
 through chat-rooms and social networking sites;
- Grooming the child's environment abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chat-rooms and social networking sites.

In young children behavioural changes may include:

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares

In older children behavioural changes may include:

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually
 quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem
 to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:

- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic

behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.'

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST²

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gangassociated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities

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² The Office of the Children's Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and Gangs.

- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- · Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited:**

- · Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the WSCB website: http://www.worcestershire.gov.uk/cms/safeguarding-our-children/child-sexual-exploitation.aspx

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the Worcestershire Pathway for dealing with issues of CSE, including completion of the screening tool.

Effects of domestic abuse on children and young people

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the *Every Child Matters* agenda:

- · be healthy:
- · stay safe;
- enjoy and achieve;
- · make a positive contribution;
- · achieve economic well-being.

What you might see in school

- Unexplained absences or lateness either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending school when ill rather than staying at home;
- Children and young people not completing their homework, or making constant excuses, because
 of what is happening at home;
- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and school performance;
- · Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

What schools can do

Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.

For many victims, the school might be the one place that they visit without their abusive partner.

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, NSPCC **0808 800 5000** and ChildLine **0800 11 11**; Parentline **0808 800 2222**; Worcestershire's Forum Against Domestic Abuse and Sexual Violence (WFADSA) 24 hr. helpline: **0800 980 3331**, website:

http://www.worcestershire.gov.uk/cms/domestic-and-sexual-abuse.aspx

West Mercia Women's Aid 24hr helpline 0800 980 3331

West Mercia Constabulary - Police Domestic Abuse Units 101.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

Schools can support individual children and young people by:

- Introducing a whole-school philosophy that domestic abuse is unacceptable;
- Responding to disclosures and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse:
- **Giving emotional support** the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- Facilitating a peer support network children and young people can become isolated but often welcome talking to friends about their problems;
- Offering practical support if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- Providing somewhere safe and quiet to do their homework or just to sit and think;

- Improving the self-esteem and confidence of children and young people by:
 - offering them opportunities to take on new roles and responsibilities;
 - offering tasks which are achievable and giving praise and encouragement;
 - monitoring their behaviour and setting clear limits;
 - criticising the action, not the person;
 - helping them to feel a sense of control in their school lives;
 - involving them in decision making;
 - helping them to be more assertive;
 - respecting them as individuals;
 - encouraging involvement in extra-curricular activities.

From The Expect Respect Education Toolkit - Women's Aid

Advice for schools on receiving notification of a Domestic Abuse incident

N.B. This section will be updated once details of the Police Encompass Project are known.

Background

Following a call to a domestic abuse incident where children are involved, Police notify Social Care and Health. A domestic abuse triage meeting takes place each day within the Multi-Agency Safeguarding Hub (MASH) where the notifications are sorted into low, medium and high risk, depending on the perceived level of risk to the children. For those cases that are classified medium or high, the school DSL will receive an e-mail via their secure communications system on the Children's Services Portal, from the Family Front Door informing them that an incident has taken place and giving them a copy of the Police log. For high risk cases, they will also be contacted by telephone and asked whether they have any concerns about the children at school. Social Care will also inform parents that the notification has been received and shared with other agencies and that the information will be treated confidentially.

School action

On receiving this information, the DSL should:

- Log the information and keep the record alongside other information/concerns that the school has on this child/family, with all other confidential CP records in a secure place. This will allow the school to recognise any pattern and/or frequency of notifications and take appropriate action. Please note that school may receive further communication about this same incident, once further assessment of the situation has been undertaken by Police be careful not to log this as a separate incident.
- Inform any staff of notification on a 'need to know' only basis e.g. class teacher/form tutor.
- Alert all staff who teach pupil/student with minimum of information e.g. 'This pupil/student may need extra support / may need extra time to complete homework'.
- Monitor pupil/student behaviour in school (including attendance) and should concerns arise which may be attributed to the impact of the incident, consult with Social Care through the Family Front Door as the concerns may be significant and lead to new safeguarding action, or to seek advice on how to proceed.
- Provide appropriate support for child, **if required** do not question pupil/student about the incident. Respect the child's decision on whether or not they wish to discuss the situation.
- Provide appropriate support for adult, if asked e.g. helpline number (0800 980 3331) or website address: http://www.worcestershire.gov.uk/cms/domestic-and-sexual-abuse.aspx

Bear in mind

- Victim of incident may be anxious that the information will be shared inappropriately.
- Notification may not give details as to which parent is the perpetrator/victim any disclosure to the 'wrong' parent could heighten risk.
- Need to be aware who is 'connected' to the child e.g. TA/lunchtime supervisor may be child's relative / friend of the family.
- Inappropriate sharing of information could heighten the risk for the victim and/or the child.

If in doubt, consult with the Family Front Door (01905 822666)

Forced Marriage – a form of Domestic Abuse and crime in England and Wales

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The justifications

Most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon — there have been cases involving families from East Asia, the Middle East, Europe and Africa.

Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.

Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

Culture

Often parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents come under significant pressure from their extended families to get their children married.

The law

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

In addition, the Forced Marriage (Civil Protection) Act (2007) makes provision for protecting children, young people and adults from being forced into marriage without their full and free consent through Forced Marriage Protection Orders. Breaching a Forced Marriage Protection Order is a criminal offence.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence, with effect from 16th June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the marriage takes place);
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured into it or not).

What to do if a student seeks help

- The student should be seen immediately in a private place, where the conversation cannot be overheard.
- The student should be seen on her own, even if she attends with others.
- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting.

- Explain all options to the student and recognise and respect her wishes. If the student does not want to
 be referred to Children's Services, you will need to consider whether to respect the student's wishes —
 or whether the student's safety requires further action to be taken. If you take action against the
 student's wishes you must inform the student.
- Establish whether there is a family history of forced marriage i.e. siblings forced to marry.
- Advise the student not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Forced Marriage Unit.
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer to the local Police Child Protection Unit if there is any suspicion that there has been a crime or that one may be committed.
- Refer the student with her consent to the appropriate local and national support groups, and counselling services.

What to do if the student is going abroad imminently

The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the student and to repatriate her:

- a photocopy of the student's passport for retention encourage her to keep details of her passport number and the place and date of issue
- as much information as possible about the family (this may need to be gathered discretely)
- full name and date of birth of student under threat
- student's father's name
- any addresses where the student may be staying overseas
- · potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family in the UK and overseas

Specific information

It is also useful to take information that only the student would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the student.

Professionals should also take details of any travel plans and people likely to accompany the student. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the student — a secret mobile telephone, for example, that will function abroad.

Forced marriage: what educators should NOT do

- treat such allegations merely as domestic issues and send the student back to the family home
- ignore what the student has told you or dismiss the need for immediate protection
- approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concern and may place the student in danger
- contact the family in advance of any enquires by the Police, Children's Services or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the student
- breach confidentiality except where necessary in order to ensure the student's safety
- attempt to be a mediator

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fmu@fco.gov.uk Website: www.fco.gov.uk/forcedmarriage

FMU publication: 'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09

See also: 'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage' Government Office - November 2008 and Interagency Guidance on Forced Marriage on the WSCB website.

Ref: WSCB local procedures <u>'Forced Marriage'</u> and <u>Worcestershire's Forced Marriage</u>, <u>Honour-Based</u> Violence and Female Genital Mutilation Protocol – January 2016.

Female Genital Mutilation (FGM) - a form of Human Rights Abuse

What is FGM?

FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

There are four known types of FGM, all of which have been found in the UK:

- **Type 1** clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
- **Type 2** excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)
- **Type 3** infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
- **Type 4** other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FGM is sometimes known as 'female genital cutting' or female circumcision. Communities tend to use local names for this practice, including 'sunna'.

Why is FGM carried out?

It is believed that:

- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl's virginity/chastity.
- It is part of being a woman as a rite of passage.
- · It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfills a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them 'a better Muslim'. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam.

Within which communities is FGM known to be practised?

According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM.

UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leoni, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this not to say that all families from the communities listed above practise FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parents to follow what is seen as a cultural or religious practice.

Is FGM harmful?

FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long term effects on physical and psychological health.

FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment.

Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some communities the mother of the future husband and the girl's own mother will take the girl to be cut open before the wedding night.

Repeat urinal tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practise complete removal to ensure chastity.

Is it illegal?

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK. The Female Genital Mutilation Act 2003 came into force in 2004:

The act makes it illegal to:

- · practise FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- aid and abet, counsel or procure the carrying out of FGM abroad.

The offence carries a penalty of up to 14 years in prison, and/or a fine.

Signs, symptoms and indicators

The following list of possible signs and indicators are not diagnostic, but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM.

Things that may point to FGM happening:

- · a child talking about getting ready for a special ceremony
- a family arranging a long break abroad
- a child's family being from one of the 'at-risk' communities for FGM (see above)
- knowledge that an older sibling has undergone FGM
- a young person talks of going abroad to be 'cut', or get ready for marriage.

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- · disclosure.

What should schools do?

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

It is important to keep in mind that the parents may not see FGM as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

Mandatory Reporting Duty

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

SEXTING

What is sexting?

Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Sexting is often seen as flirting by children and young people who think that it's part of normal life.

Often, incidents of sexting are not clear-cut or isolated; schools may encounter a variety of scenarios. Sexting incidents can be divided into two categories – aggravated and experimental³:

Aggravated incidents of sexting involve criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who is pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

The consequences of sexting can be devastating for young people. In extreme cases it can result in suicide or a criminal record, isolation and vulnerability. Young people can end up being criminalised for sharing an apparently innocently image which may have, in fact, been created for exploitative reasons.

Because of the prevalence of sexting, young people are not always aware that their actions are illegal. In fact, sexting as a term is not something that is recognised by young people and the 'cultural norms' for adults can be somewhat different. Some celebrities have made comments which appear to endorse sexting – 'it's okay, as long as you hide your face' - giving the impression that sexting is normal and acceptable. However, in the context of the law it is an illegal activity and young people must be made aware of this.

The decision to criminalise children and young people for sending these kinds of images is a little unclear although recent media information suggested that all incidents reported to the police would be recorded, but not all would be investigated. The current Association of Chief Police Officers (ACPO) position is that:

'ACPO does not support the prosecution or criminalisation of children for taking indecent images of themselves and sharing them. Being prosecuted through the criminal justice system is likely to be upsetting and distressing for children especially if they are convicted and punished. The label of sex offender that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.'

Further information from ACPO is expected imminently (August 2016).

Action to take in the case of an incident of sexting

Step 1 – Disclosure by a student

Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

 Is the student disclosing about themselves receiving an image, sending an image or sharing an image?

³ Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011

- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 - Searching a device

It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the head teacher or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found you should consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an "experimental" incident is not referred to the police the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 – What to do and not do with the image

If the image has been shared across a personal mobile device:

- Confiscate and secure the device;
- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow students to view images or send, share or save them anywhere.

If the image has been shared across a school network, a website or social network:

Block the network to all users and isolate the image;

- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 - Who should deal with the incident?

Whoever the initial disclosure is made to must act in accordance with the school safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident.

The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

Step 5 - Deciding on a response

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

- · Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 – Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police or referring the incident to CEOP.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

Step 7 – Containing the incident and managing pupil reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important.

Step 8 - Reviewing outcomes and procedures to prevent further incidences

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils in school.

Further information is available from the NSPCC

RADICALISATION AND EXTREMISM

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, **in all its forms**. Prevent works at the <u>pre-criminal</u> stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils;
- Assessing the risk of pupils being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;
- Training staff to provide them with the knowledge and ability to identify pupils at risk;
- Keeping pupils safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the pupil may be experiencing family tensions; a sense of isolation; low selfesteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances: migration; local community tensions and events affecting the pupil's
 country or region of origin may contribute to a sense of grievance that is triggered by personal
 experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.

• **Special Educational Need**: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
 - Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Referral Process

All concerns about young people vulnerable to radicalisation should be referred to the DSL in the first instance. The DSL will follow safeguarding procedures including:

- Talking to the young person about their behaviour/views/on-line activity/friends etc.;
- Discussion with parents/carers about the concerns;
- Checking out on-line activity, including social media if possible;
- Providing in-house support, if available;
- Providing Early Help targeted support if necessary.

If concerns persist, then the DSL should complete the Channel Referral Form (available from the WSCB website) and submit to the Family Front Door via a Cause for Concern Notification, normally with the knowledge and consent of the young person.

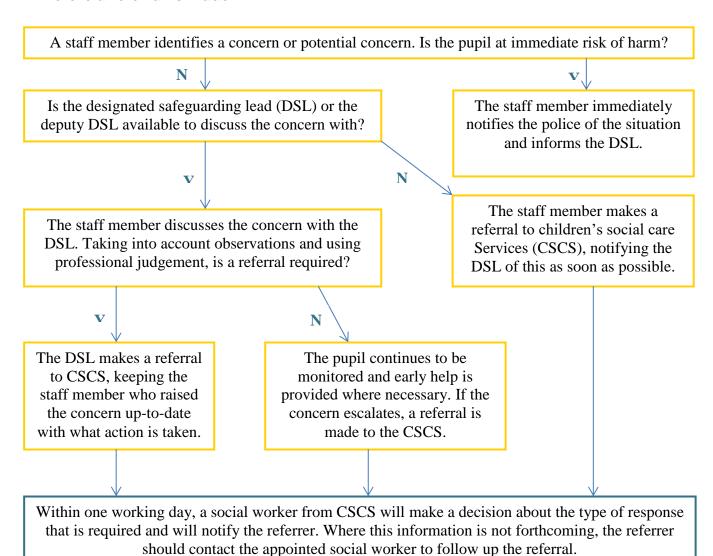
The referral will then be subject to a triage process to decide whether or not it meets the threshold for a referral to Channel. If it does, the DSL should be prepared to attend the Channel Panel meeting to share the concerns and help identify any intervention required. Further feedback to the Channel Panel will be expected following intervention to decide whether there are still concerns. Further information can be found in the WSCB local procedures.

Safeguarding Reporting Process

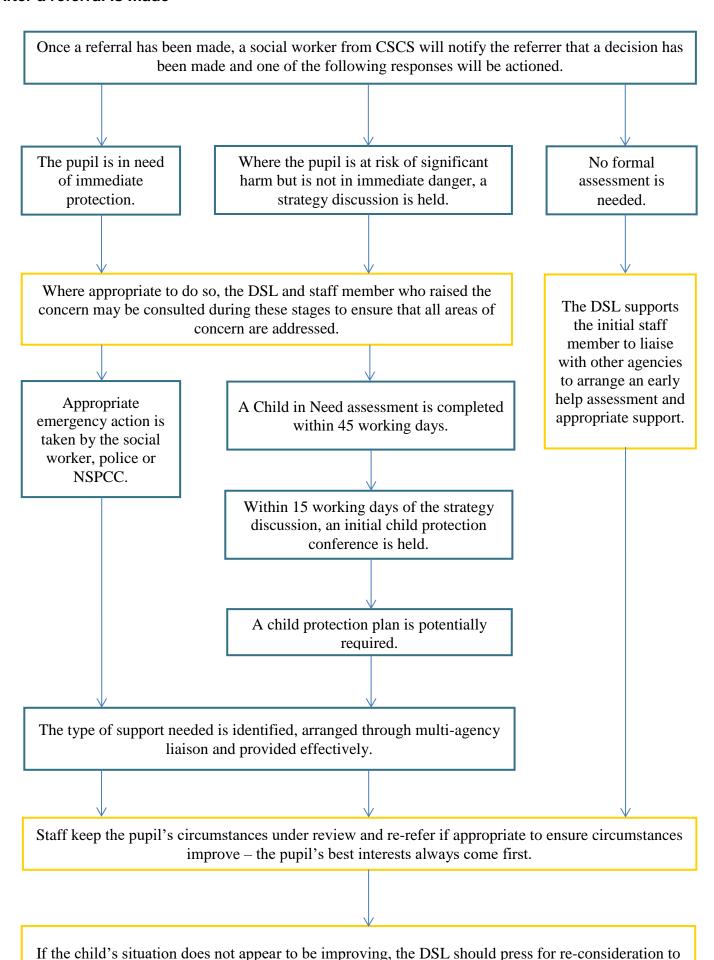
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



ensure their concerns have been addressed and, most importantly, that the child's situation improves.