



Safeguarding and Child Protection Policy

Adopted: September 2023

Due for review: September 2024

Designated Safeguarding Lead (DSL)

Miss Ceinwen Lodge (Headteacher)

Deputy Safeguarding Leads (DDSL)

Mrs Rachael Page (Deputy Headteacher)

Mrs Lisa Boothroyd (Assistant Headteacher)

Mrs Caroline Oram (Early Years Leader)

Mrs Tonya Barnes (Safeguarding & Welfare)

NB. In the unlikely eventuality of all the DSLs being out of school at the same time, please ask a member of the Admin Team to contact, by mobile phone, the DSL who is nearest to school.

Lead Trustee and Safeguarding Governor: Mrs C Gradwell

Aim:

The ultimate aim of this policy is to provide the safeguarding of children as defined by Worth Valley Primary School's statement on safeguarding children

Objectives:

- To establish excellent and effective procedures for keeping children safe
- To identify any children who may be at risk quickly and take appropriate action
- To put into place and follow the guidance issued by the Local Children's Safeguarding Board for Child Protection
- To ensure that staff are well-trained and able to carry out their responsibilities well
- To ensure that there is a quick and effective response to any incident
- To ensure coherence of good practice throughout school and to assist in the smooth transition of learners to other schools and academies
- To ensure good communication of information to all relevant staff
- To provide relevant information to various outside agencies when appropriate

Definition of Abuse

‘A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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.

Children may be abused by an adult or adults, or another child or children.’

Keeping Children Safe in Education 2023

Safeguarding Statement 2023

Everyone who works with children has a responsibility for keeping them safe as described in the statutory guidance Working Together to Safeguard Children 2018. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (Keeping Children Safe in Education 2023)

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes in to contact with children has an important role to play. (*Keeping Children Safe in Education, 2023*)

Keeping Children Safe in Education (2023) states:

‘Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Worth Valley Primary School will fulfil local and national responsibilities as laid out in the following documents:

- [Children Act 1989 \(as amended 2004 Section 52\)](#)
- [Education Act 2002 s175/s157](#)
- [Female Genital Mutilation Act 2003](#)
- [The Teachers Standards’](#)
- [The Counter-Terrorism and Security Act 2015 \(section 26 The Prevent Duty\)](#)
- [Serious Crime Bill 2015](#)
- [What to do if you’re worried a child is being abused – March 2015](#)
- [Information sharing - Advice for safeguarding practitioners July 2018](#)

- [Children missing from education \(DfE 2016\)](#)
- [Preventing and tackling Bullying \(DfE 2017\)](#)
- [Searching, screening, confiscating \(DfE 2018\)](#)
- [Working Together to Safeguard Children 2018 \(statutory guidance\)](#)
- [Criminal exploitation of children and vulnerable adults – county lines guidance \(Home Office 2018\)](#)
- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2023](#)
- [Teaching online safety in schools \(DfE 2019\)](#) □ [When to call the Police Guidance for schools](#)
- [Relationships education relationships and sex education \(RSE\) and health education.](#)
- [Review of Sexual Abuse in Schools and Colleges](#)
- [Disqualification under the Childcare Act 2006](#)

Strategies

At Worth Valley Primary School, we fully recognise our responsibilities for child protection. We understand that because of our day to day contact with individual children, staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.

Staff and Governors at Worth Valley Primary School fully understand the responsibilities and duties placed upon us to have arrangements to safeguard and promote the security, safety and welfare of all pupils. We recognise that all staff, Governors, volunteers and visitors have a full and active part to play in protecting pupils and adults within our school from harm. We believe that our school should provide a safe, caring, positive and stimulating environment in which pupils can learn, staff can work and visitors can visit.

There are five main elements to our policy:

- Ensuring we practice safe 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 and child protection concerns
- Supporting children who have been abused or are abusers in accordance with his/her agreed child protection plan

Roles and Responsibilities

At Worth Valley Primary school, we believe child protection is the responsibility of all adults working with or on behalf of children. There are, however, key people within Academies, Schools and the Local Authority who have specific responsibilities under

child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the start of this document.

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Miss Ceinwen Lodge (Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The DSL will be given the time, funding, training, resources and support to:

- › Provide advice and support to other staff on child welfare and child protection matters
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- › Have a good understanding of harmful sexual behaviour
- › Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:

- › Keep the headteacher informed of any issues
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputies are set out in their job description.

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- › Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- › Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- › Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- › Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Annex C
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate Annex C

All governors will read Keeping Children Safe in Education in its entirety.

The headteacher

The headteacher is responsible for the implementation of this policy, including:

- › Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- › Communicating this policy to parents/carers when their child joins the school and via the school website
- › Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- › Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (Annex c)
- › Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- › Ensuring the relevant staffing ratios are met, where applicable
- › Making sure each child in the Early Years Foundation Stage is assigned a key person
- › Overseeing the safe use of technology, mobile phones and cameras in the setting

Annex A:

- CSE child sexual exploitation
- CCE child criminal exploitation
- County Lines
- Domestic abuse and child who are witnesses, operation encompass and the number for the national domestic abuse helpline
- Upskirting – any gender can be victim
- Specific definition of terrorism

Annex C:

- Safer working practices, including at home with remote learning
- Managing allegations against members of staff, where the school should now take the lead if the allegation is against a supply teacher, not the agency
- The behaviours of adults and the risk they pose outside of school being brought into school, e.g. "an incident outside of school, which did not involve children but could have an impact upon children, for example domestic abuse". KCSIE 2023

sees that it would be right to tie in outside behaviours as they could impact upon behaviours inside school

- Additional context for honour based violence (HBV) and preventing radicalisation guidance focussing on what staff should be doing and considering

Training

The Headteacher will ensure that the DSL(s) attend(s) the required training and that they refresh their training every two years. All other staff and the nominated Governor will be offered an appropriate level of training and staff will receive updates via email, staff meetings or e-bulletins to keep their knowledge up to date. This will ensure they are alert to the signs of abuse and understand how to refer any concerns to the DSL or DDSLs (see Appendix 1 for signs of abuse and Appendix 2 for referral form).

Annual Report

The DSL will provide an annual report for the Local Governing Body detailing any changes to the policy and procedures; training undertaken by all staff and directors and other relevant issues.

Safer Recruitment

The Local Governing Body and School Leadership Team are responsible for ensuring that school follows safe recruitment processes, (Please see our Safer Recruitment Policy) including:

- Ensuring as a minimum that the Headteacher, other staff responsible for recruitment and one member of the Local Governing Body completes safer recruitment training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance
- We will consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)

- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see page 16)
- › Are missing or absent from education for prolonged periods and/or repeat occasions
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

Ethos

At Worth Valley Primary school, we recognise the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to and that all staff take responsibility for this. This includes challenging school Leaders and Governors. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. We will therefore endeavour to support all pupils including those who abuse through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued
- Our Behaviour Policy. We will ensure that the children know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Regular liaison with other professionals and agencies that support the children and their families
- A commitment to develop productive, supportive relationships with parents
- Ensuring that, where a child with a child protection file leaves, their information is transferred to the new school and that any allocated social worker for the child is informed

Working Together 2018 describes Early Help as providing support as soon as a problem emerges, at any point in a child's life from the foundation years through to the teenage years. Early help may occur at any point in a child's life and includes both interventions early in life as well as interventions early in the development of a problem. The aim is to offer support early to help families solve problems or to reduce the impact of problems that have already emerged.

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Keeping Children Safe in Education 2023

All staff should be prepared to identify children who may benefit from early help.

Early Help examples:

- Early Help Lead Practitioner
- School uniform support
- Attendance Support
- Learning Mentor Support
- After school care
- Full time nursery places
- Breakfast club
- Working closely with Speech and Language Therapist
- Working closely with Educational Psychologist
- Home visits
- 1:1 time with children
- Social skills groups
- Highly supervised behavioural support
- Team around the child meetings or multi-agency meetings

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific needs;
- has special educational needs;
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;

- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as FGM or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Safe Working Practice

At Worth Valley Primary School, we have adopted a clear code of practice that staff understand and adhere to. The code of practice offers guidance to staff on the way they should behave when working with children. [See the DfE's Guidance for Safer Working Practice for Adults who Work with Children (Inc. intimate care)].

Child Protection Procedures

Worth Valley Primary School adheres to child protection procedures that have been agreed locally through the CBMDC's Local Children's Safeguarding Board and as set out in the Worth Valley Primary School Staff Disciplinary Procedure (See appendix 3 Flow Chart).

Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the DSL or DDSLs as soon as possible and the child should be told who their disclosure will be shared with. Staff should be aware that Children Looked After (CLA) may have additional vulnerability.

Teachers will be made aware of the vulnerable children who are in their class so they are aware of any potential vulnerabilities. Other staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only.

Record Keeping

Child Protection records are kept centrally and securely in the safeguarding filing cabinet in the Records Office. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child Protection records must not be kept in any of the child's other files. Child Protection records are monitored by the Headteacher and are also logged on CPOMS by a D/DSL.

Written records of concerns about a child are kept even if there is no need to make an immediate referral. All such records are kept confidentially and securely and are separate from pupil records and are passed on to the child's next school. An indication of the existence of the additional child protection record is marked on the pupil records. A transfer out log is completed with a copy retained by Worth Valley Primary School and a copy of the transfer signed by the receiving school. CPOMS

records are also transferred to the receiving school if they use the system, but only when the child has started attending.

Supervision

Supervision is seen as an effective means of ensuring accountability and compliance with procedures, providing support; and identifying professional development needs.

Supervision aims to provide the DSL and DDSLs with:

- Challenge and reflection to ensure that all possible actions have been considered and objectively maintained
- Shared responsibility for decision making
- Support in dealing with emotionally challenging situations

The DSLs (Ceinwen Lodge and Rachael Page) facilitate the supervision of the other DDSLs. It is the role of the supervisor to:

- Provide a safe environment where DDSLs working with vulnerable children can reflect on their work
- Be a source of advice and expertise
- Scrutinise and challenge practice in order to assess the competence of the worker
- Provide an opportunity for the DDSLs to explore cases in depth in order to promote objectivity and sound professional judgement
- There should be consideration of the way in which feelings about the work might affect both thoughts and actions
- Enable DDSLs to clarify their roles and responsibilities and how these relate to the roles of others in the professional network
- Assess training and development needs and ensure that they are met

Supervision for the DSL is provided by an external safeguarding consultant.

Agencies

Academies are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, however, Academies continue to play a role after referral and need to develop strong links with partner agencies particularly social care. We recognise the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including child protection meetings and core group meetings.

Mental Health

At Worth Valley Primary School, we recognise the importance of promoting positive mental health in both our children and their parents/carers. We are currently working towards the Silver Mental Health Chartermark and a DSL is trained as a Senior Mental Health Lead. We use many strategies that are focused on research-based approaches to support the children.

We support our children by creating a safe and calm environment where mental health problems are less likely. However, if any issues do emerge then we react swiftly to ensure they are dealt with as early and accurately as possible. The early support provided will usually be from our pupil welfare team and Mental Health Champion, Mrs Barnes and Miss Butterfield. Some issues will be resolved by working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Mental Health Support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people.

At Worth Valley Primary school, our Pupil Welfare Officer is Mrs Tonya Barnes who is also our Mental Health Champion.

The Role of the curriculum

Our curriculum informs and empowers children to be able to safeguard themselves and to help to keep others safe. Through the curriculum, school staff help children to

develop the skills to respond to and effectively calculate risks associated with various forms of abuse (e.g. child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism). This will be through focused sessions and incidental teaching, including within the PHSE and RSE curriculum. Children are made aware of the support available to them. This is approached in an age and stage appropriate manner. Staff take appropriate opportunities to raise issues related to safeguarding with children as they arise in lessons and ensure that children know that adults in school will listen to them.

This may also include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

The statutory guidance can be found here: Statutory guidance: [relationships education relationships and sex education \(RSE\) and health education](#). Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

Online safety and the use of mobile technology

The school E safety co-ordinator is Mrs Julie Batey.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- › Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- › Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- › Set clear guidelines for the use of mobile phones for the whole school community
- › Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- › Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- › Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- › Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

- › Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- › Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- › Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- › Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- › Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- › Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Worth Valley Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Worth Valley Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school

Child Criminal Exploitation & Gangs (including County Lines)

- Young people are at risk from gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.
- A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect. Girls may be particularly at risk of sexual exploitation. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.
- Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children

are missing, and the victim is trafficked to transport drugs. A referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

- Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child who is a regular non-attender could be at potential risk and the school will make reasonable enquiries with the child and parents to assess this risk.
- A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Children with Family Members in Prison

Children who have a parent sent to prison are more at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our pastoral team uses the National Information Centre on Children of Offenders information to guide their work when working 1:1 with these children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (Crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (Crimes that can be committed only by using a computer). Cyber-dependent crimes include: ○

Unauthorised access to computers (Illegal 'hacking'), for example accessing a schools computer network. ○ 'Denial of Service' attacks or 'booting'. These are attempts to overwhelm a computer with internet traffic from multiple sources. ○ Making, supplying or obtaining malware such as viruses, spyware etc. with the intent to commit further offences.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL would consider referring into the Cyber Choices programme.

Child in Need and Child Protection Plans

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions

can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children Looked After and Children Previously Looked After

The Designated teacher for CLA

- Mrs C Oram

The Designated Trustee and Governor for CLA

- Mrs C Gradwell

- The most common reasons for children becoming looked after is because of abuse and neglect.
- The category of Children Looked After extends to include those who were previously Looked After and have now returned home, been adopted from care, placed in a permanent placement or are subject to a Special Guardianship Order (SGO).
- The school ensures that staff have the necessary skills and understanding to keep looked after children safe and this is reflected in staff training.
- Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The designated teacher and governor for Children Looked After will have the appropriate level training to equip them with the knowledge and skills to undertake their role.
- The designated teacher for CLA and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Head of Virtual School. □ The Designated Teacher for CLA will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of Looked After children in the school and meet the child's needs within their personal education plan (PEP).

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal of a minor from a parent or anyone with legal responsibility for the child; this can be committed by parents or other family members and by strangers. Other community safety incidents can raise concerns amongst children and parents such as people loitering, engaging children in conversations with strangers etc. Our school offers children practical advice on how to keep themselves safe through stranger danger lessons, PCSO talks and other events that are organised throughout the academic year. It is important that our

lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org

Homelessness

Being homeless or being risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) will follow referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL will support families by working with the local council to help retain families' accommodation or find a new place to live.

Allegations against Staff

Worth Valley Primary School recognises that it is possible for staff and volunteers to behave in a manner that may cause harm to children and take any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult. (See Allegations against Staff, Carers and Volunteers). If the allegation is made against a supply teacher, school will take the lead on this investigation, not the supply agency.

Managing Allegations

Procedure

This procedure should be used in all cases in which it is alleged a member of staff, volunteer in the school, agency staff, or another adult who works with children has:

- *behaved in 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 to children*
- demonstrated behaviour outside of working hours which could pose a risk of being brought into school e.g. "an incident outside of school, which did not involve children but could have an impact upon children, for example domestic abuse". KCSIE 2023 sees that it would be right to tie in outside behaviours as they could impact upon behaviours inside school.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to **the Headteacher** immediately.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly (01274 435908).

- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO via the Duty Safeguarding Coordinators (01274 434343) and must not attempt to carry out any investigation before receiving advice; this includes historic as well as current allegations.
- If you need advice on a referral or are unsure if it meets the above three criteria, then please contact the Lead Officer Education Safeguarding Team on 01274 437043.
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.
- In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.
- If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in Part 4 of Keeping Children Safe in Education, (2023) and the Local Safeguarding Children Board/ Safeguarding Partners' procedures.

4 of 'Keeping Children Safe in Education' (2023) and the Local Safeguarding Children Board/ Safeguarding Partners' procedures.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistle-blowing procedures are in place and any such concerns can and should be raised with:

- i) The school Headteacher in the first instance;
- ii) The safeguarding lead person (DSL).

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are open to them.

General guidance can be found at- Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk (Please see Whistleblowing Policy for further information)

Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section above.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- › Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- › The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Use of School Premises (by other organisations)

Where services or activities are provided separately by another body, using school premises, the Local Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection

School Policies

Worth Valley Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with the policies listed below:

- Allegations against Staff, Carers and Volunteers
- Anti-bullying
- Attendance
- Behaviour Management
- Child Protection
- Complaints
- Confidentiality
- DBS Checks on Adults
- Curriculum
- Dealing with the Media
- Emergency Plan, including Critical Incident and Missing Child
- e Safety
- Fire and Emergency Evacuation
- First Aid
- Director Monitoring
- Guidance for Safer Working Practice for Adults who Work with Children (including intimate care)
- Health and Safety
- Home-School Agreement
- Home Visits Safety (including Security)
- Induction
- Leave of Absence (pupils)
- Lettings
- Children Looked After
- Lunchtime Supervision
- Meeting the Needs of Pupils with Medical Conditions
- Personal, Social, Health and Citizenship Education Policy (PSHCE) including sex/relationships, drug education and healthy lifestyles
- Procedures for dropping off and collecting children
- Pupil Participation in Media Events
- Risk Assessment
- Recruitment and Selection
- Safeguarding Children
- Single Equality Policy and Plan
- Special Educational Needs
- Staff Use of Academy ICT and Communications
- Staff Disciplinary Procedure
- Supervision
- Transport
- Use of Force by Staff to control or restrain pupils
- Visitors/Visiting Speakers
- Visits
- Volunteers

Availability

- A copy of our Child Protection Policy is available on request from school office
- Further information can be obtained by contacting our DSL or DDSLs
- Alternatively contact our 'Safeguarding Trustee and Governor' Mrs C Gradwell by contacting the school office, CBMDC Dept. of Children's Services on 01274 385500 or Children's Social Care Initial Contact Point on 01274 437500 or Ofsted Helpline on 0300 123 1231

References:

Department for Education: Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges: September 2022

HM Government: Working Together to Safeguard Children; A guide to inter-agency working to Safeguard and promote Welfare of Children: July 2018

Department for Education: Guidance for Safer Working Practice for Adults who work with Children and Young People: January 2009

HM Government: Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers: March 2015

HM Government: What to do if you're worried a Child is being Abused; Advice for PR actioners: March 2015

HM Government: Working Together to Safeguard Children; A guide to inter-agency working to Safeguard and promote Welfare of Children: March 2015

Monitoring and Evaluation

Staff and Governors, on an annual basis, will review this policy unless circumstances demand an earlier review.

Appendix 1

Abuse and Neglect

Understanding and identifying abuse and neglect

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. Keeping Children Safe in Education (2023) statutory guidance sets out full descriptions.

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

There are a number of warning indicators that might suggest that a child may be being abused or neglected.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene

- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents/carers who are dismissive and non-responsive to practitioners' concerns
- Parents/carers who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements

Physical abuse

Physical Abuse: a form of abuse which 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.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;

Children with unexplained or unusual fractures or broken bones; and Children with unexplained:

- bruises or cuts; burns or scalds; or
- bite marks.

Bruises

- Bruising occurs when blood vessels are damaged and blood seeps into skin and subcutaneous tissues
- Accidental bruising tends to occur over bony surfaces e.g. forehead, shins, knees, and hipbones.
- Non-accidental bruising often occurs over soft tissue areas e.g. cheeks, neck, arms, trunk, buttocks, and thighs

Patterns of inflicted bruises may be recognised:

- Hand marks
- Marks of implements e.g. strap, stick, buckle, flex
- Bruises from pushing, throwing, swinging against a hard object
- Bites
- Bizarre marks
- Kicks

Burns and Scalds

Interpretation of thermal injury may be difficult, especially if presentation is delayed.

Patterns of Injury

- Dip scald or forced immersion injury
- Splashed, thrown or pour scald injury
- Foot burns
- Contact burns
- Cigarette burns
- Flame, caustic, radiant and electrical burns

Fractures

- Caused by trauma
- Painful
- Loss of function of a limb
- Abusive skull fractures often associated with head injury (concussion, contusion, subdural haematoma) and retinal haemorrhages
- Frequently swelling at a fracture site but no superficial bruising

Unusual fractures leading to suspicion of abuse

Fractures of:

- ribs
- scapula (shoulder bone)
- sternum (breast bone)
- wide, complex skull fractures
- multiple fractures especially of different ages
- healing fractures
- spiral/oblique or metaphyseal fractures of humerus fractures of the shaft or metaphyseal fractures of tibia

Intracranial Injury

Injury to the brain is the commonest cause of death in child abuse and the majority of deaths occur in the first year of life

Brain injury is very uncommon after falls from 3ft or less and even falls downstairs are unlikely to result in skull fracture or cerebral contusion

The mechanism of abusive intracranial injury is usually shaking and an impact. There may be an associated skull fracture

Patterns of injury:

- Scalp injury
- Skull fracture (wide and complex)
- Subdural haematoma
- Retinal haemorrhages
- Cerebral contusion, oedema, and haemorrhage

Abdominal Injury

- Usually seen in the context of other serious abuse
- Often only recognised as the child's condition deteriorates
- Caused by a punch or kick (compression) or a crushing injury or shaking

Sexual Abuse

Some of the following signs may be indicators of 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 also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (also known as child on child abuse) in education and all staff should be aware of it and of their school's policy for dealing with it.

Index of Suspicion of Sexual Abuse

Key: **Red** = high probability of sexual abuse occurring
Green = sexual abuse possibly occurring
Blue = one hypothesis amongst many

Under 5 Red	5-12 years Red	12-16 years Red
Disclosure Genital Injuries VD Vivid details of sexual activity (such as penetration, oral sex, ejaculation) compulsive masturbation (contextually abnormal) Sexual drawings Sexualised play, with explicit acts	Pregnancy/abortion Disclosure Genital injuries VD Explicit sexual stories/poems Exposing themselves Masturbation in contextually inappropriate fashion Promiscuity Suicide attempts Running away Alcohol and drug abuse Offending/abusing Gender identity difficulties	Disclosures Genital injuries Self-mutilation of breasts/genitals Pregnancy (under 14) VD (under 14) Prostitution Sexual Offending Gender identity difficulties
Green Person specific fear Nightmares Chronic genitor-urinary Soreness of genitals/bottom Fears of specific situations: fear of being bathed fear of being changed fear of being put to bed	Green Arson Soreness of genitals/bottom Chronic genitor/urinary infections Obsessive washing Depression Bedwetting/enuresis Anal incontinence/encopresis Anorexia Glue sniffing Nightmares Truancy Unexplained large sums of money/gifts	Green Sexual boasting/stories/jokes VD (over 14) Pregnancy (over 14) Rebellious against men (specific gender) Drug and alcohol abuse Suicide attempts Self-mutilation Truancy Running away Hysterical symptoms Obsessional washing Psychotic episodes HIV (though not necessarily a sexually transmitted virus)
Blue Developmental regression Hostile/aggressive behaviour Psychosomatic condition HIV	Blue Abdominal pains Developmental regression Peer problems HIV Academy problems Psychosomatic conditions	Blue Depression Anorexia Refusing to attend Academy Peer problems Authority problems Delinquency Psychosomatic conditions

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Working Together to Safeguard Children 2018)

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Go missing for periods of time or regularly come home late
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends/girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitive situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual) •
Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Some of the following signs may be indicators of neglect:

- home that is indisputably dirty or unsafe;
- without adequate or poor state of clothing, e.g. not having a winter coat;
- living in dangerous conditions, i.e. around drugs, alcohol or violence; • often angry, aggressive or self-harm;
- fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured.

Neglect can be displayed by:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes

Emotional Abuse

Emotional abuse is the persistent emotional mistreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 a 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.

Some of the following signs may be indicators of emotional abuse

- Children who are excessively withdrawn, fearful or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Components of Emotional Abuse – Gabarino

1. Rejecting The adult refuses to acknowledge child's worth and legitimacy of child's needs
2. Isolating Adult cuts the child off from normal social experiences and contacts and prevents child from making friendships-makes child believe he is alone in the world
3. Terrorising Adult verbally assaults the child-creates a climate of fear, bullies and frightens the child-makes the child believe the world is capricious and hostile
4. Ignoring The adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development
5. Corrupting The adult mis-socialises the child-it stimulates the child to engage in destructive antisocial behaviour-reinforces that deviance and makes the child unfit for normal social experiences

Mental Health and Wellbeing

Children and young people may express mental distress through a broad range of selfharming behaviours.

Cutting types of behaviour:

- Scratching, picking, scraping and deeper wounds
- Re-opening and infecting wounds
- Burning with cigarettes, lighters and 'spraying aerosols close to skin' scalding
- Inserting objects under the skin or into orifices
- Swallowing objects e.g. blades, batteries or harmful substances
- Head banging and hitting oneself with an object, first or against something
- Pulling out hair, eyelashes and eyebrows
- Washing, scrubbing oneself harmfully e.g. using bleach
- Some tattooing and body piercing
- Ligaturing/self-strangulation

Abuse of Alcohol, drugs etc.

- Binge drinking and alcoholism
- Use of solvents; sniffing glue and varnish; smoking
- Drug overdoses – including prescribed medication – to ‘blot out’ rather than suicide attempt
- Misuse of ‘insulin diabetics

Use of food

- Eating disorders: anorexia nervosa, bulimia, binge eating, vomiting, compulsive eating, over-eating.

Risky and/or obsessive behaviours

- Over-exercising e.g. when becomes compulsive
- Compulsive behaviours e.g. cleaning, repetitive actions
- Engaging in dangerous sexual behaviour or unwanted sex
- Staying in abusive or unsatisfactory relationships (nb. many have little choice)
- Excessive risk taking, putting oneself in dangerous situations
- Jumping off bridges/out of windows
- Driving too fast or when drunk
- Not looking after one’s health; eating poorly; not getting enough exercise, relaxation, rest; not keeping warm, not taking care of ailments etc.
- Getting into fights, getting in trouble with the Police
- Gambling, habitual over-spending
- Habitual overwork, over ambition/under-ambition

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 democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family

and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Mandatory Reporting Duty

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

Those reporting such cases will face disciplinary sanctions. It will be rare for staff to see visual evidence, and they should not be examining pupils.

Definition: 'All procedures involving partial or total removal of the female external genitalia, or other injury to the female genital organs, whether for cultural or other nontherapeutic reasons.' (World Health Organisation 1996)

Four types of procedure

- Clitoridectomy – partial/total removal of clitoris
- Excision – partial/total removal of clitoris and labia minora
- Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

In the UK, FGM practising groups are mainly from Kenya, Somalia, Egypt, Eritrea, Nigeria, Ghana, Sierra Leone, Uganda, Ethiopia and Sudan. Although a greater density of practicing communities live in London areas, we cannot ignore or dismiss this is a nonissue

elsewhere, as due to the government dispersal scheme, refugee/asylum seekers can be transferred anywhere in the country. This means FGM is an issue UK wide.

Why is it carried out?

- Believed to bring status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls to be clean/hygienic
- Is cosmetically desirable
- Make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are now allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that school takes action without delay.

Belief in Spirit Possession

The term 'belief in spirit possession' is defined in the DfE guidance as the belief that an evil force has entered a child and is controlling him or her. A range of terms are connected with such abuse including witch, black magic, the evil eye, kindoki, ndoki, djinns, voodoo, obeah, deons and child sorcerers. Genuine beliefs can be held by families, faith leaders, congregations and even the children themselves that evil forces are at work and abuse often occurs when attempts are made to 'exorcise' the drive these forces out of the child.

The DfE case review outcomes themes:

- The children may experience physical abuse, particularly through 'exorcism' practices, but is also at increased risk of emotional abuse and isolation from the rest of the family
- The families themselves are often ostracised from their community for fear that the evil will be spread to others
- Younger siblings (especially unborn siblings) may be at greater risk once an older child is believed to be possessed
- Spirit possession is often used to rationalise misfortune in the family (being cursed) where the family is disillusioned or has had a negative experience of migration
- Belief in the spirit possession may disguise scapegoating; often a combination of weak bonds of affection for the child, child behaviours that violate the family norm and above all a perception that the child is different.

Difference is a key theme in the cases reviewed by the DfE; children with learning difficulties, epilepsy, mental health problems, autism, stammer, deafness or a physical abnormality are at increased risk of spirit abuse as well as children who bed wet, have nightmares, appear rebellious or over independent. Many families describe their child as 'naughty' and the child has been accused of being 'evil'.

A belief in spirit possession is known within these backgrounds:

- Congolese
- Nigerian
- South Asian
- Caribbean
- Angolan
- Ghanaian
- Tanzanian
- Mauritian
- White English

Radicalisation

Definition: People being radicalised are subject to abuse on one form or another. They are being drawn into an environment which leads them, often of their own free will, into a single focused mind-set and commitment to engage with a set of values and behaviours which are not in their best interests or that of their family and friends.

Potential Indicators of Radicalisation

This is no clear profile of someone who is vulnerable to radicalisation. From recent known examples, we know only that not one group of people become radicalised and go on to be involved in violent or non-violent extremist activities.

Alongside the known indicators of abuse such as child sexual exploitation and on-line bullying the following provides additional guidance:

- Chancing their behaviour or appearance
- Adopting styles of clothes associated with groups with whom they had had no previous connection – this could be faith or political based
- Becoming isolated from friends, peers or family members
- Becoming involved with groups who have strong ideological ideas
- viewing websites which contain extremist ideologies or symbols
- attempting to recruit others to an extremist ideology or cause
- vocalising extremist ideologies and/or using extremist language
- questioning identity and sense of belonging
- glorifying current terrorist activity seen in the media
- displaying extreme behaviour related to ideology and /or religion
- requesting extended holidays to regions known to be unsafe or places not associated with the family
- possessing or discussing extremist material
- family not being aware of absences from classes
- family raising additional concerns about the individual and their behaviour
- Identifying extremist literature being distributed by children or external visitors
- concerns about known vulnerable children being targeted inside or outside the institution
- use of prayer facilities which are contrary to the Academy's policy
- groups of unknown people gathering close to the Academy, campaigning or fund raising for known extremist, or unknown organisations
- stalls/fund raising activities within school which haven't been authorised through existing processes
- study of extremist websites or literature unless part of genuine academic study

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade

others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as 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. We also regard calls for the death of members of our armed forces as extremist.

Internet and Mobile Technology

The risk to children and young people include:

- Increased exposure to sexually inappropriate content
- Spam, unwanted contacts/add-ons
- Access to sites which may promote harmful behaviours, such as promoting anorexia/self-harm, demonstrating how to make weapons etc.
- Being coerced, tricked or forced into sexual conversations, or sexual acts which are filmed and uploaded onto websites
- Meeting people who present a risk
- Cyber bullying and harassment
- Inappropriate photographs taken on mobile phones and distributed freely.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

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.

Signs may include:

Children who witness domestic abuse may:

- Become aggressive
- Display anti-social behaviour

- Suffer from depression or anxiety
- Not do as well at school – due to difficulties at home or disruption or moving to and from refuges.

Parental Substance Misuse

Children of substance abusing parents are more likely to experience physical, sexual or emotional abuse than children in non-substance abusing households.

Signs may include:

- The child's basic physical needs not being adequately met.
- The child received inadequate supervision for their age
- Health appointments for the child are not kept or appropriate advice is not sought for any health problems the child may be experiencing
- Disruption to the child's education or poor school attendance
- Child's own needs are not being acknowledged or are ignored by their parent/carer
- Unrealistic expectations of a child's abilities
- No clear boundaries between family roles with the child assuming a parental role, for the parent/carer and siblings
- Lack of boundaries and routines for the child
- Emotional abuse
- Impaired or inappropriate parenting practices
- Poverty
- Exposure to drugs and drug taking equipment in the home
- Domestic violence.

Substance misuse may have an impact on a child's emotional wellbeing as a result of their emotional needs not being met, however, there are other factors which can also affect a child's emotional well-being, for example, it may be that parents under the influence of substances are emotionally unavailable to their child.

Children's experiences may also be marked by:

- Love and loyalty – being protective of parents
- Reluctance to disclose problems at home, and uncertainty of who to talk to
- Psychological distress
- Fear of intervention by 'officials'
- Guilt, shame and stigma
- Sadness, isolation and depression
- Anger and frustration
- Fear and anxiety (for their parent's safety, or that they will 'end up the same')

Disclosure

Remember – children who talk about being abused must always be taken seriously and procedures must always be activated. Research repeatedly shows that children rarely lie about abuse

Some of the following suggestions may help if a child discloses information about abuse:

- It can be very tempting to offer a promise of confidentiality to a child – this is unrealistic and a child needs to hear the truth about what will happen, together with a sincere offer of support through what may come
- Show that you are listening and understanding by using occasional head nods and giving appropriate eye contact (remember some children will find direct eye contact uncomfortable)
- Do not cuddle the child – this can give mixed messages
- Do not appear shocked about what you are being told – many children will ‘clam up’ if they sense you are uncomfortable
- Where you feel you need to ask a question make sure it is open e.g. and then what happened? Is there anything else you would like to tell me?
- Do not ask leading questions – Did your mum do that? Was it in your bedroom?
- Give the child reassurance by telling them ‘It was good that you told me.... You were right to talk about this, it must have been very difficult’

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). It can happen both inside and outside of school and online. All staff should understand that even if there are no reports in their school, it does not mean it is not happening. School has a zero tolerance approach to child on child abuse; If staff have any concerns regarding child on child abuse they should speak to the DSL (or DDSL).

It is important that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual Violence and Sexual Harassment between Children in Schools

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be made aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,

- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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 and 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*) and the touching is sexual. *B* does not consent to the touching and *A* does not reasonably believe that *B* consents.

What is Consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if she/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity; and/or make them feel intimidated, degraded or humiliated; and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;

- online sexual harassment (this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence) and may include:
 - consensual and non-consensual sharing of sexual images and videos
 - sharing of unwanted explicit content
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats

Upskirting

‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any sex, can be a victim.

The Response to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

If staff have a concern about a child or a child makes a report to them, they should follow the school’s referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead (DSL) or a deputy (DDSL).

What is Sexual violence and sexual harassment?

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if she/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix 1

Child Protection Referral Information Form (Confidential Information)

Child's Name _____ Class _____

Date _____ Time _____

Name of staff member reporting incident/concern _____

For non- Worth Valley Primary School staff

Relationship to child _____

Contact number _____

Agency/Address _____

***Please record what was seen/said/reported and return to the Designated
Safeguarding Lead or a Deputy Designated Safeguarding Lead immediately***

Please continue overleaf if needed

Action taken

(to be completed by named person)

Multi-Agency Referral Form complete and sent (tick option below) YES NO N/A ☐ Family
key work/targeted support (Early Help) ☐ A social work assessment – immediate concerns
for child's safety (CSC) ☐ Information sharing and/or information being requested ☐ Child
exploitation concerns and/or child missing from home or care

Request for information from Social Care YES NO N/A
Information given to Social Worker/Early Help Worker/Other _____ YES NO N/A

