



ST. EDWARD'S CATHOLIC PRIMARY SCHOOL
SAFEGUARDING CHILDREN POLICY

Agreed: autumn 2021

To be reviewed: autumn 2022

Ethos

The governing body of St Edward's Catholic School recognises and accepts its responsibilities for child protection and for maintaining a safe environment at school. It has appointed a safeguarding governor and will work to ensure that all who come into contact with young people recognise an obligation to protect and safeguard their welfare in a broad sense. Staff will read and understand part 1 and annex A&B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2021 and review this guidance at least annually.

As a Catholic school with a mission to protect the weak, we will take additional steps to identify, support and protect those at risk, including those from vulnerable groups, those who have suffered significant harm, those at risk of association with organised crime and serious violent crime or gangs (including those who might be vulnerable from County Lines exploitation and thus might go missing periodically), those at risk of sexual violence or sexual harassment, those at risk of radicalisation and those at risk of female genital mutilation. Mental health problems presenting in children can also be an indication of abuse neglect or exploitation and may be treated as a Safeguarding concern.

The governors are committed to working with safeguarding partners including the local authority (LA) and have the attitude that 'it could happen here'. Visitors to the site will be carefully vetted. Putting the best interest of children first is the aim of operating procedures. All staff will be trained so that they are alert to issues and know how to react. Training will prepare them to identify if and when there is potential need for 'early help' * and to recognise the signs that might indicate that a child is at risk of significant harm.

The potential for significant harm to children can come from a wide gamut of sources and these have increased because of mobile and other technologies. All of us must be alert to e.g. pupil health and safety issues which might include children's mental health. We must plan carefully and with safety in mind for educational visits. Peer on peer abuse may come from bullying, hitting and/or name-calling and this may stem from racist attitudes/homophobic/bi-phobic/transphobic/sexual motives to name but a few. Abuse of children by adults is also a risk that we must mitigate by implementing robust and rigorous procedures. Schools are bound to act carefully if physical intervention/restraint has to be used and must plan to meet the needs of pupils with medical conditions. We recognise issues from drug and substance misuse by young people and the dangers posed by online/internet safety. Most schools in London are touched by gang activity and we must recognise and counter negative influence. The examples in this paragraph are not exhaustive but give an indication of the breadth of ways in which children may be harmed or are at risk of harm.

*We understand that providing early help is more effective in promoting the welfare of children and young people than reacting when things go wrong later and safeguarding procedures need to take place. Early help means providing support as soon as a problem is identified, at any point in a child or young person's life. Early help can also prevent further problems arising and we will strive to engage outside services and share information so this supports children and families.

Single Central Record (SCR)/Disclosure and Barring Service (DBS)

We will keep an up-to-date SCR which summarises the checks and vetting of all staff working with pupils.

All staff (including supply teachers, temporary staff and volunteers and governors) will be subject to an enhanced DBS check and Barred List check to ensure appropriate safeguarding. Teaching staff will be subject to a 'prohibition from teaching' check and those in leadership positions will have a Section 128 check. Periodically, the school will undertake routine re-checks.

Key Principles

Our policy applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

1. Ensuring we practise safe recruitment (with key governors and staff undergoing approved training) by checking the suitability of governors, staff (including supply staff) and volunteers to work with children. All staff are subject to DBS checks and other appropriate checks and must inform us if any of the following apply. A person may be disqualified ("a Disqualified Person") from working in our school under the 2009 Regulations because:
 - they are on the Children's Barred List (for which the School will carry out a Disclosure and Barring System check);
 - have been cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
 - there are grounds relating to the care of children (including where an order is made in respect of a child under a person's care, including their own children);
 - they have had registration refused or cancelled in relation to childcare or children's homes or been disqualified from private fostering;

We ask staff to inform us on the application forms if any of these apply and the obligation to let us know if circumstances change.

2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. The curriculum will cover a wide range of pertinent topics e.g. e-safety, peer-on-peer abuse (including upskirting - taking a picture under a person's clothing without their permission) and have regard to the UK Council for Child Internet Safety (UKCCIS), and other wider environmental factors (contextualising safeguarding).

We maintain and review our strategies and filtering systems to monitor any infringements to the acceptable use of technology guidelines, which are operative in the school, and take appropriate steps to deal with these and the perpetrators. The school has strict rules on the use of mobile phones.

3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse e.g. pupils can confidentially approach members of staff. We will always follow up on disclosures made, with the relevant external agencies as required.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan, incorporated into a Pastoral Support Plan when appropriate. Support may include outside agencies.
5. Establishing a safe environment in which children can learn and develop. This has meant making necessary adjustments in line with Guidance for full opening: Schools GOV.UK, to provide an environment which mitigates against COVID-19 transmission.
6. Being particularly vigilant on the return to school in September 2021, ensuring that we have identified vulnerable children and those in need, that may have suffered

detriment during the period of absence from school and may be more vulnerable during a future period, when 'normal services' are/may not be operative. Staff will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed so that the designated safeguarding lead can take action.

This group of pupils may include but is not limited to those:

- with a child protection or child in need plan,
- Looked after by the local authority
- With an education, health and care (EHC) plan
- Receiving or on the edge of receiving support from children's social care or CAMHs services
- Adopted
- Living in temporary accommodation
- Young carers
- Considered vulnerable by the school and/or LA e.g. because they are living in situations e.g. volatile family backgrounds, mental health or addiction issues in the home to name but a few examples.

We will monitor attendance carefully in the light of a possible increase in absences due to COVID-19 risks; follow new guidance on recording attendance and put in place remote learning opportunities for pupils, with guidance for staff to ensure their safety and that of pupils.

Procedures

We recognise that because of the day-to-day contact with children, school staff, volunteers and occasionally governors are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to without initial judgement or rebuff.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure we have procedures in place for dealing with allegations of abuse against members of staff and volunteers.
- Ensure all staff and volunteers are aware that anybody can make a referral to social care if there is a risk of immediate, serious harm to a child.
- Ensure all staff and volunteers understand they must raise any FGM concerns with the designated safeguarding lead and recognise their own obligation to report known cases in under 18 year-olds to the police.
- Ensure all staff and volunteers are alert to children that are missing in education or placed temporarily in alternative provision or off-site and their responsibilities to take account of safeguarding risks, reporting any concerns to the designated safeguarding lead because of the potential dangers that include but are not limited to FGM, forced marriage and child sexual exploitation.
- Ensure all staff and volunteers are aware of their responsibilities for maintaining professional relationships with pupils and avoid communicating with pupils privately, e.g. by email. Nor should staff interact with pupils on social media or put themselves into potentially compromising situations. All staff and volunteers should be aware of inappropriate 'low level behaviours' where staff 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 LADO.

Low-Level' concerns which could include, but are not limited to:

- being over 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; or,
- using inappropriate sexualised, intimidating or offensive language

We will take account of the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education.

Safeguarding team

A member of the Senior Leadership Team is designated to take the lead, especially dealing with child protection issues, providing oversight of administration and liaising with and working with other agencies. Ms Anne Thomas is the designated Safeguarding Lead for child protection, she has received appropriate training and support for this role. She (or members of the safeguarding team) are the first point of contact and coordinate procedures in the school. The school has appointed a deputy to act in the absence of the safeguarding

lead (see appendix A). The deputy safeguarding lead is **Mr Jason Smith**. If in exceptional circumstances the designated safeguarding lead is not available, this should not delay appropriate action being taken. Speak to the deputy safeguarding lead and/or take advice from local authority children's social care. Advice can be sought at any time from the NSPCC helpline on 0808 800 5000.

The email to use for out of hours contact is head@stedwardsprimary.org

Roles and Responsibilities

We will:

- Ensure we have a nominated governor responsible for child protection (**Mr Paul Downing**).
- Ensure every member of staff, volunteer and governor knows the name of the designated safeguarding lead responsible for child protection and their role and is cognisant of the school's policy and procedures.
- Ensure all staff and volunteers understand their responsibilities of being alert to the signs of abuse, responding and reacting appropriately. Also to react in accordance with annual training, to disclosures made by children; taking responsibility for referring any and all concerns to the safeguarding lead for child protection in the school and to the Police if statutorily required (e.g. in the case of suspected FGM) and/or to the Head of School/Executive Headteacher/Chair of Governors (in the case of allegations against staff) or social services. We will implement regular staff training (including coverage of e-safety, whistleblowing) and provide frequent updates to evidence this outcome. Staff will be asked to sign that they have read and understood relevant material. Safeguarding is also covered in new staff induction.
- Ensure all staff and volunteers recognise that some are more vulnerable to abuse than others (e.g. SEN, LAC, pupils with families in prison, pupils with housing issues, pupils that are fostered, pupils that are carers, pupils that have poor attendance etc..) and that they should be especially vigilant for signs of abuse and neglect. Pupils in vulnerable groups are shown to be more vulnerable to Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE), where a power imbalance is used to coerce, manipulate or deceive a child into sexual or criminal activity which may include serious violent crime. These pupils may need more help to prevent exploitation and abuse.
- Ensure all staff and volunteers understand their responsibilities for recognising and dealing with peer-on-peer abuse. We recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. Hence we must watch for 'signs' of such abuse and ensure pre-emptive questioning of pupils and investigation e.g. by class teachers. Girls are most likely to be victims and boys the perpetrators but this is not always the case. Children will be supported and encouraged to report and challenge derogatory or sexualised language and report to the designated safeguarding lead or trusted adult (who must then pass on to the safeguarding lead) any incidents that come to their attention of sexual harassment, sexting (sending and receiving sexual messages through technology and the consensual and non-consensual sharing of nude and semi-nude images and/or videos), upskirting and other abuse on social media. Abuse is abuse and 'banter' or similar excuses are not acceptable; any reported cases will be heard and taken seriously. Victims will be supported and sanctions may be imposed on perpetrators.
- Ensure all staff and volunteers recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They will be able to identify different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

- Ensure all staff and volunteers understand their responsibilities under PREVENT duty for being alert to the signs of radicalisation/extremism and report to the DSL if so a referral can be made as required. We will implement regular training to evidence this outcome.
- Assess and review the extent to which individual students and members of staff may be drawn into terrorism and communicate with the LA panel any concerns and secure the necessary support.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and the use of interagency meetings as and when appropriate.
- Keep written records of concerns; regularly update our child protection register, log the details of meetings with Social Services about children and refer all matters immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practises are always followed.

Pupil support

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. The 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. The school will endeavour to support the pupil through:

- The content of the curriculum.
- Attempting to broker regular counselling or counselling opportunities.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviours are unacceptable. If they report such behaviours they will be listened to, valued and will not be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil on the child protection register leaves; their information is copied for any new school as soon as possible but transferred separately from the main pupil file and that the child's social worker is informed.

Monitoring arrangements

This policy will be reviewed annually and approved by the full governing board.

Links to other policies

This policy should be read in conjunction with the following policies and government documents:

- Staff handbook
- Disciplinary Policy and Procedure (for all workers)
- Anti-Bullying Policy
- Managing Allegations made against Staff
- Whistleblowing Policy
- Complaints Procedure
- Health and Safety Policy
- Pupil Restraint Policy
- Keeping Children Safe in Education September 2021
- Working together to safeguard children August 2018
- Guidance for the Full re-opening of Schools GOV.UK August 2021

Appendix A

**Designated Safeguarding Lead
Deputy Designated Safeguarding Lead
Safeguarding Governor**

**Anne Thomas
Jason Smith
Paul Downing**

Appendix B – Recognising abuse and taking action

Child Abuse: Signs and Symptoms

Child Abuse applies where there is information, suspicion or serious risk that may be caused to a child by a parent, guardian, relative or any other adult. Staff should always be vigilant to any sign of distress in a child and immediately convey those concerns to the DSL, Ms Smith. Abuse can be carried out by adults or by peers. Recently, peer-on-peer abuse (frequently boy-initiated with girls as targets) has received more coverage in the media. It is likely to be covert and might masquerade as 'banter' and 'jokes'. However, it can be extremely damaging to a child and staff must be watchful and not dismissive of, or condone, such behaviour. Such behaviour should lead to reprimand and the use of the X system which will bring the problem to the attention of the Head of School. Gang problems and association cause us more problems in school than ever before and we are particularly watchful for vulnerable children who might 'disappear' for short periods of time because they may be being used to traffic drugs and participate in other criminal activity. Some girls may come from cultures which may be predisposed towards female genital mutilation (FGM). All staff **must** report any suspicions of FGM to the DSL but there is a mandatory duty on an individual to report known cases to the Police.

Physical Abuse

This is a physical injury to a pupil where there is definite knowledge or reasonable suspicion that injury was inflicted or knowingly not prevented. This includes attempt to poison, smothering, chastisement or attempted drowning.

Neglect

This is persistent or severe neglect of a pupil, which adversely affects the pupil's health or development. This may be repeated failure to attend to the physical needs of the pupil by the home.

Emotional Abuse

This is severe emotional ill treatment of a pupil, which has an adverse effect upon his/her behaviour in school or general emotional development. Children can also be 'groomed' by others and come under undue influence which distorts their view of reality e.g. radicalisation.

Sexual Abuse

This occurs where children are involved either voluntarily or against their will in sexual activities which:

- they may not fully understand;
- they are unable to give consent to;
- violate the socially acceptable code of family life and are dangerous or immoral;
- have not knowingly been prevented by the Parent or Guardian.

Signs or symptoms to indicate that abuse may be taking place

In considering abuse, it is important to remember that the above categories are neither necessarily exhaustive nor mutually exclusive. All or some of these categories of abuse may be present in a situation faced by the child.

Always seek advice before taking any action. Share any concern with the DSL – Ms Thomas or Deputy DSL – Mr Smith. However, staff should be aware that they can make a direct referral themselves to Social Care. We ask that the DSL is always kept informed.

The first sign of abuse is usually an unexplained change in behaviour, mood or performance. Bruises, burns or lacerations may be apparent which may be noticed in a Physical Education (PE) lesson where pupils change. Another indication of abuse is when a pupil is reluctant to change or participate in PE or indeed when a child's attendance begins to deteriorate.

Attention-seeking behaviour or excessive dependence upon a member of staff may indicate emotional neglect. Poor clothing, hunger or debility may suggest physical neglect.

In the case of sexual abuse, the pupil may become withdrawn or maybe unusually advanced or precocious in sexual matters.

If pupils are subject to radical influences they might begin to express extreme views and assert that sexual, religious or racial violence is acceptable or desirable. They may be influenced by what they see online. Additionally, they might have links to extreme groups that preach hate like Nazi groups or Islamic extremists.

Although these signs may be indicators, they should serve to arouse suspicion but are not necessarily proof that abuse is taking place.

The following are useful signs to look out for and to report if suspicious.

- Change in mood or behaviour
- Nervousness
- Attention-seeking behaviour
- Compulsive stealing
- Persistent tiredness and sleepiness
- Running away
- Inappropriate relationships with adults and peers.

Action by School Staff

It is essential to communicate your concerns immediately to the DSL. Appropriate action will then be taken following agreed procedures set out by the LA. Remember that the matter will be highly confidential, so it is important that you are neither overheard nor careless in discussing the matter in the staffroom.

Remember that the child's welfare is the most important factor. Failure to act quickly could lead to harm or even the death of a child.

There will be children in school who are on the Child Protection List. The DSL will always convey this confidential information to the class teacher. A list of these children with a confidential file is kept by Ms Thomas.

Dealing with a Disclosure:

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- prioritise (it may be necessary to arrange cover) and listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child but not make promises that it might not be possible to keep;
- not promise confidentiality - it might be necessary to refer to Social Services;
- reassure him or her that what has happened is not his or her fault;
- stress that it was the right thing to tell;
- listen, rather than ask direct questions;
- not criticize the alleged perpetrator;
- explain that others will keep the child safe and that the Child Protection Officer will be informed.

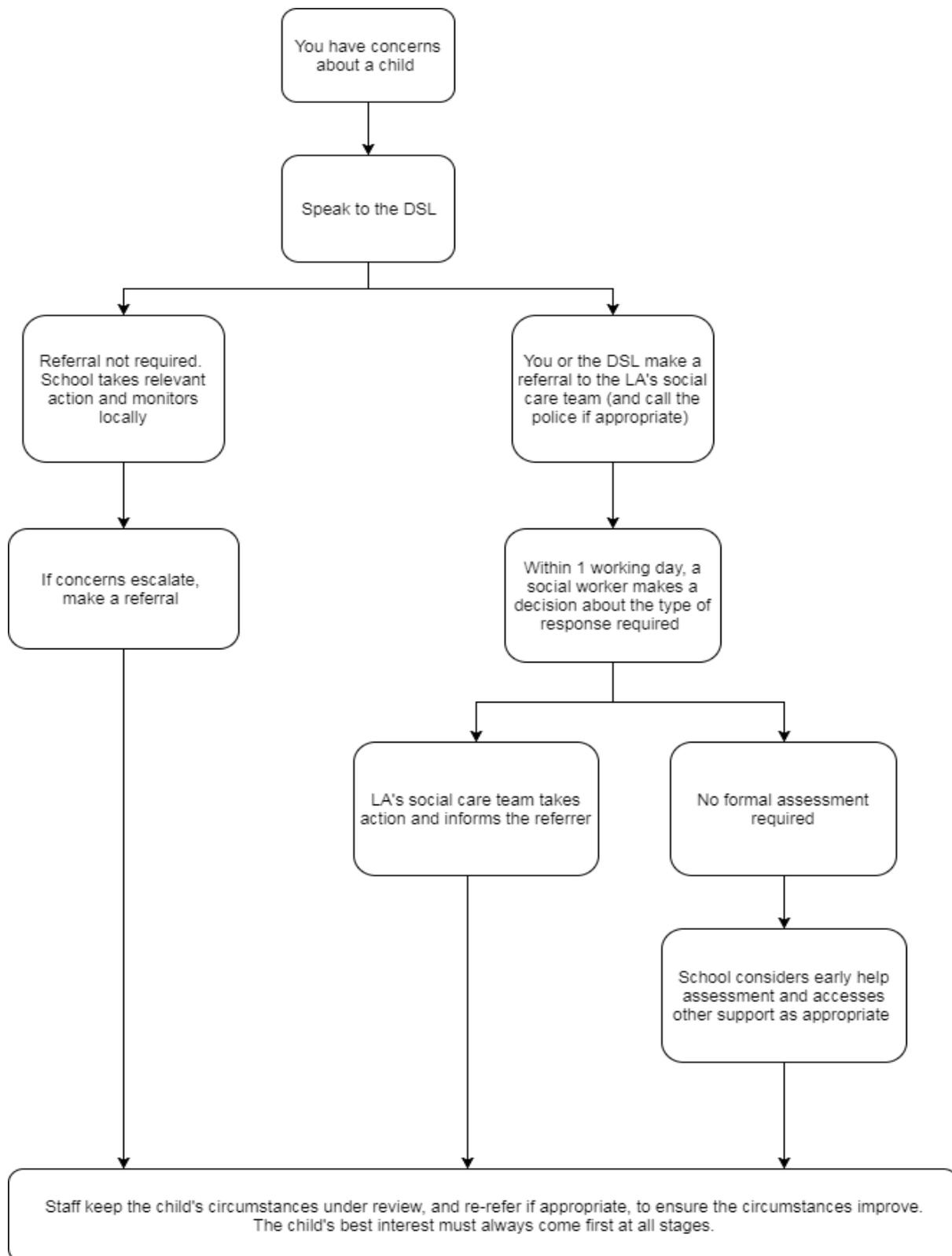
Record Keeping:

When a pupil has made a disclosure, the member of staff should:

- make brief notes as soon as possible after the conversation;
- not destroy the original notes in case they are needed by a court of law;
- record the date, time, place and any noticeable non-verbal behaviour and words used by the child;
- draw a diagram to indicate the position of any bruising or other injury;
- record statements and observations rather than interpretations or assumptions.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



Appendix C - Specific Safeguarding Concerns

Peer on Peer abuse including ‘sexting’ and children displaying Harmful Sexual Behaviours/Allegations of abuse made against other pupils

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways.

This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

At St Edward’s Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy and anti-bullying policies where necessary.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school

- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL immediately and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will record a risk assessment and support and protection plan for all children involved – the victim(s), the child(ren) against whom the allegation has been made and any other child affected – with a named adult they can talk to if needed (the choice of any such adult should be the child's)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Children displaying Harmful Sexual Behaviours

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

At St Edward's School we will support the victims of peer on peer abuse by following DfE guidance 'Sexual Violence and sexual harassment between children in schools and colleges', first published in December 2017.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent

sexual behaviour is developmentally inappropriate and may be harmful to the children displaying it and those on the receiving end of it. Sexualised behaviour has five stages:

- **Appropriate** – the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development
- **Inappropriate** – this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group
- **Problematic** – this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation
- **Abusive** – this often involves manipulation, coercion, or lack of consent
- **Violent** – this is very intrusive and may have an element of sadism (Hackett, 2010)

A child's behaviour can change depending on the circumstances, and sexual behaviour can move in

either direction through the stages. It is therefore important to not label all of a child's behaviour as belonging to one category.

A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Online behaviour may include the internet or technology such as mobile phones. Harmful sexual behaviour should be considered in a child protection context. When considering harmful sexual behaviour, the ages and the stages of development of the children are critical factors to consider.

Sexual behaviour between children can be considered harmful if one of the children is:

- much older, particularly if there is more than two years' difference; or
- if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Staff should be aware that a child under the age of 13 can never consent to any sexual activity as a child under 13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity.

Where there is a concern that a child may have behaved inappropriately and/or negatively affected the well-being of others, a decision will be made as to whether the behaviour constitutes normal and developmentally expected behaviour. If so, the behaviour may be managed internally, through our Anti-bullying, Behaviour and Discipline policies and procedures plus our pastoral support. If a child is suffering or at risk of significant harm, for example as a result of a bullying incident, it should be addressed as a child protection concern.

Sexual violence and sexual harassment (child on child abuse)

Where sexual violence and sexual harassment occurs between children, it is often called child on child abuse or peer on peer sexual abuse.

The starting point for any report of sexual violence (rape, abuse by penetration and sexual assault) and sexual harassment (sexual behaviour without consent) should always be that they are not acceptable and will not be tolerated. See Appendix Two for a full definition of sexual violence and sexual harassment.

It is important that all staff know how to respond to a report of sexual violence or sexual harassment.

The DSL/deputy DSL will follow Part 5 of KCSIE 2020 guidance to complete an immediate risk and needs assessment following cases of sexual violence and on a case by case basis

for cases of sexual harassment, to determine how to manage and/or escalate the disclosure/report and consider how to protect and support the child/children reported as being abused or carrying out the abuse and any other children (and staff if appropriate) involved.

Recognising child on child sexual abuse

It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour.

Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching;
- pressurising, forcing or coercing others to perform or take part in sexual acts;
- pressuring, forcing or coercing someone to share nude images and sharing sexual images of a person without their consent (Youth Produced Sexual Images);
- taking a picture under a person's clothing, without their consent ('upskirting');
- sexualized online bullying; and
- sexual or sexist name calling.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

Having an older boyfriend or girlfriend

Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputy] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations

- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.